Fort Worth ISD | Board of Education

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Fort Worth ISD School Board Community Listening Sessions Transcripts

01 - Union Gospel

02 - United Way

03 - Girls Inc.

04 - Artes de la Rosa

05 - Benbrook Community

06 - Big Brothers Big Sisters

07 - Center for Transforming Lives

08 - Como Community Center / NAC / ODWIN / Como Lions Heart

09 - Communities in Schools, Fort Worth

10 - Cook Children's Health Care System

11 - East Fort Worth Business Assoc.

13 - Fort Worth Chamber of Commerce

15 - Fort Worth Forum

16 - Greater Meadowbrook Alliance

17 - Junior League of Fort Worth

18 - Leadership Fort Worth

19 - LVTRise

20 - Mayor's Council on Education and Workforce

21 - Multicultural Alliance

22 - NAACP / Black Leaders United / Fort Worth Metropolitan Black Chamber of Commerce

23 - One Safe Place (Partners)

24 - One Safe Place (Hospital District Staff)

25 - Parent Shield

26 - Pastors for Texas Children and Temple Beth-El Congregation

27 - Reby Cary Youth Library

28 - Riverside Organizations (Spanish/Bilingual)

29 - Rotary Club of Fort Worth

30 - Saint Mary of the Assumption Catholic Church (Spanish/Bilingual)

31 - Schools of Choice /YMLA PTAs

32 - Southside Organizations

33 - State Reps/Senators

34 - Texas Wesleyan University / Zacatecas Assoc.

35 - The Welman Project

37 - United Educators Association

38 - Summer Listening North Side HS

41 - Summer Listening Paschal HS

42 - Summer Listening Dunbar HS

43 - Fort Worth Chamber of Commerce Session 2

Union Gospel Mission

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Speakers:

Speaker A - 13.89%

Speaker B - 5.43%

Speaker C - 27.03%

Speaker D - 3.3%

Speaker E - 7.8%

Speaker F - 3.12%

Speaker G - 5.26%

Speaker H - 3.94%

Speaker I - 4.49%

Speaker J - 1.3%

Speaker K - 11.31%

Speaker L - 6.98%

Speaker M - 6.14%

Notes:

No notes.

Speaker A **00:00:00**

I'm a school board member. Courtney Lewis, who's going to lead this discussion. Courtney and I were appointed by the TEA to be on the Fort Worth ISD School Board after the TEA decided that the Fort Worth ISD had reached a point as far as student outcomes that it warranted a state takeover. Unlike normal school board members, we're not elected.

Speaker B **00:00:24**

We're appointed.

Speaker A **00:00:26**

And our job as, as a board, same as the job of the previous board, is to set goals for, for the school district and then hold the leadership of the school district accountable to meet those goals. And these listening sessions are absolutely critical. Over the last couple of months and then next couple of We're traveling all over the, all over the city, meeting with parents and interested people, and everybody ought to be interested in the future of Fort Worth ISD and public schools generally.

00:01:05

But we want to hear from you, and over these months we're going to be gathering the input from you and others, and then the board is going to gather over— This is what's coming up. All of them. Some of our children, those who come from the most challenging economic circumstances. And our job as board members are to set goals that are going to lead the district to a level where every child, if it's a child that struggles with economic and educational circumstances, a child that comes from another country and Who doesn't speak English.

00:02:10

Regardless of zip code, we believe every child can succeed and every child has an opportunity to pursue his or her aspirations. And that's the goal of this board. It's an overarching goal, but we need all of you to help fill in the details. What are the steps that

we need to take to make sure every child succeeds?

00:02:33

Every child can live his or her dream. And so that's what these sessions are about. I'm— my day job, I'm president of a nonprofit, nonprofit that's been involved with Union Gospel Mission over the years and with the Presbyterian Night Shelter. We deeply appreciate what these organizations do. So I want to thank you all very much for hosting it and giving us an opportunity to speak with the people and the adults and the kiddos that y'all have gathered for us today.

00:03:14

Courtney Lewis was— we had 291 people apply for the school board, and then the TEA chose that, and Courtney and I are both honored to have the opportunity to serve you. So Courtney's going to lead you through this exercise today, and we need your input in order to inform us so we can set the goals that are going to make the Fort Knox work for our business.

00:03:39

So I'm going to turn it over now to Courtney. Courtney, in her day job, is a banker, and there's nobody on the board that's dedicated more Thanks, Courtney.

Speaker C

00:03:56

Thank you. As, as he mentioned, yes, I'm a bank president, and I did not start life as a bank president. I started out with a mom who didn't finish high school, and I knew education was important. So I had the fortunate experience of having a good public education. And that public education led me to go to a junior college, which led me to winning an academic scholarship to SMU.

00:04:24

And being from the southern side of Dallas, I had never been to that neighborhood before. And so it gave— a quality public education gave me the opportunity to be a bank president. And I think every child should have that opportunity to do whatever they want, you know, whatever they want to go on to do.

00:04:41

But it starts with being afforded a quality public education. And so I do dedicate a lot of my time. I tell people this is my second full-time job. I, I just truly believe that I have to do everything in my power to make sure every child in Fort Worth has access to a quality public education so they can reach those opportunities, because really everything starts

with education.

00:05:06

education. So that's kind of my why behind why I work so hard to do a job that I get paid nothing to do. So, you know, a school district exists to improve student outcomes. The only reason a school district exists is it exists to educate children, to make their lives better. And a school board represents the community's visions and values.

00:05:31

So our job as board members is to make sure that The work that the school district is doing represents the vision and values of the community, and to help guide that work, we will design goals and guardrails that we will tell the superintendent: These are the goals that you have to accomplish. These are the guardrails.

00:05:50

These are the values of the communities that you must not violate these. But these these are the three things that we need you to accomplish in this set amount of time, and then we hold them accountable for that. So the work we're doing right now with these list. Sessions is we want to hear from you.

00:06:03

We have 5 questions, and the answers to these questions are going to be aggregated with voices from all over the community, and we're going to find out what are the most important vision and values of this community that should be taken into account. So we want to hear your voice as we're setting the goals so we can turn the district around.

00:06:23

There are some handouts, you know, there's a, there's a chart of 10 years of district history And status quo is just unacceptable. The status quo of the way the school district has provided education is just not acceptable. Um, right now, 40% of children are reading on grade level. That means 6 out of 10 kids are not, and that's just, that's just not acceptable.

00:06:49

So, um, a couple handouts back there if you want to grab one. Um, and there's, there's a differentiation board work and superintendent work. The board's work is to set the direction, the goals, the guardrail, the governance. So we have one employee, and that's the superintendent. We hold him accountable for making things better and operating the district.

His job is to operate the district. So we've prepared a contact sheet for issues that you may have, whether it's transportation or curriculum or—

Speaker D **00:07:19**

Right.

Speaker C **00:07:19**

With the appropriate district contacts. Is it's always best to start with the person closest to the, to the situation. If you're, if you're having a problem at your kid's school, the teacher or the principal will be able to address the problem a lot faster than I will be able to. And so we've printed out a sheet there with district contact emails for who you need to contact for different issues.

00:07:40

Um, and so I think that is it. One of the things we always hear in all of our training is Student outcomes won't change until adult behaviors change. And so there's a lot of change happening and people aren't happy about it. And so we understand change is hard, but we also understand that this work is very important and we need to hear from, from the community.

00:08:04

We need to hear from, from all of you. And I'm so excited to see children because I want, I want children to speak up. I want to hear what you want as well because I really do want to hear from children. So it makes me very excited to see This many parents in the audience, so thank you for being here.

00:08:21

So I'm going to run the slideshow as well, and we will be recording all of the information that we hear. We're going to record, we're going to write down everything, we're putting everything into data analysis. And at the end of this, we will— we— our timeline is to have our goals and guardrails in place by the end of October.

00:08:39

And the reason for that timeline is because that's when budgets are set. Budgets dictate how resources are spent. So we want to be able to have an impact on how the budget and how the resources are spent and make sure they honor the vision and values of this community. So let's dive in with our first question.

00:08:59

So our first question— I'll put them here on the screen. So our first question is a vision question, and we want to know what Fort Worth ISD's students what you think Fort Worth ISD students should be able to know or do. And if you could only pick one or two, because if you try to do everything, you do nothing.

00:09:19

So we're trying to get to the, the top one or two. So our first question is, what should a Fort Worth ISD student know or be able to do? Yes, ma'am.

Speaker E **00:09:29**

Pass the STAAR test.

Speaker C **00:09:33**

Okay, pass the STAAR test. We got a mic back there.

Speaker E **00:09:36**

Okay, pass the STAR test.

Speaker C **00:09:38**

Yes, thank you.

Speaker E **00:09:45**

Anybody else?

Speaker C **00:09:47**

This open forum, just raise your hand. I mean, we, we are having, we are having a conversation here. I don't want to stand behind the podium because I don't want it to be formal. This, this is a conversation and we want to know what, you know, what is it that you want your students to be able to know and do when they go to Fort Worth ISD.

Speaker F **00:10:04**

Yes, ma'am.

Speaker C **00:10:07**

Okay, read. Yes, reading is very important.

Speaker A **00:10:16**

You know, think about the question. If you might think about what you want elementary school child or your elementary school child to be able to do or know. So that broad question, you think, well, that's K through 12, and you'd have something different about these grade levels. So you, you might think about the different, uh, though, or the different chapters of any given child's life.

Speaker C **00:10:44**

Uh, we got what, microphone here, and then we'll pass the microphone.

Speaker G **00:10:51**

Yes. Uh, I just have a question as to what are the What are the expectations at the end of— like, I have high schoolers, so we're not from Texas, so I don't know you guys. Like, we have to pass something called the KC before we graduated, so I don't know what are the requirements before they graduate.

Speaker C **00:11:15**

So the STAAR test that was mentioned earlier, the STAAR— there are end-of-course exams in different subjects that they have to pass to graduate here.

Speaker G **00:11:23**

So is that necessary though?

Speaker C **00:11:25**

Uh, yes.

Speaker E **00:11:34**

From my understanding, at Eastern Hills last year, they said that so many kids failed the STAAR test that they had to do a secondary— um, they implemented a secondary test and they crossed out the scores from the STAAR test. So maybe like highlight the curriculum from the STAAR test and make sure that they know.

00:11:53

Okay, that they know that information. Um, so I mean, that's important. Where I'm from in Southern California, you know, it's the STAR test here, but my daughter, she was born in Dallas, she grew up here her whole life, so—

Speaker A **00:12:07**

Hold the microphone.

Sure, sorry. Um, but I think that'll probably be something that's really important, just go ahead and highlighting the information prior to the test at the end of the year. And, you know, they have their 6-week test, highlight different segments of it maybe, and try to get them to see if they're passing the information or passing the test beforehand.

00:12:27

I forgot what she said the test was called that they did secondary, but like they literally couldn't pass the STAAR test.

Speaker C

00:12:32

So the STAAR test is based on TEKS in Texas. The TEKS are the Texas Essential Knowledge and Skills. So TEKS are the standards that are taught. And the teachers would have access to that, and the teachers would have those, those basic subjects that are supposed to be taught. And the STAAR test is testing just kind of the basic level of knowledge of the TEKS.

00:12:56

And the TEKS are available online. You can find— those are online. You can find the TEKS to find out what should your child be learning in 1st grade, 2nd grade, 3rd grade. So those, those are online, and I can help you find them.

Speaker G

00:13:19

Testing.

Speaker H

00:13:19

Okay, so mine might be more related to like middle and high school. I would say more life skill classes offered, um, so they can work on like hygiene and just like chores and different life skills that they're going to use on a daily base— basis when they do get out of school. Um, and also, I know you mentioned that you're into banking, so for the high schoolers, like budgeting tools and learning what checks look like, because sometimes you've got high school students that don't really know what a lot of that information look like.

00:13:50

And back in my day when I was in school, we would do programs where we learned how to write checks and, you know, different tools when it comes to like money management. So that's something.

Speaker C

00:14:00

So there was legislation passed that 9th graders are going to have to take a personal finance class, and so that was new legislation. Is that the first— this is the first year that

that will be implemented, so students will learn those, those personal finance skills. I remember when I was in school they called it Home Ec, you know, Home Ec.

00:14:17

I remember Home Ec. I don't know if they do Home Ec anymore, but I do know they're going to teach personal finance starting in at the 9th grade level. That is very— as a banker, yes, that is important because you have checks designed Very important. Okay, um, anybody else? Any children, what would you like to be able to know or do when you go to school?

00:14:39

What would you like to learn?

Speaker I

00:14:49

Um, like writing in cursive or just improving our handwriting. For when we do have to like write important things or letters or stuff like that.

Speaker C

00:14:58

Yes, cursive is very important.
[personal information about a Board member's child]

[personal information about a Board member's child]

00:15:12

So yes, cursive writing is very important to learn. Yes, ma'am.

Speaker J

00:15:20

Uh, I would like to learn life skills and stuff, like stuff I need to know for my career when I get older.

Speaker A

00:15:36

Thank you.

Speaker C

00:15:40

Okay, anybody else before we move to the next question?

Speaker D

00:15:51

Oh yes, one more.

I'm sorry I'm late. Um, I would think, um, access to mental health services and, um, safety protocols to ensure that they're safe while they're in school, especially in the current Yes, that's, that's very important.

Speaker C **00:16:15**

And the superintendent will tell you children need 5 things to be able to learn. They need to arrive safely and on time. They need to have breakfast when they get there. They need to have a health professional in case they're not feeling well. They need a counselor in case something has happened that they don't understand.

00:16:33

And then they need a clean and safe functioning And until you have those 5 things, a child's not ready to learn. And so that's something that the superintendent deeply believes in. Okay, so this question is a little bit similar. It's another vision question. It is, but it's focused on a graduate. So what— how would you describe a successful graduate from Fort Worth ISD?

00:17:04

Yes, in the back.

Speaker E **00:17:10**

Um, they can successfully transition to college and be able to understand the course material, be able to understand what they've learned over the past 12 years, and successfully implement it into their new life.

Speaker C **00:17:22**

Yes, college change.

Speaker E **00:17:23**

Your parents aren't there, there's no one there to help you. You have study skills, all the basic things, read, write, math, you know, um, just basically be able to transition into college and successfully complete college with the K-12 education.

Speaker C **00:17:40**

And most importantly, with no remediation, because college costs money, right? And they call— they charge you for the remediation classes too. So get it, get it, and before you get out of high school, get it for free. Okay, um, [Speaker K][Speaker B] y'all are welcome to participate. Y'all are, y'all are welcome to share as well.

So what describes a successful Fort Worth ISD graduate? Not to put you on the spot. Just, I'm just inviting you to, to, I'm inviting you to participate. So who would like to share next? Successful Fort Worth ISD graduate.

Speaker H **00:18:24**
One that reads at an appropriate grade level.

Speaker C **00:18:27**
Okay, reading at appropriate grade level.

Speaker F **00:18:31**
One that reads at a 12th grade or the appropriate grade level so that they can understand and, um, and apply for— oh yeah, but, and complete applications electronically, was able to use the proper systems that we have to apply for jobs and college and all those types of things.

Speaker C **00:18:56**
Yes, very important.

Speaker D **00:18:58**
Has a, I would say, scholarship opportunities in order for you to move on today in college.

Speaker C **00:19:05**
Yes, to be able to qualify for a scholarship opportunity. Yes, college is not cheap. I just finished putting mine through. My, [personal information about a Board member's child] , [personal information about a Board member's child] And so yes, it is very expensive, so scholarships are very important.

Speaker A **00:19:25**
I am going to put those 2 guys on the spot because you have worked so much with, with young, young people and, and young adults, and in your Your perspective, I think, is so valuable in response to this question, so I'm not letting you off the hook.

Speaker K **00:19:44**
I would say that first and foremost, the last word— they graduated. And more than just graduating, I think it's important that they are at a level in reading and writing and basic math skills that they can Move to something else, on to something else, rather than just a high school diploma. So they graduate, they have the basic skills to be successful, because

you're going to have performance with some children that's really high and others that's not.

00:20:17

And so at a level that's acceptable where it gives them the opportunity to move to the next level. The second thing is that they would have a knowledge of what's available for them as they're exiting It doesn't have to be college. It could be a trade school, it could be a certification opportunity, or it could be a bona fide work program that leads to what career they would like to do.

00:20:43

So I would say those.

Speaker B **00:20:47**

I would echo those. In addition to that, I would say some, some good training in social-emotional standards Particularly as it relates to when they graduate, know how to navigate the world.

Speaker A **00:20:59**

Mm-hmm.

Speaker B **00:21:01**

Being able to participate in experiences that would allow them when they graduate to know how to engage the world for the most part. Of course, you recognize a lot of our graduates, you may be proficient in some things, but may not necessarily know how to communicate. How do you articulate your needs? How do you begin to communicate that to the world?

00:21:21

would be very important, and that's maybe not something that's necessarily available in all academic environments, but how do you begin to engage the world? How do you show up for the world as a graduate from Fort Worth ISD? I've had the benefit of having 3 kids to graduate from high school, college, and graduate school, and I believe one of the things that they contribute or can attribute to Some of their experiences.

00:21:48

One, in high school, having had internships in high school, so graduates having relationships outside of the school, knowing how to work in the community, engage people. I demanded that they volunteer. Other thing, being able to have service-minded,

to know that after graduating that you can serve. How do you give back? Because at 18, 19, they may want the world to give to them, but having experiences, having them to volunteer at P&S, having them to volunteer places at UGM, Salvation Army, giving them those quality experiences so that they know that the world is bigger than just them, I think that's so valuable for them to be able to obtain after graduating.

Speaker C **00:22:33**

Thank you. Okay, anybody else before we move to the next question? The next question will be more of a values question. Oh, one more. I don't know if it's like time management or what, but these kids just don't respect time anymore.

Speaker E **00:22:56**

It's just go, go, go, or stop, stop, stop.

Speaker C **00:23:02**

Lombardi time, right? 15 minutes early. Early is on time and late is on Unacceptable, right? No, it's, it's all good. I am a time optimist. I think I can do one more thing and I can't sometimes. So yeah, time management is important. All right, so we will go over to question number 3.

00:23:22

So this is a values question, and this question is around what are your non-negotiables? What do you absolutely believe we, the superintendent, cannot violate? So what values must he honor regardless of pressure or politics in accomplishing the work of the district? So as he goes about his day, what are the things that he just cannot violate?

00:23:43

Yes, in the back.

Speaker E **00:23:47**

The outcome of the students. Just a core ethical stance on the outcome of the students. At the end of the day, it should be their success first.

Speaker C **00:24:09**

Okay, anybody else want to share on values? Values that must not be violated as he goes about his work?

Speaker K **00:24:19**

So I would say definitely the outcomes. That's just critical. You've got to Have high standards. Definitely, that's so, so important. I would also say that it's, it's really, really important for the superintendent to provide or to demonstrate respect for the teachers and the staff and the personnel. And you can certainly have high standards and address concerns and continue to do that in a, in a respectful manner.

00:24:53

And I think that's really, really important.

Speaker C

00:24:56

Yes, respect is very important. I also remember hearing safety on one of the other questions, answers from one of the other questions. So safety as well. So safety, respect.

Speaker H

00:25:09

Anything else?

Speaker C

00:25:09

Any other values that we want to be sure about? Yes, [Speaker B]

Speaker B

00:25:15

I think equitably that every student has access to the same Same information, quality of education, that's across the board. So no matter what zip code they come from, every student— I think that needs to be a value statement that he is consistently displaying across the entire district, that every student has the same equitable access to all the things, whether whatever zip code you come from.

Speaker C

00:25:37

I agree. I live on the east side, so I get it. All right, anybody else on The value question. Okay, so our next question is, what is Fort Worth— okay, so what are some of the things that Fort Worth ISD is doing well? What are some of the things that you like that they're doing and you think they should continue to do?

Speaker E

00:26:07

My daughter just graduated from [a district high school] else, but she had a really good support system. Like, [health information], her counselors were following me, they were offering resources, they were just trying to help in any way. They, they did a lot of stuff for her. And so I feel like she did have really good counselors, she had a good support team in her school.

They made sure she had extra credits when she graduated. She went to summer school, but she had extra credits more than she needed. You know, they, they put their The counselor and the other— I'm not sure what the other teacher's role is, but she put a lot of energy into my daughter, so I appreciate that from them.

Speaker C **00:26:50**
Okay, what are we doing that we should keep doing?

Speaker L **00:26:56**
Historically, being here for all these years at Union Gospel Mission, I love like the McKinney-Vento Act. They very much work with us whenever we call them, and that's just a, that's just a very good program that you all have.

Speaker C **00:27:14**
And tell me again, what was it called?

Speaker L **00:27:16**
The McKinney-Vento Act is for people that are unhoused. If you're unhoused, what they try to do is try to We don't want to increase the trauma by allowing you to go to the same school district or the same school that you were at from the beginning. So even though we're at the shelter, we would call them and let them know, and they would make sure that if our children desired to go back to their old school district, they would come and transport them back and forth.

Speaker A **00:27:50**
Can you talk About whether the district is doing a good job with that?

Speaker L **00:27:55**
I think that they're doing a wonderful job. I've been at Union Gospel Mission for, uh, well, [I have been here many years] and, uh, we've dealt a lot with the McKinney-Vento Act, and it's been wonderful for me because all we had to do was just give them a letter of residency saying that they're at our shelter, and they would take it Into the school and the counselor would get it and they would immediately make sure that our children had adequate transportation back and forth from school.

Speaker A **00:28:28**
So even if it's one child?

Even if it's one child. I've even seen them take a child from Fort Worth to Dallas school system.

Speaker E **00:28:36**
Oh wow.

Speaker L **00:28:37**
I've seen them take them to Mansfield School District, Arlington School District. Birdsville ISD. They really partner very well, and they come out and they do different things with us, talk to us, and make sure that we're aware of different nuances that might come with the Bikini Veto Act. But it's been, you know, it serves us very well.

00:29:02
I would like to see a little bit more, and I don't know if it's— now this could be just me, But we have an enrichment program at our school, and due to the children going through so much trauma, sometimes the parents have went through so much that the kids go from place to place to place, and they do not learn at the same academic level because they might have not gotten what they needed.

00:29:30
They come from DD and everything like that. So I I would love for Fort Worth School District to pair with our after-school program to be able to give a little bit more for those children who went through trauma. And, you know, a lot of times they come here and it take them a little while to get an IEP and, you know, different special education programs started.

00:29:53
So I think some of that should be channeled over here to the shelters too.

Speaker A **00:29:58**
Thank you.

Speaker L **00:29:59**
Because we serve a lot of kids. I think in our shelter we probably have over 60 kids, and probably 45 to 50 are probably school age that you will see in the Fort Worth School District. And being able to partner with us is just a wonderful thing because those are the children that's going to come and be in that school.

And coming from a background of social work, going into Maslow hierarchy of needs, you know, somebody needs to be there for them to understand what type of trauma they have dealt with and how they can help them. Because sometimes you can talk to people and what they will hear is wow, wow, wow, wow.

00:30:41

It's like a whole different language for the children. So being able to give our children that safety and that love and, you know, that extra, uh, step. I would like them to do a little bit more for the shelters by partnering with the shelters, uh, with our families.

Speaker C **00:31:00**

Thank you.

Speaker A **00:31:01**

[Speaker K] could you talk about the PNS's experience with the Fort Worth ISD as well?

Speaker C **00:31:06**

Oh, real quick, I think we have one.

Speaker F **00:31:09**

I was just gonna say something about the Hop Skip program, kind of similar to the McKinney program. My kids did it.

Speaker G **00:31:15**

I loved it.

Speaker F **00:31:17**

They took them all the way to the—

Speaker C **00:31:18**

what side was that?

Speaker F **00:31:19**

Whatever side it was, it was far away, but they, they took them there. And wherever we went, they went to— we, we moved like 3 times in that moment, and they came to everywhere we went and picked them up and took them to school. And the way they have it, it's like Uber drives.

I like that you can know when the car gets there, you know who's driving your kids, you know everything about them, you can call them.

Speaker C **00:31:41**

I love you.

Speaker A **00:31:44**

Thank you.

Speaker K **00:31:49**

So our experience with the Fort Worth ISD at the Presbyterian Night Shelter is very, very similar to what has been said about the Union Gospel Mission's experience. The McKinney-Vento Act is, is very, very useful. The issue we have with it is typically when another ISD and the children that are here with us, they don't want to comply with it because they're smaller and they don't have— so that's become an issue that we have to work with.

00:32:22

And our ISD has been very good about advocating for the kids. One thing that they do as well is through the transportation is where the first and last drop-off, which is really That's really good for our kids, for other children not to see they're coming to the shelter area. That's really good. They always make sure that there's— that our kids are fed with breakfast and of course lunch.

00:32:50

And we've been able to be successful working with the ISD during the summer, particularly with the reading program. That's been good. We used to have 2 teachers There was a program at the ISD that would provide after-school tutoring with teachers from Fort Worth ISD. That stopped a number, quite a few number of years ago, but what was put in its place is there was an opportunity for the children to stay after school and to get a snack and the special education or the additional education there.

00:33:21

So that has been really good, is to continue with the extra help for the kids that need it. It's been very strong. The homeless liaison office has been really good. Our local schools for the shelter area has been very positive. We did experience with one of our housing programs where we have families located, we did have some, I wouldn't say pushback, but a lack of understanding of our families.

00:33:47

And well, it was pushback. And it was more along the lines that I'm not, I don't We don't want the families here, honestly. And so I had to intervene there with the administration office to ask for that not to happen. So that's the experience. It's been very positive. I will— I would like to answer the question, um, what's the ISD doing now that's working?

00:34:14

So we have— [personal information]

Speaker A **00:34:19**

all through ISD schools.

Speaker K **00:34:21**

We have 2 children younger,
[personal information and student record information],
[student record information]
I mean, just fantastic. We are worried about [our child] going into middle school.

00:34:48

Will that continue?

Speaker D **00:34:50**

Okay.

Speaker K **00:34:50**

In addition, I'm also worried about, um, there's been a lot of change this summer with the ISD, lots of teachers leaving, new teachers coming in, and the high expectation for the improvement. It has to be there, but to be honest, personally, I'm a little concerned Will the support for children that are needing special ed services, will that continue to be provided?

00:35:18

[personal information]
So we have to have the high expectations for all children, but I don't want [student record information]
to be left behind.

Speaker L **00:35:31**

Yeah.

So that would be— it's working very, very well now, and I definitely think it's Okay, we have one more question.

Speaker C **00:35:47**

Anybody else want to share on what we're doing that we should continue before we move on to the next one? All right, so last question. This question is the opposite of the last question. What is Fort Worth ISD— when you think about how Fort Worth ISD Educating your students, is there anything that they should stop doing?

Speaker D **00:36:18**

I would say state testing because not all kids learn at the same pace, the same level. So once they're tested at the end of the year, or once they get up to high school to graduate, they've not excelled in a certain subject, then they're not tested on it. They're only tested on the whole.

00:36:36

So I don't think that is working, in my opinion.

Speaker C **00:36:39**

Okay, well, state testing is state testing, so can't help you with that one. We will still have state testing, but we need to make sure that the children learn the material that they're tested on, that those TEKS—

Speaker E **00:36:51**

yes, ma'am.

Speaker G **00:36:52**

I would say when it comes to the classrooms, the subjects in school, like to think more strategically as to things that they can take outside when they graduate. So some of the subjects that if you're, if you're not going to use that when you get out of school, like should they be, could that be replaced with something that they can use Fundamentally outside of school.

Speaker A **00:37:23**

Okay. And maybe others, I'd like you to talk a little more about that. The vocational courses and different types of training for jobs post-graduation. And is that Is that what you're talking about, to make sure that there's—

It could be a mixture of that, yes, but some of the subjects like history, yes, that's good for us to know, but to me, like, that's not— when you graduate, you don't use those fundamentals outside of your actual day-to-day basis. There's something you would take with you, um, if you're looking for a job.

00:38:09

Like, the things that they're learning in school, I think it should also pertain to when they get out of school because you don't use what— math, a little bit of English, or use math, English. Those two are important, and physical if they get into sports, but the subjects should be more important as to what they can take outside of school.

Speaker C

00:38:34

Does that make sense?

Speaker G

00:38:38

Yeah, that's what I was about to ask, if you were referencing like life skills, like financial literacy and things like that, because we see that a lot with our high school kids, just not having those basic skills where when they get out, how do you get an apartment?

Speaker I

00:38:52

How do you—

Speaker G

00:38:53

yeah, how to live.

Speaker M

00:39:04

Okay. Yes. I just want to echo some of the sentiments around our HELP program, which is the program that comes into the shelter. We have a great working relationship— I'm from Salvation Army— working relationship with the liaison. But one thing we noticed that we have worked with the district before is the minimizing of homework for our children residing in shelter.

00:39:30

We've seen a decline in things that we could kind of assess and help with, parents could kind of assess and help their children with based on the transient situations or being in a shelter. So we were told, you know, through our liaisons that that's not necessarily added pressure that they wanted to put on kids, but I think we need to find a balance in In a sense of not taking homework completely out of the picture or not allowing our children to excel at the same rate as they were prior to coming into shelters.

So we're doing a lot of creative work within the shelter programs to, you know, create homework based on what we think, you know, the kids are studying, but it's so— everything is electronic and, you know, access to Canvas or whatever the platform the district is using is, you know, only used during a certain period of time.

00:40:25

So I think, you know, just not taking away the opportunities for kids to get at-home learning, sending some tracking things home like homework that we can kind of track where they are, and parents can have a hands-on knowledge if we— the kids are familiar with math, reading, or whatever the topic So, um, just not taking away homework.

00:40:47

I know the kids don't want to hear that, but the parents do— are really invested in knowing, um, how the kids are doing at school, and we don't want to pass just because they're in sheltered environments.

Speaker A

00:41:01

Can you speak a little more about that? Currently, do you feel like what they bring home isn't sufficient?

Speaker M

00:41:06

So last semester, I, um, the end of this The year, I think we, we try to do like a weekly check-in with the parents to give them a space to, um, study with their kiddos or have the kids come study. And like paper, we— none. There was no physical homework that was brought home.

00:41:27

Projects, I'm sure schools are doing science projects and doing— going to science fairs. And we, um, but our kids, I think it was I think [Speaker B] mentioned that being informed the same level as all schools, that we get the same opportunity to let our kids go to science fairs and participate in after-school activities, because we will absolutely support getting our families to wherever they need to be.

00:41:55

Parent-teacher conferences, we don't need a pass to, you know, just because they're in And I don't think it's— again, I think it's an effort to support our shelter program, so I don't think it's, you know, singled out per se. But I definitely think that, you know, through the work of the liaison and the health program, there can be better communication between, you know, the schools and the shelters where we can say, you know, all 4th grade has a

musical tonight, or Or all 4th grade, 5th grade has a science fair.

00:42:31

The kid may not bring the home information, but the parents need to have that access to that information.

Speaker D

00:42:38

I wanted to add to what she was saying. In our after-school program, we don't see students bringing home homework either. And usually what we do is we give them assessment when they first come in to see where they are academically, and then we try to create learning tutoring Yes. But we don't see the kids, especially middle and high school, coming home with any homework or any extracurricular activities that they can do to increase their grade level if they're falling behind.

00:43:06

We hardly ever see that, but we do try to partner with the school. I know Van Zandt-Gwynn is really good with getting us the information that we need to support our students in the event that parents are working or, you know, Some parents may not even have the education level to assist their children, but they work closely with us and we appreciate that.

00:43:24

But I agree that students, you know, that homework should not be taken out altogether.

Speaker C

00:43:31

Thank you. Yes, we need to have the same standards so we all have the same opportunity. Oh, okay, we'll go here and then there.

Speaker E

00:43:40

I think something like more finance classes How to invest, what to do with your money when you get it. I mean, because this stuff, we're not taught in school. But I was a broker for like 14 years, and like all the stuff I learned, I never learned any of that in school. And I think a big part of our society is like trying to keep up with the Joneses instead of trying to invest for your next generation.

00:44:04

And that's something maybe that could be implemented in school. They teach it in every other country.

I'm gonna second what she was saying because as a student, like, I hear a lot of others, they don't really know what they're gonna do when they get out of school or how this— how banking works or how, like, getting apartments or jobs works because we weren't taught that stuff. So I think it should be implemented into, like, our, like, classes and stuff.

00:44:34

So I think So it should be implemented into, like, our, like, classes and stuff. yeah, and then also with homework, I do think that we should keep homework as a student, but then again, like, having too much stuff on our plate can also be exhausting for us, and some other kids might not want to— like, they'll be drained out of it, and it'll, like, affect how they perform in classes and if they're paying attention because they just went home and did it.

Speaker A

00:44:54

So yeah.

Speaker L

00:44:55

Thank you.

Speaker A

00:45:00

Can I, um, I know when I've participated in exercises like this, you know, a question will be asked and then you're— we've got so many excellent answers, so much great advice, and it might have spurred you to think, well, gosh, now that I heard that, after [Speaker B] said that, it makes me want to think about this or offer an opinion about that.

00:45:23

So I'd like to go back around to the tables one more time. You know, you've all heard everybody else's input, and it's been excellent. So based on what you've heard and maybe what you learned, or you see things from a little different perspective, is there anything else you'd like to share with the board that related to the question you've already asked, or other things?

00:45:48

You know, Pete and Courtney, you're on that board.

Speaker E

00:45:51

I want you to to know this?

Are there examples?

Speaker G

00:45:58

Okay, so when it comes to testing, um, just something that she would bring home to me as far as like the curriculum or whatever the teachers are teaching the kids inside the classroom when it comes to testing. So I know they have like a certain, um, time frame to teach the kids when it comes to the state, the state, uh, testing And then when they get to the actual test, I've heard it's nothing that they've learned.

00:46:23

So if they can make that make sense, what they learn inside the classroom to when they get to those state tests, it won't be a blank like, we didn't learn this, it don't, it doesn't match up. So they can have a better advantage of passing those tests. So I don't know if you, if they're not aware of the tests don't match what the teachers Well, the curriculum that is used in the classroom that the teachers should follow does track the TEKS.

Speaker A

00:46:54

And if the teachers aren't doing that, then they should be fixed. It ought to test whether or not our children learn the curriculum, the Texas Essential Knowledge and Skills. skills. So that's a great point, and I, I've heard complaints that sometimes teachers don't, don't really follow the curriculum in the Solar Island program.

00:47:17

So thank you, thank you, [?] This young man's been quiet all the time. Do you have any— what do you like about school? Anything you like, don't like?

Speaker J

00:47:36

I believe that the teachers as well inside the classrooms, I think that they should be a little bit more properly trained when it comes to dealing with students as well, because there's been plenty of times where I've heard that a student went to a teacher with, um, a problem or issue and the teacher brushed them off, as well as maybe making sure that the teacher-to-student ratio is appropriate in each classroom, because I know if the teachers are overwhelmed, then maybe they can't meet every need of every student.

Speaker I

00:48:30

And so it was like very difficult for her to get to each student that needed to learn the, like, the math. And so a lot of students ended up failing that class because they didn't have like what they needed to know. They didn't have the help.

And she Thank you.

Speaker A **00:49:02**

I don't know if I can help. Every dad has talked about the student-teacher ratios and how the teachers are overwhelmed. They have too many children to meet the needs of them. Any additional things to add?

Speaker E **00:49:21**

So I agree that the ratio of the students has a major impact on how much they learn, because when my daughter was going to [a district school] they had like a max of 13 kids in the class, like 6 to 8 was the goal. But I got constant emails, I got calls, and my teacher spoke— I mean, my daughter spoke in class.

00:49:38

At the time, her teacher would be calling like, hey, in the middle of class, Your daughter's doing this. But when she went to [a district high school] which has a— it's not a larger student body, but there's a lot more class. Well, there's a larger student body. It's a lot more kids in those classes.

00:49:52

And I didn't get any emails. I didn't get the direct connects with the teachers and know who all of her teachers are. And, you know, that didn't happen. So maybe a student-teacher ratio is definitely an issue.

Speaker A **00:50:04**

So when you're in summers with YNLA, the communications were Regular, you could count on them. And then when you were in another fourth IC school, those kind of communications didn't happen, right?

Speaker H **00:50:16**

I would just say just making sure more resources are available because I know some of the schools—I don't know if Fort Worth have it—but communities in school, have you heard of that?

Speaker A **00:50:31**

Oh, very cool. Mm-hmm.

Speaker H **00:50:32**

So it's a program where they come in and make sure, like, kids that might be struggling—not just shelter kids, but they might lack resources, um, not have proper tennis shoes or clothing to wear to school. So that can be a barrier for clients or families, right, if they don't have them resources, and it can affect them, like, the way they move in the classroom.

00:50:52

And of course, like they were talking about, the student-to-teacher ratio, that teacher is not going to have time to like pay attention to that kiddo who might not be able to learn that day because they might have holes or something in their shoes, or they feel like, um, they weren't able to complete their laundry.

00:51:13

And I would say just making sure like programs like Communities in School were implemented—

Speaker J **00:51:18**
What was that?

Speaker H **00:51:18**
Communities in School.

Speaker A **00:51:19**
Communities in School.

Speaker H **00:51:19**
Mhm. And counseling services. Yeah, so that like kind Kind of help that teacher out, maybe bringing the counselors in sometime to look at them kiddos who might be struggling. So this is probably a reason behind it.

Speaker A **00:51:32**
Now, she mentioned counseling services, and Communities in Schools is an important resource for that. But I would like to hear more, you know, talk about counseling services. Do you feel like schools provide sufficient counseling services to meet the needs of the children that you all serve? It does hurt.

Speaker D **00:51:55**
I think more teachers and counselors should be trauma-informed, trained in that area to

know how to handle different children who are— who've had so many past traumas in their lives. A lot of times they just push them off. They don't want to have it.

Speaker A **00:52:10**
They don't want to deal with it.

Speaker E **00:52:16**
I would add cultural competence as well.

Speaker F **00:52:20**
I would add cultural competence as well.

Speaker A **00:52:23**
Cultural competency?

Speaker F **00:52:27**
Yes, so that every— in our shelter, we have a one-size-fits-one philosophy, and, you know, different children from different backgrounds with different traumas are needing different things, and sometimes We see that, you know, they might get grouped or stigmatized by one thing or the other. So I would say that cultural competence is something that I would suggest all the staff have when it comes to disciplining and meeting their children's needs.

00:53:01
Very important.

Speaker A **00:53:03**
How about you, [Speaker I]

Speaker I **00:53:06**
Um, you said counseling. I believe that, like, I don't know if it's with this— within this school how they discipline, or if like it's the district, but I know when we go to counselors and we tell them about situations, and not all the time they handle it how it should be handled. Like, they might— if it's a serious situation to the student, they might just give the student who did something to the other student 2 days or 3 days of ISS or district team.

00:53:31
It doesn't really Do anything or do much besides make the student who was given the ISS

upset with the other student. So I don't know, like, if there's something more, like, that you guys can do, because I've had that happen to me. I went to a counselor and told them about a situation, and the situation wasn't formally dealt with.

00:53:52

It was just kind of pushed off and just, oh, here, I'll do this, and everything else is out of our hands. We just Can't do anything about it.

Speaker A

00:54:09

Sorry. No, here it is. How about you, lady? Okay, I'm gonna come back to this table. It's bad and cleaned up. All 3 of you. How about— what are your thoughts?

Speaker B

00:54:56

My comments would be relationship, relationship, relationship. I think these listening sessions are so important, so thank you all for doing this one. We appreciate you all being here, but continuing to have listening sessions, whether it be on the local campuses, regularly and often, I think it's going to be important. In particular, as this time of transition for Fort Worth ISD and the leadership, being able to show up and share the vision of the district and how you all are concerned, I think this says a lot.

00:55:28

Is there a number of us to come and share?

Speaker A

00:55:50

Testing. There we go.

Speaker B

00:55:53

This speaks a lot to your leadership and the leadership of the board, so thank you all for doing this. But a relationship, relationship, more and more of these are Technology is great until it isn't, right?

Speaker K

00:56:17

So I would say that, um, thank you all very much for this. Y'all have been extremely busy with this. Um, 4 things ISD has a really good school of choice program. They're all throughout the district that's related to technical training, pre-med or pre-college training all throughout Northside, Dunbar, all around, right up the street.

00:56:46

And one thing I think could be helpful is if there is better communication and marketing around I'm sorry. The school of choice to the parents so we know what's available. Crowley ISD, they have an exceptional trade school location. Everything's in one location and it's really, really good. It's a shining star for Crowley ISD.

00:57:15

Fort Worth doesn't have that. Building something like that is extremely expensive in the way that I, you know, the way I see At Fort Worth ISD, spread them around in all the neighborhoods. So to combat having the one location, I think it's really key to have good communication about what's available so that when kids graduate or when they're getting there, they'll have those other options to trade, and that's what they do if that's their path versus [?]

Speaker A

00:57:45

Okay, well, I'm going to turn it back over to Ms. Lewis, but I— before I do, I'd just like to thank everybody very much for participating today and taking your valuable time and giving us advice. This is a very important part of our work as your school board. And we can't build the goals and the guardrails for our kids if we don't have the input of parents and Other people in the community that work with our kids and work with moms and dads.

00:58:18

So thanks to all of you. [Speaker B] thank you so much for hosting us. And this is the part— I thought I knew every part of your campus, but I didn't know you had the West Wing. Is this the same?

Speaker K

00:58:33

Sorry you had to walk the campus.

Speaker A

00:58:35

I needed the steps.

Speaker C

00:58:36

It's okay, I'll give him a ride back. I'll give you a ride back.

Speaker A

00:58:40

Okay, Courtney, over to you.

It's hot out there. So yes, genuinely thank you for your input. This helps us inform our work. And so next steps, we will continue these listening sessions throughout. I did one last night, I'll keep doing them next week. We will continue listening sessions through September the 15th. So we will complete all of our listening, we will gather all of our data, and then we will go through a data analysis process, which people way smarter than me will do, and they call it reflective something.

00:59:10

I don't know, PhDs, they speak a different language. The really smart people will take all of this data and help us analyze it as we form our goals and our guardrails, and then we will post a draft goals and guardrails so the community can see, so you, you can see what those are and have a chance to give us more input on them.

00:59:30

And then we will take a formal vote and adopt them in October. So that's, that's our timeline and our next steps. So we thank you for being a part of that process. And there is an online survey if you forgot something or wanted to add something. There's a QR code on the tables there.

00:59:45

You can, you can connect with us also by that survey. So, and encourage your friends to do the same. Thank you.

Speaker A

00:59:52

Thanks, everybody.

United Way of Tarrant County

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Speakers:

Speaker A - 15.65%

Speaker B - 2.36%

Speaker C - 1.37%

Speaker D - 13.1%

Speaker E - 6.26%

Speaker F - 16.27%

Speaker H - 6.61%

Speaker G - 12.75%

Speaker J - 7.68%

Speaker K - 10.67%

Speaker I - 7.27%

Notes:

No notes.

Speaker A **00:00:01**

It'll record and it knows what we are. And then you transcribe it, upload the transcription to Google Drive, and then Frost does his magic.

Speaker B **00:00:09**

Love it. We come from different backgrounds. I have worked in education planning for 16 years. That's been my primary work, mostly on the issue of literacy, public schools literacy, but also mostly literacy. And that— my concern about that issue is what that means to the class of this. We've seen some progress, but Today, as we sit here, as we close this school year out, only 40% of our children read at grade level.

00:11:26

That means 60% don't. That means 60% don't apparently put a lot of effort in. Very few of those will earn a living wage. And so I speak for all board members, we feel a solemn duty to those kids who could learn more than others.

Speaker C **00:11:44**

Thank you.

Speaker B **00:12:36**

I'll turn it over.

Speaker A **00:12:40**

Sure, thank you. Um, so as you mentioned, I'm Courtney Garner Lewis. I have been a banker for 26 years. I've been in the poor community since 2009, so I definitely come from a financial background, but I was also a first-generation college student.
[personal information about a Board member's family]

00:13:05

Speaker B **00:13:09**

That's where I grew up.

I was a good student, and I was fortunate to get a good public education, and that public education afforded me the opportunity that I have now to be a bank president.

Speaker D **00:13:23**
Something—

Speaker B **00:13:23**
I don't know if I'm hearing this.

Speaker A **00:13:24**
I think you're hearing the air conditioner. I think it's the AC. They're going to turn it off.

Speaker D **00:13:32**
I'm going to turn it off.

Speaker B **00:13:34**
I don't know if you want to do that. I think before— your call. I'm not going to take responsibility.

Speaker A **00:13:41**
Yeah, maybe we can turn the fan down a little bit.

Speaker E **00:13:43**
Oh, a low.

Speaker F **00:13:44**
Yeah, low versus high.

Speaker A **00:13:46**
Yeah, maybe turn it down. Maybe the fan down a little bit. Yeah, it's just the squeaky from this. the spacey unit. Um, but they— I earned an academic scholarship to SMU because of that good public education, and I didn't realize how good my public education was. I went to this suburban school we got bused into, and then I transferred into Dallas Independent School District, and I met juniors that could read.

00:14:14
And at that time, we had a TOS test. You had to pass the TOS test. They gave you the TOS

test and grade, I passed it, I was done. And I get into DISD school and I meet juniors and seniors that are stressed out because they can't graduate over something that I passed in 10th grade.

00:14:28

And so I realized, and that was in 1994, that there was a big discrepancy between the types of education. [personal information about a Board member's child] I live on the east side of Fort Worth and I tend to— I volunteer, I talk to Junior Achievement, I've been a mentor at William James.

00:14:46

So I've done a lot of volunteering for the ISD schools, and so I, I, that's why I was called to this work. And when they ask for people to apply to help, I apply, you know, I apply. So I volunteer my time. I have an employer that lets me do this, so thankfully I have a very kind employer that allows me to do this work because this work is really what fills my bucket.

00:15:09

And I'll I'd like to introduce my colleague here, Luis. Luis is fantastic. He is an attorney and professor. So Luis, why don't you introduce yourself?

Speaker C

00:15:22

Thanks, Courtney. Yes, I've been living here in Fort Worth now for only 40 years. I wasn't born here. Sometimes people still remind me of that. You're not from Fort Worth. A lot of it feels like home, and I've worked in our community I've been involved in the community at many different levels, nonprofits, and of course in the business community as well.

00:15:41

One thing I've noticed is the involvement at all levels, how important it is to have involvement of our community in anything that is successful. I can look back and see what's worked in Fort Worth and what hasn't. The things that have worked have always been the ones that include community and has community support.

00:16:00

So I thank you very much.

Speaker B

00:16:02

Thank you.

much for being here and for supporting our efforts. Also, if anybody needs translation, that's the questions they ask me, I can translate to Spanish. If anybody needs translation, please let me know.

Speaker A **00:16:18**

All right, thank you, Luis. So the work that we're doing, these listening sessions, the purpose for these sessions are to inform us as we develop the goals and the guardrails that Pete spoke of. And so the, the role of— the reason a school district exists is to improve student outcomes. What can— what does a student know?

00:16:37

What are they able to do? That's a student outcome. And the school district exists to, to improve what those students' outcomes are. And a school board exists to represent the vision and value of the community. The school district belongs to the community, and so we're here as your representatives.

Speaker D **00:16:54**

Thank you.

Speaker A **00:16:54**

So think of it like the Dallas Cowboys. Like Jerry Jones is the owner, he hires a coach, right? The coach runs the plays. We're the owner's rep. So we're here, we are representing all of you and what your vision and what your values are. And so we will use the data that we collect and we will prepare a list of goals, the vision.

00:17:16

What do you want the district to accomplish? We will develop goals. And then we will And then we'll also develop guardrails. These are the things that the superintendent cannot do as he's completing the goals. And those goals and those guardrails will represent the community, and that's why we're doing so many of these listening sessions.

00:17:32

And as Pete mentioned, we're a governance board, so we have one employee, and our one employee to manage is the superintendent. And so we will use these goals and guardrails to hold him accountable to making the, you know, making the improvements that the community wants to see out of our district. So Fort Worth ISD is the worst performing district of every large district in the state of Texas.

00:17:56

Dallas is twice as big as us, they have the same issues and they are, they have much better outcomes. So other districts are educating through all the same issues that we have, but Fort Worth is the worst performing district We've made improvements. [former Superintendent] made great improvements. I saw her this morning, um, I mean, she— we compliment her.

00:18:19

And when we, when we celebrate, we're celebrating the students. Every achievement is a student's achievement. And so we are here for the kids. I mean, all of us are here for the students. So I will get into the questions. So our first question is about vision question and just raise your hand if you want to answer and [Staff member] will bring the microphone over.

00:18:46

So the first question here is when you think about a Fort Worth ISD student and this can be K through 12, this is not a certain age, what should Fort Worth ISD students know or be able to do if you could only pick one or two priority, what should Should a Fort Worth ISD student know or be able to do?

00:19:09

Yeah, anybody.

Speaker F

00:19:13

I'm a 4th grade teacher, bilingual, self-contained. So Fort Worth students should be able to read and do basic math and basics, right?

Speaker H

00:19:24

And we have to get the students I think from, um, the standpoint of once a student has matriculated through Fort Worth ISD, you would expect that they're capable of being a contributing member of society, whatever that looks like for that student or that graduate.

Speaker A

00:19:50

Thank you.

Speaker D

00:19:54

Yeah, I think every student at the minimum should be able to read on grade level, um, across, across all, all grades, and then also have an understanding of their role in the community. Um, I think sometimes we focus so much on academic content that the students are missing the why and, and what an education is supposed to give What do you think that should yield in terms of those community outcomes?

And if I had a bonus, I would say every student by the time they graduate should understand much more than just recognizing currency, understand financial literacy, because you, you make the case for education itself when you understand dollars and cents and you understand what an education affords you. And I think sometimes students Are not clear about that when they graduate.

Speaker A **00:20:49**
And so starting this year, all 9th graders have to take, uh, personal finance?

Speaker F **00:20:54**
Yes.

Speaker A **00:20:54**
So that's, that's a new thing.

Speaker C **00:20:56**
Yes.

Speaker E **00:21:10**
Yeah, no, I think that, I mean, our students need to be able to read. I mean, I echo everything that everybody has said, advocating for themselves, knowing options. I think they all need to just be aware of why everything is important or why these actions are important.

Speaker A **00:21:25**
Thank you. Okay, so our next question is very similar. It's another vision question, and it is, when you think about what describes a successful So this is a student who has completed their 12 years in Fort Worth ISD, or 14, or how many years if they started preschool. What— how would you describe that student that graduates if you would think they were successful?

Speaker H **00:21:57**
I think I could just echo what I just mentioned. Again, if this graduate understands their role in being a productive member of society, so that is a contributing member of society, gainfully employed, whatever that route looks like, they are a safe community member, and they are connected to the community in a way that gives them like a sense of pride and belonging.

So just have a deep connection to being a contributing member of the community.

Speaker A **00:22:29**
Thank you.

Speaker D **00:22:33**
I think a successful graduate, um, understands what their next step is, regardless of what the next step is, that they have a clear view of where they're going after they finish their high school education, that they're active, engaged members in the community, and also hopefully by the end of high school they have a higher level of media literacy, that they understand how to critique what they're seeing and what they're taking in, especially with the rising use of artificial intelligence, wanting to make sure that our students are discerning about what they see and how they interpret what is presented to them in the world.

00:23:17
So they have, of course, some higher level of critical Thinking, to be able to discern what they're— what they're hearing, reading, taking in.

Speaker A **00:23:30**
Thank you.

Speaker E **00:23:39**
Um, I would also add, um, that they should feel supported and at least know, like, what to do when needing help. So whether that's at home, right, sometimes they don't get that at home, but they have somebody or some program that is able to offer them that support after graduation. So that way, whatever it is that they do, they're able to build that sense of belonging, and that increases the chance of them being successful in whatever it is that they choose to do.

Speaker B **00:24:11**
I'd just like to follow up. I'd like to talk a little further about this because one of the top priorities for the state of Texas, for TEA, and for our legislature is to be college, career, or military ready. And I'd like to hear everybody talk about when you think about those 3 categories and what attributes would, would you be looking for for a child to be or young adult in that case, all of those 3, one of those 3, if you broke them down?

00:24:45
Again, this is right out of the legislature— college, career, military ready. And actually,

school districts are paid bonuses for every child that graduates college, career, or military ready.

Speaker A **00:24:57**
We may have an answer back here.

Speaker H **00:25:03**
Can I have a high five?

Speaker G **00:25:05**
Yes, high five.

Speaker D **00:25:06**
Here we go.

Speaker G **00:25:08**
Um, I think a successful graduate knows what goals are and how to set goals. I don't know, I mean, we try to talk about it with our students when we talk about testing or grades and whatnot, and it's— we don't get to spend a lot of time doing it. it's kind of glossed over, touched on, because those conversations have to be quick.

00:25:34
But maybe at the— it's more of a focus, especially in this financial literacy class or somewhere. I know AVID programs really work on it really well, but it— I'm curious to know, like, as adults, do they know what a 3-year plan, a 5-year plan are and how to do that? Where do you wanna be 10 years from now?

00:25:53
So.

Speaker J **00:25:56**
So going back to what Pete said, those 3 categories, hopefully the graduate is able to fill out a form when, when it comes to one of those 3.

Speaker E **00:26:09**
An application.

00:26:10

And hopefully an application for all 3. That's a successful graduate. If they can't sit there, they want a job wherever, but they're looking at the paper at the application trying to figure it out, that's not success. And I know now we're starting on the point where we're going to try to hopefully get every student reading at grade level.

00:26:34

Hopefully that continues. That's going to be a successful student, is being able to fill out an application for whatever path they want to go. That's the very basic beginning of the their adulthood right there. And if they can't even do that, they're gonna— it's gonna be— they can ultimately have success. Everybody can have success no matter where you start out at.

00:26:57

But just starting there is gonna be the ground, the foundation for living a prosperous life, hopefully.

Speaker A

00:27:08

And so I have business clients in this city, and they tell me that They get, you know, if they can't read. And, you know, these aren't, you know, difficult jobs, but they do have to have functional literacy to be able to do, you know, really any job.

Speaker D

00:27:23

I would say, and thank you so much, Pete, for breaking down those categories. It helped me to see additional skills that might be needed. I think to the point of setting goals, that the students have have a good sense of time management. I think always there's a set amount of time that you need to manage, what— regardless of the path that you choose.

00:27:48

And I think sometimes students are lost with how to prioritize in their day, how to set goals for themselves that aren't set by their superiors, but that they know how to do that. I would hope that a successful graduate has embraced or been taught a little bit about how to stay curious and just curiosity.

00:28:12

Everything's not laid out for you, so to be curious, to ask questions and feel comfortable practicing that skill, saying I don't know something so somebody can help you along the way. I hope a successful graduate can write original ideas in some way that it's not AI-assisted in every form, that there's the ability to do that.

00:28:39

And lastly, I'll say some sense of cultural awareness and awareness about the world around you, that everyone doesn't share your same identity, values, and that you know how to move in an environment that is Diverse in composition, diverse in thought, and that you know how to manage some portion of that. You're doing that your whole life, but I hope that there will be some level of exposure to work across differences in an effective, healthy manner.

Speaker A **00:29:10**
I think we all need a little dose of that.

Speaker D **00:29:13**
We always do.

Speaker A **00:29:14**
Yes.

Speaker F **00:29:20**
Yeah, again, we're talking, we're talking about graduates, right? And it goes from middle, from elementary, middle school, high school. But I think the foundation right now in our district is that the curriculum, everything comes from the curriculum instruction department. And they've gotten better, but we need a stronger department because there's still a lot of gaps and holes that need to be filled.

00:29:45
Stuff sometimes doesn't align. It's gotten better through the years, but you know, even like day to day, like tomorrow's lesson doesn't align with the demonstration of learning that my students have to take. So me and my partner were kind of discussing that. They're like, okay, well, we have to read 2 stories, compare and contrast them, yet the exit, you know, criteria is on a story they read last week.

00:30:12
So tell me how 4th graders are going to remember a story from a week ago, right? So it's just, I feel like everything comes down to the curriculum department and it needs to be improved because if we don't improve our curriculum instruction department, then we're still going to be seeing these holes and these gaps.

00:30:34
They either need to staff it with more people and really be intentional about each lesson because these Bluebonnet lessons are not easy to, you know, internalize from one day to

the next. I've been doing this for 10 years and been doing 5 years of Bluebonnet, and I know my lessons already because I've done it for the past 5 years.

00:30:55

But there's new teachers coming in that are not able to internalize as fast as us veteran teachers, and the curriculum that Department, you know, needs to improve, you know, support for teachers because if the teachers are not getting the support, then how are they going to support their students? And then how are we going to create successful graduates?

00:31:18

You know, it all comes from the top and it trickles down to us and the students. So we need— the top needs to be strong. We need to have a strong foundation in order for these kids to successfully graduate. On grade level, read on grade level, and then, you know, have a plan to exit high school and, you know, either go to college or go to a technical school or, you know, have some sort of background.

00:31:41

Because then we're sending them off to the community and, you know, I see— I listen to every board meeting and, you know, people always go up to the board meetings and they said in the past, you know, I get new hires that don't know how to fill out an application, they don't know how to read, they don't don't know how to do math, how am I supposed to hire those people into the community?

00:32:01

And then, you know, they end up doing other things that, you know, that is not for our community. So at the end of the day, we are raising these kids. Their parents work all day and they send them to us thinking that we can help them. It's teamwork. Sometimes parents don't see that this is a team effort.

00:32:23

And in order for us to create, you know, successful citizens, we need to have a strong curriculum instruction department. And, you know, we have who we have right now. Maybe they need more support. I'm talking about [Administrator 1] Maybe he needs more support. Maybe he needs to hire more staff. And maybe the district or the board needs to find more money to staff that department.

00:32:48

And you know, maybe send instructional coaches back into the schools because we right

now don't have instructional coaches. We have—I'm in an elementary campus—and so we have planning Monday through Friday, and only our assistant principal has shown up to our PLCs once this week. But where is our main principal? Like you're supposed to be also in here with us leading.

00:33:14

Us, you know, guiding us through what we're supposed to be doing. I need to address the misconceptions of tomorrow's lessons because if they're doing walkthroughs and then they ask me why, you know, well, where were you? You didn't turn up to our PLCs because I was ready to share this information with you and today they were at a principal's meeting.

00:33:33

So tomorrow I have to go in and stick with the lesson and if they're asking me questions about the demonstration of learning at the end of the I feel like I'm— Well, I couldn't find you yesterday. I wanted to share this information with you, but then we get written up. You know, I got written up this week because I was sitting down with a [student with a disability] that's in my class that should be in a RISE class, but parents denied services.

00:33:58

She was in denial. Now she's telling me, hey, I feel like my child should be in the RISE program. We're trying to get a hold of the principal so she can start rewriting the packet. I don't know where my principal's at. I don't know how else to help the child, but yet she wrote me up because I sat with the child to guide them, and we're not supposed to sit at Elevate.

00:34:22

But other— I've heard other campuses do allow teachers to sit during intervention time. This was during my intervention time, so why am I getting punished For helping a [student with a disability] Doesn't make sense. Does that really make sense? And then write-ups. You're supposed to violate state federal law. How did I violate state federal law by sitting with them, with the child for intervention?

00:34:46

I wasn't on my computer. I wasn't on my phone. I was helping the child. So at the end of the day, this all falls back to the instruction, the curriculum instruction department. Giving us the support to help guide these kids because this child can pass through grade level through grade level, but he won't be successful.

We won't— if we don't provide him the supports and put him in the right program that he belongs in.

Speaker A **00:35:10**

Thank you. Thank you for sharing that. We do appreciate hearing your on-the-ground perspective. Thank you. Okay, our next question is a values question. So this So this question is, when you— so what values must the superintendent honor regardless of pressure or politics in accomplishing the work of the district? What are your non-negotiables?

Speaker H **00:35:46**

So When it comes to the values of your school district's leadership, primarily your superintendent, um, as someone— I'm an early childhood person, I am a part of the Educational First Steps team, and it's really important that— I think to your point, one of the things I heard you say was the involvement of families, you know, immediately.

00:36:09

And so I think a deep sense of partnership with families in the community to understand that this work does not rest on the shoulders of the school alone. And I, I would envision a superintendent that is embedded in the community. They show up in places that their families are, like they have this accessibility about them that makes a family, you know, see them and say, oh, I actually do recognize my superintendent, I've seen my superintendent, they are out in the community in the same places that I am out at.

00:36:40

And so, you know, this kind of gives me this perhaps this this this belief that they really are for me. They really want to show up where I am. And so I think just the superintendent that no matter what the pressure of politics present, they're community driven. They are family centered because they have to partner with families in the community out of the out the gates to make sure children are thriving and doing well.

Speaker A **00:37:08**

Thank you.

Speaker D **00:37:13**

Um, I think the superintendent has to make it a priority no matter what to really truly listen to teachers and to students. Sometimes I think when the adults get in the room, there's a dismissal of students Yes.

I think that there's a lot of emphasis on the student experience and sometimes an overlooking of teacher perspectives.

Speaker D **00:37:38**

And so I think the superintendent must value teachers as the expert in the room to listen to their voices and their concerns so that it's not just the top-level leadership making choices, but that that always involves a priority to listen to teachers and to students about what they need. Also, I think the superintendent should honor scientifically backed academic standards for learning, that there's always an attention to the data, to the research, and letting that drive decisions versus emotions or pressures, that we're just sticking to the science and the study of education and making sure that that is always helping to guide decisions.

00:38:35

Parents are— we want them to be helpful, but they're not, they're not learning how to teach. And so we need that expertise to be valued in curriculum development and instruction and so on, and that there's a value looking for that guidance that comes from social science, I think it's really important. And valuing partnership and viewing all of education as a partnership, because I do, I do think we need to— it's so, it's so interesting, you, you have to go to class to get a driver's license, you have to go to college to get a degree, there's no requirement for being a parent other than creating children.

00:39:20

And so I think we still have to, in our partnership, educate parents on where their kids are developmentally, what should be happening in the— what happens in the brain for a student. This is why we need you to set structure at home, because their prefrontal cortex is not developed, right? Like, you can't leave them to themselves, but I think there's, there's a generation of parents who don't understand child development, and so it's hard to partner when you don't know why you need to be a partner.

00:39:54

And so the superintendent has to really focus on partnering with parents and making that a priority so that the teachers aren't parenting and teaching at the same time, but I just don't know where the parent education Education is happening consistently. And it's not that there aren't great engagement programs. I know there's parent engagement and so on, but it just has to be a value to continue to pursue the partnership with parents, but also the partnership with the broader community so that there is assistance to help with this really big task of educating our kids.

Speaker A **00:40:30**

So our coaches have a saying. They always say student outcomes won't Student outcomes won't improve until adult behaviors change.

Speaker K

00:40:42

One of the things that I think that the superintendent should honor, regardless of pressure or politics, is that he value and listen to teachers. We are all at an Elevate campus. We were selected to work at the Elevate campus, and we're under immense pressure unlike we've never seen before, because— and not because we don't know the content or know what we're teaching, because obviously we're very experienced and skilled— but that it's not being taken as that.

00:41:13

It's being taken as you must follow this in this exact way or it's your certification. Like, if I know that my data comes from pulling small groups with my students, because I'm in 2nd grade, I'm a primary teacher. If I know that my data points come from teaching in small group, giving my students what they need as stated in their federally protected IEP goals, extended time, word banks, things like that, and we're expecting them to conform and meet expectations at the the achievement level, then why are we not giving them every opportunity to practice?

00:41:59

The timer is going off. We're giving these kids anxiety. The timer is going off. They don't have enough time to finish their assignments. As I'm grading here, I would have already— as you know, I'm looking for the misconception— do I have any time to teach to the misconception. I don't because we're following such a rigid schedule on a time block and our expertise is not being valued at that point.

00:42:29

So honoring the teacher, respecting the teacher, understanding, listening to the teacher. You know, at convocation, [Superintendent] he said, I belong to you. It certainly does It doesn't feel like that right now because we're getting bogged down in— we watch the board meetings, I watch the board meetings, I've attended the board meetings, and I respect y'all's work.

00:42:53

I really do. I've never felt more connected to being able to speak directly to the board and being listened to and being heard. But— and that's the reason why we can open this line of communication Communication is also because the communication, I don't think, is coming through effectively down to the pipeline.

You know, it's not coming through effectively. Yeah, I agree with you 100% because I hear one thing at [Superintendent]level, and so I hear him say things, but it's some—it's losing—it's getting lost in translation.

Speaker K

00:43:32

It is. It truly is like. Some principals, I hear fantastic things about these principals at these different Elevate campuses. They're boosting morale in different ways. And then there's principals like my principal, unfortunately, who are later— yeah, us 3— where it's just like, you need to do this, you need to do this, and you need to be on time, and you need to— and it's a constant, like, I have anxiety, my students have anxiety.

00:44:01

I do not have the time. I have 7 SPED students in my class. I do not have the time to reach them because if it's— I'm off pacing 5 minutes, I'm gonna get written up. That's me. There goes my career. So the superintendent, all, all back to that, please listen to teachers. Please.

00:44:20

Thank you.

Speaker A

00:44:21

Well, thank you. Thank you for sharing.

Speaker I

00:44:25

I just want to ask her, because also it's not a safe space at our school because of what's going on. Like how she said that other teachers are talking about their campuses, their other campuses, and how they're being treated and how the morale is there. The morale is not there for us. It's messing with our mental health, and if it's messing with our mental health, it's messing with our students' mental health.

00:44:49

Like, we get degraded. I'm Every sorry, can you repeat the question? day we're being told that we are messing with her money, or if we need legal advice, she finds out that we're getting legal advice and she's telling us, you don't need to be going to legal, you need to come to me, but I'm allowed to go to legal to deal with you.

00:45:16

To deal with y'all, or that we're incapable, that we're in compliance, and that everything that we do is hurting her.

Thank you for sharing that.

Speaker I **00:45:32**

It's just, it's really hard because she's— the way that she's wanting the school— like, not every student learns the same way. I'm a bright— I'm a bright student. But the expectations for the RISE students are the same expectations for the students that go to the normal classrooms. A and B partners.

Speaker A **00:45:52**

And RISE, just for my education, RISE, those are the specialized students?

Speaker I **00:45:58**

Yes. And there's no support in that room. For instance, yesterday a student fell in his desk and she came in for an observation She saw the incident happen, and instead of having any sense of emergency, she was still doing the observation, and we had to yell at her, hey, can you please press the emergency button?

00:46:19

There's a student that's bleeding. But she was more interested in typing her observation over the teacher than helping the student. So I had to take the initiative, pick up the student, run to the nurse's office, and then while I was there at the nurse's office—

Speaker H **00:46:33**

What did you do?

Speaker I **00:46:33**

The nurse was like, hey, can you stay here so I can contact the parent? Like, I don't want the student to be left alone. So I'm there trying to give support to the student and trying to comfort him, and then she comes to the nurse's office and is like, is that student done bleeding?

00:46:52

Me and the nurse are like, well, yes. Okay, well then— Me need to go back to the room to support. The rights. Well, why couldn't she take the initiative to support their rights while I was over here dealing with this student and trying to support this student?

Speaker A **00:47:10**

Thank you.

And then it's just all this, like, if it's affecting our mental health, it's affecting our students' mental health. I'm a 10-year veteran. I've seen anxiety. I've seen PTSD. I've seen people commit suicide. Like, we're— I honestly feel like Fort Worth ISD is not setting our students up for success. We're setting them up for failure.

00:47:37

These students, what they're going through in these classrooms because of the pressure, because of the timer, because they're not able to have relationships with their teachers, because on the first day it's learning objectives. It's going to cause PTSD. It's going to cause suicide ideations. It's going to cause suicide. It's going to cause depression.

00:48:00

It's going to cause anxiety. They're not going to feel safe going into the world because they're going to feel like they're incapable, or they're a menace to society, or they're They shouldn't be here because we're setting them up that way because of how we're supposed to teach them.

Speaker A

00:48:27

Thank you for that feedback.

Speaker E

00:48:32

I would just add that I think one of the big things the superintendent needs to just remember is the power of people. So I work for Dallas ISD with the first the second batch of ACE turnaround campuses. That was in Pleasant Grove at Teich, and it went from an F to an A.

00:48:48

And I was part of that first year, and they— it was very much like we trusted the teachers and also being hands-down. And I think sometimes in education, as a former educator, the higher you go up, you forget that education is not successful without teachers. And so like, as admin, Right, as like instructional coach or principal, like being aware of like whatever I'm expecting teachers to do, then like I as a person, as a leader, should be willing to jump in and help, right?

00:49:18

So if I'm expecting something, then I'm going to model for you what is it that I need to—

Speaker F

00:49:22

need you to do.

And so I think it's leveraging that like at the end of the day, like people are very knowledgeable and you get more by working together with the people and showing that like We're all in this together versus like you have to do something because I said that you have to do something, but let me show you how we can do this, um, because I trust the people that are there to then show you, and then it makes it easier because it feels like all hands together working towards a goal versus just you have to because I said so.

Speaker A

00:49:54

Yeah, and from my understanding, that is the way the principal should be instructional model on the campus. That's the way that I understand that it was supposed to be working, and it sounds like what you're telling me is it's not.

Speaker G

00:50:10

I wouldn't necessarily say that it's not. So the value that I— and today I can pull them back again— the value that I'm thinking about now and listening to everybody talk in my experience from the last 3 weeks, because basically this consider is consistency. I would really love to see consistency in the district.

00:50:31

And, you know, according to this, you know, it's an important core personal professional ethical value because it builds trust, drives progress, supports fairness, improves character. We went back to school early because we needed to do this professional development. Got flipped really quick. Because I will say it was probably the math curriculum that wasn't adequately prepared the way it needed to be prepared.

00:50:57

Um, so we did the Cowtown 12 first. The Cowtown 12 was presented by the principals and the assistant principals. The consistency, I can promise, wasn't there because when we showed up to our actual professional development by departments on Monday and Tuesday Just the teacher saying, that's not what my principal said, that's not what my AP said, well my school said this, well my school said that, asking executive directors that were giving presentations that were given to them less than 12 hours before they were supposed to present it, reading from a script the way we teachers now do it, um, even had something completely different to say.

00:51:39

So there's so much ambiguity in terms of interpretation that I was telling my husband, it's like, where did the breakdown come? Who didn't effectively do their job? Me as a teacher, you can tell if I didn't effectively do my job if my kids can't reproduce what I taught them or answer specific questions to a DOL, correct?

Well, it kind of almost feels like that was basically what happened. You know, they did the presentation to the principals and it was supposed to be great, but where was the DOL to make sure that they were all on the same page and achieved 80% understanding to be able to come back and present it to us so that we're understanding, we're consistent in our teaching to the students to echo what they're saying, that what we do trickles down and but it comes from the top.

00:52:31

Having worked corporate for 20 years before I became a teacher, I can promise if— and it was at [a private company], was my last job I can't tell you how many executives I saw hit the door when they weren't prepared for a meeting, things weren't the way they needed to be. It's like it just doesn't happen.

00:52:50

And the only time I saw that happen in Fort Worth ISD, I remember watching a board meeting, and I won't say his name because I don't know his name for sure, but it was [a district staff member] watching his presentation and him fumble through it and not have the answers. And, and I was like, I'm like, he wouldn't have made it in corporate America.

00:53:10

Well, within a week he was gone, and I was like, oh wow, something needs to be addressed in our district and our district quick because I get to work at Before 8. I'm at work till 7 o'clock at night.

Speaker B

00:53:29

Yes.

Speaker G

00:53:29

I go home and I work till 2 o'clock in the morning, and I'm still not above water to the point where— and I'm not the only teacher I know crying every day on the way to work because I worry about what I'm teaching my— I'm a SPED resource teacher. Being on that strict timeline, being short, I got told yesterday that I was a teacher who needed improvement after 11 years and having 45% of my students, resource students, pass STAAR last year.

00:54:06

I'm a teacher who needs improvement. That was a huge hit, and I just— I told my principal, I said, this doesn't work, not for my kids. My kids need time. I said my ADHD kids are going to talk over me. This is going to be chaotic and crazy. You come into my room, I'm not abiding by the Cowtown 12.

It doesn't look like the Cowtown 12 because my kids don't know what the Cowtown 12 are. I need time to teach them to get them there. I'll get them there, but I need time. That's not going to happen today. I think they need a little bit more than the 10 minutes to answer those questions because Long-term memory deficits, short-term memory deficits, comprehension deficits.

00:54:46

I need that time. And he says, mod— I was like, I don't need you to modify anything for me. I just need the accommodation. Like my students need accommodation, I need accommodations in my classroom. I need that understanding. 2 preps, sped teacher, 1 planning period.

Speaker D

00:55:05

I don't I just have to pause real quick and say, we see you. I'm so sorry for the environment you're walking into daily, and what you're— what you do matters. We've never needed you more. I just want to say, I'm so sorry. More, and I'm just sorry that you're having to contend with that on a daily basis.

00:55:39

This is why I said social science-based practices, because a timer in a room breeds anxiety. There's no way that's helpful for learning, and there's no way that's helpful for people when they're falling behind in the, in the instruction based on a scripted curriculum for skilled, competent educators. I teach in college, I teach at the university level.

00:56:13

I couldn't imagine, I couldn't imagine having to follow a script. There is an art and a science to teaching And you have to be responsive to the learners in the room. And if you value teacher education and expertise, you make space for that expertise to move and modify and adjust in the moment.

00:56:42

It's like being a comedian. You got to see when you're losing the room and make adjustments. And skilled educators can see when learning is not happening, and you can see when everybody gets it, and you can move forward faster on things that you thought may have taken more time. But the educator needs to have the flexibility to be a true teacher and not basically almost an AI agent— just read the script, do what we say.

00:57:11

That's not true education and best practices in education. Education. So if we're letting the

science lead, we're making space for the learner. And I would expect a superintendent to value accountability to culture, like accountability for when these types of experiences are happening on campuses, regardless of pressure or politics, making adjustments so that— and I know this may be new and it's hard for them to know this is going on yet.

00:57:47

Hopefully some action is taken because of what we heard today, but accountability to culture so that we're mindful of the well-being of educators. As they're well, the students are well. And when you're in a period of transition like the district is going in right now, that's already And so we have to have accountability to culture so that when we see that we have these gaps in how the campus environment is going, that there's time to make adjustments before great educators with 10 and 11 years of experience leave, and then we're kind of stuck with the teachers who need to read the script.

00:58:33

Because they're new and inexperienced or uncertified and so on. So we need to just have a value of respecting that educator's expertise and giving room to adjust, especially if you can see that the results happen when they have flexibility. Last thing, and I'll be quiet. They're— the superintendent has to understand and value learning differences.

00:59:02

Because when you're in curriculum and instruction, if you don't value learning differences, you have this script that won't work for special learners, and you don't know why you need to have that. You have to understand learning differences if you're leading an educational institution or a school district, you have to value learning differences and make space for that.

Speaker A

00:59:31

Thank you.

Speaker I

00:59:34

Yep. One thing I feel like should happen is when he's doing walkthroughs to these schools, to actually speak to the teachers, because one thing that is bothering us at our school is the money being thrown in our face. Well, you know what you signed up for with the elevated money. Some of the teachers— I'm not a teacher, I'm a TA for RISE.

00:59:58

I get paid $28,000 annually. I've changed 14 diapers today. I've been stabbed with a pencil. I've been bitten. I've been scratched. I've had a chair thrown at me today. I've had a desk

thrown at me today. I've had 2 runners today. And that's just one thing that bothers me is that I'm not making what the elevated teachers are making, and I'm sure there's more teachers at these elevated campuses that are not making that $100,000.

01:00:29

But that's one thing that keeps on getting thrown in our face is we're getting that elevated money. Some of us are not making that elevated money. And just Speak to your teachers and not just your AP and your principal. Like, see what's actually going on and do, I guess, surprise visits. Because I feel like once the principal knows that the superintendent's coming, they're gonna fix things.

01:00:58

They're gonna have all their ducks in a line. They're gonna make it seem like it's picture perfect, but it's not. Speak to your teachers. Speak to your janitors, your custodians, speak to your cafeteria staff, speak to your TAs, not just your principals. And the kids, yes, please, the kids.

Speaker K

01:01:21

Um, I just want to say that we're not afraid of the work at all, and we knew exactly what we were hired to do as experts. Because we know what to do, especially at an elevated campus, because we're all in an elevated campus. So it's, it's not like we don't know what we're doing.

01:01:43

Like, we know, and, and we accept the challenge that is being presented at these D and F-rated schools, and we can get them there, right? But we do We need the flexibility. We really, really do. Um, I was pulling a small group on the first week of school and we were all working on a math DOL where the concept was not retained, so I had to pull my small group.

01:02:15

While my students were in the small group that needed reteaching, the other students, they were working on their learning apps, which is fine. So I— my principal comes in and what has been said is that, you know, we cannot pull a small group. Well, I'm— we're in primary, we're in elementary, so we need to pull a small group because or else when are they going to address that need?

01:02:39

When else are we going to address that need? Um, I'm grading papers here. They're never

going to see these papers. They're never going to know where they went wrong. Because we can't pull a small group. Um, and yeah, she pretty much told me intervention is the time where you assist students while they are doing their intervention apps, because the intervention apps are going to give them the targeted support that they need.

01:03:09

So that you— so you as a teacher, your job is just to facilitate them doing the apps. And I'm like, when is a machine better than a person? They are spending an hour a day on these learning apps. They're absolutely crashing out because they're like, can I take a break? Can I take a break?

01:03:30

Can I take a break? That no, you can't, because I can't do anything else with you, child. And it's sad because I have sped students. So they, they need to be doing the ABC wheel. They need to be sounding out words. Some of them don't even know how to count. They're in 2nd grade.

01:03:50

That's a real shame. That's why I'm, I'm put there, because I'm not afraid of the work and because I know exactly what to do. But I'm— we're not being given the, uh, the say or the right.

Speaker A

01:04:00

Well, thank you for being there. Thank you for being there. with the students. And we hear you, we hear you, we see you, and we're doing— we are taking all of this in and we're hearing your experiences. So it is being noted.

Speaker F

01:04:17

Thank you.

Speaker A

01:04:19

Okay, so our next question is around what is going right. So what are some of the things that Fort Worth ISD is doing for students that I can speak on that as well.

Speaker K

01:04:38

Um, I think what's going right is definitely free meals for all the— all of the students. They all get a breakfast, they all get a lunch. So in our old school, they even got a snack bag for the weekend, and many parents, many families rely on that. We don't think they do, but they actually do.

These are largely economically disadvantaged schools, these D and F rated schools, and I think providing them with that resource is a big weight off of their shoulders. Their food insecurities, and sometimes we don't know. I don't know when I have a student that is sitting there and he's homeless or he hasn't had a meal, and I definitely thank Fort Worth ISD for bringing back the free meals for everyone, for every child.

01:05:28

Also, I want to say that, as I've said before, I have never felt so connected to my board members. Like, in other superintendents with other different boards, I never felt like I had transparency or could go speak to them just And, um, I definitely respect that, and I respect you guys and the work that you're doing for coming out and listening to us.

Speaker H

01:05:57

Thank you.

Speaker F

01:05:58

Yeah, I appreciate that too. And thank you for not keeping us on a 3-minute timer.

Speaker A

01:06:05

No, we have a small group here, so we have time.

Speaker G

01:06:10

Um, so I'm going to combine the first and the last question. With what's right and what is kind of not working. So definitely our POCs are working great and the program's providing— so POC, program of choice, sorry, the programs of choice like high schools. I don't know that it's so much as involved in the middle school level, but definitely the high school level where I don't want to say it's not working, where it becomes challenging, and this was conversation we were having over a quick dinner was when you— we need to look and address how some of these specialty schools are diluting the community schools.

01:06:55

When you're pulling students for Young Men's, Young Women's, I Am Terrell, TABS, you know, the college campuses, TCC North, Marine Creek, etc., etc. You're pulling the best of the best from those community schools, and it makes them harder. It puts the challenge and the pressure. And I don't want to say that having those higher-level kids in their home schools helps to, like, cover up the inequities or the challenges with the lower academic ones, but if we're being graded by a report card, it's kind of the equivalent of taking all the 7th graders.

You know, when you look at the 7th grade numbers on here, it's 73% don't meet. Well, it's 73% because you pulled the higher academic ones and pushed them on to 8th grade. So, you know, we're talking about we've got just the lowest level of kids, and that sounds bad as I say it out loud, but that, that's kind of— so we need to figure out how And so I know that it goes both ways, making classes according to academic levels, achievements, right?

01:08:12

Um, there's mixed science about that, you know. We'll know it needs to be mixed where it's mixed with highs, mediums, and lows. Last year I watched in 2 different inclusion classes, high-performing academic 8th graders that came to us like performing high. I watched them drop and tank because they were in inclusion classes.

01:08:39

The behavior was off the wall and they got bored because they weren't, you know, being talked to. They were being overlooked where I could, and I noticed the kids, I would go, you got this, you're done, okay, I want you to go ahead. He's like, well, but what about him? I'm like, don't worry about him.

01:08:56

You're gonna work ahead and I'm gonna come check on you because if you've got this, I don't want you waiting for him because you're getting bored, you're putting your head down, you're falling asleep. We shouldn't have to do that, you know. I mean, there, there is something said for grouping likes with likes.

01:09:13

I think doing that, and I told the principal this, I said if we had that one class, even if it was just one class, we could take them, go from meets to masters. That would allow us to really focus on the does not meets and approaches group and get them up to those next level because we're giving them targeted focus interventions teaching at their level that they need and not worrying that we're losing someone else.

01:09:40

So that's So that's kind of my, you know, plus-minus of what we're doing right and what maybe we need to look at.

Speaker A

01:09:49

Thank you. So anybody else on this question? What is— what are we doing that we need to continue doing? Okay, well, our last and final question is the polar opposite. So when you think about how Fort Worth ISD is educating our students, is there anything that you think

is not working and that we should stop doing?

01:10:21

We've heard a little bit, but yeah, anything else that needs to be stopped?

Speaker H

01:10:27

I don't know that I can necessarily speak to what needs to be stopped right away, but I think that deeper consideration. Again, being an early childhood person, working a part of— having been a part of 2 organizations that serve the early learning community, have very deep and rich partnerships with Fort Worth ISD, I do wonder if there were an opportunity to look at how funds are invested in the district in terms of like intervention and support, how much of that we're actually converting to the early childhood community.

01:10:59

For young learners in particular, because I think we talked a little bit about the brain development and the work that's needed to ensure that children are positioned well for kinder. It would be really worthwhile to really be intentional about the investment of dollars in the early learning space, and to also, when we look at that early learning space, I do want to commend the early learning Under the leadership of [Administrator 2]they have been very easy to partner with in terms of let's talk about pre-kindergarten data, let's talk about kinder data, let's see how the Fort Worth ISD traditional schools can also work in tandem with the childcare community because we have an overwhelming number of families that choose childcare because they're working and they have a different circumstance that just says or allows them to.

01:11:50

Choose child care as an option. And so I'm really grateful for that partnership that we— that I've experienced as an early learning professional. However, there are some unintended consequences of some of the moves that we've made in the Fort Worth ISD school district, like universal pre-K. I think that there are some deeper considerations there in terms of what that's done for child care communities that are having to limit the closer door Or limit the opportunities to serve very young children like infants and toddlers because now there's an imbalance of 3s and 4s.

01:12:22

And so there are some business implications there, and so it makes me think about how many children have kind of fallen into this gap in the early learning community who do not have access, um, to probably a high-quality child care center because we have fewer of those as a result of universal pre-K.

So again, just some considerations There, um, and just again the opportunity to be very intentional about the investment in the early learning opportunities for children.

Speaker A **01:12:49**

Thank you for that.

Speaker F **01:12:53**

Okay, so elementary, 1 hour of iPad time for interventions is insane. 1 hour. They're tired after 30 minutes, and I'm like, guys, 30 minutes more. Like, if y'all want to go to my classroom, you're more than welcome to come.

Speaker A **01:13:13**

I may take you up on that. I may, I may come.

Speaker F **01:13:16**

[My school], please come visit me Stand with me the whole hour.

Speaker A **01:13:22**

I was at that one. That was the one that I walked through. Oh, come back. So yes, I have been to your school.

Speaker F **01:13:27**

[My classroom], come back. Stand with me 1 hour and watch me help these kids and watch them I would feel drained. You know, before the whole 1 hour, you know, we had centers. You know, students could travel to centers. We could pull small group work with them. Some kids were on iPads. Some kids were working on activities with paper and pencil.

01:13:53

So, you know, your eyes start to hurt after a long hour. You know, I'm planning all week I'm working from 8:00 a.m. to 8:00 p.m. My eyes are burning at the end of the night. These kids, 1 hour on the iPad. When is this over? I'm like, I'm sorry, you have to keep going.

01:14:10

You have to keep going because if they come, they're going to get mad at me because you're not on the iPad.

Speaker G **01:14:15**

I had one child dozing off.

I got in trouble. I got marked as he's falling asleep. Well, it turns out he was getting sick. Next day he didn't show up to school because he was running a fever. I'm sorry. But I got in trouble for it because he was asleep. I feel like we need to be able to be flexible with kids with intervention.

01:14:35

You know, I feel like we can help the students more than the actual iPad because they're stuck on the iPad. They can't move up a level because they can't figure it out. So we, of course, are in— we're monitoring the whole hour, so I have to stop individually with each kid and help them out.

01:14:51

But I'm working with little Johnny, but the other one over there is also stuck and he's across the room. But what if I had him on a table and we're both working on the same lesson? We can figure it out and not have one over here and one over there. But they're, they're micromanaging us.

01:15:10

Like, principals are paranoid about losing their jobs, so their paranoia is rubbing off on us, and then they're making us that we're incompetent. We're TIA teachers, yet we're being rated developing. We were not developing when we got those scores. We had to meet the student scores and the teacher scores to get our TIA money.

01:15:29

I'm going to get a master's next spring, but with the pressure that I'm feeling, it's not worth the money. I'm already, you know, if this continues, I don't think I can make it a whole other school year and put with ISD. That's That means I get to lose out on my TIA, my $30,000 that I worked so hard on.

01:15:47

But at the end, it's my mental health. It's trickling down to my mental health. [health information] because of that write-up I was like, I've never in my 10 years been written up for sitting down and helping a child for an intervention. Well, nonetheless, I've never gotten a write-up. But it affected me because I am a high-performing teacher.

01:16:10

Performing teacher. When I tell you I can get the scores, I can get the STAAR scores. That's all I've been teaching this 10 years. 10— I've been teaching STAAR, STAAR. I was top 2 at my old district because we were able to STAAR prep. This district doesn't do STAAR prep. If

we don't do STAAR prep, we're never going to get scores because the Bluebonnet curriculum does not align to STAAR.

01:16:34

Those DOLs do They're not STAR STEM questions. We get to STAR and these kids don't know what to do because they have not seen the vocabulary that STAR provides. And that's why we're still a C-rated district. That's why we're not able to move up, because we're not able to train these kids. You know, we are professionals.

01:16:58

We had to go get state exams. And what are we doing?

Speaker J

01:17:01

We're not getting paid.

Speaker F

01:17:01

We have to start— we have to test prep for those state exams. But the district is telling us don't prep them for the STAAR exam. Well, if we don't prep them, how are they gonna know what to do? They're not gonna be able to pass. We have to prep for our state exams.

01:17:19

They need to also as well. So the 1 hour of intervention time can be used wisely. If we have small group, we have an iPad station, we have paper, pencil, you know, the high achievers can use paper, pencil 'cause they always getting everything right. And, you know, they rotate, they move around. So, you know, hey, 15 minutes with this group, okay, bell rings, next group, let's go, come meet with me.

01:17:47

And we get to meet with each group.

Speaker H

01:17:50

And—

Speaker I

01:17:51

Can you talk about social skills?

Speaker F

01:17:52

Yeah.

Through moving around with different students, we have a lot of behavior issues at D and F rated schools where if these children were given more opportunities to create and to be socially and emotionally working and partnering with another student while they're completing a task. And I'm not just saying the MRS strategies are great, but I mean in a efficient teacher always use MRS strategies, the turn and talks.

01:18:21

But I'm saying quality projects where we have time to spend on quality projects that are aligned to the curriculum, whatever, but that they're having opportunities to create and imagine and be with another person and socialize and work together. That is hitting so many higher-order thinking than just being on the iPad all day.

01:18:46

Like, yeah, yeah, it's a lot.

Speaker E

01:18:54

Um, I think I would just add, um, I think going back to early, early, um, school, like pre-K-3, I think expanding the schools, because I have a nephew who belongs right here in Northside, um, and my sister tried to get him enrolled to pre-K-3 And the closest ones are all the way east side.

01:19:12

So while they're guests, it's only 10-15 minutes. Like that impacts your job, right? So I think every community or every part of Fort Worth ISD needs to start offering those pre-K threes. And then I really think—I mean, I used to teach first and fourth, so I can't imagine. I'm teaching small group, and I have a friend who's an executive director for Dallas ISD, and they've been in education for 15 years.

01:19:34

And I'm like. What if they see someone doing small groups and they're like, what?

Speaker D

01:19:38

Like, it is—

Speaker E

01:19:39

I mean, so I think to like research base, right? Like, I would be interested in just knowing like where did all of a sudden forth like small groups not be a thing that we're pushing. Um, and I think then if we keep comparing to Dallas ISD, who's double the size and just got a B, um, I think it is needed for them to like go and see what Dallas is doing.

Because he's like, yeah, elementary, middle school, like small groups should be like that is how you teach kids and how you move them up. And then in the high school, they're like grouping them by like star and like doing all these things. So I think there needs to be just more exploration of like where did we go from zero?

01:20:20

Like small groups was a thing when I was in Fort Worth ISD to like nothing, especially with [Administrator 3] of Dallas ISD, that always happens with 4 words.

Speaker A

01:20:31

Thank you for that feedback.

Speaker J

01:20:38

I'm gonna stand up because I have a visual. I'm a visual person. So I think what we need to stop doing— we've been to about 5 or 6 of these. I've been to less, she's been to more. My wife, I support her. I'm here to keep her sane.

Speaker A

01:20:55

Happy to see you, sir.

Speaker J

01:20:56

Um, and here today, listening today to a teacher— this is the first time we've really had this many, I think, this many teachers. So I'm a visual person, and it's hitting me right now that what we need to stop doing, at least in Fort Worth ISD, is what we've always done. And I've drawn up here my visual.

01:21:18

It's your basic hierarchy flowchart. At the top, I've got the board of managers because you guys oversee [Superintendent] So at the top, board of managers, then [Superintendent] and then all the various levels that trickle down to the student at the very bottom. The student is at the bottom even though the student is the priority.

01:21:43

The student is the customer. The student is the end product. But yet we treat, especially the second one there, the superintendent, as the main person in the district. Everything comes from him and goes down, right? That's your traditional way of thinking in education. I say it's hitting me now that we need to flip that.

And the student needs to be on top because everything that's going to support the student, which is the end product, needs to have them up top. And what they need— they need individualized groups, they need individualized lessons, they need individualized teaching. They don't need— we're not herd. We are not— yes, we're herd animals.

01:22:35

per se, but usually it's— we start at peers and then we, you know, we're either a family or we start a family. But the student's up top. Everything at the bottom should be supporting that student. You guys, the board of managers, should be the strongest part of this whole thing because you're after— you're looking after [Superintendent]

01:23:00

The foundation has to be strong going up to get to that student because— oh, here's my other visual— that needs to be blossoming like a flower. Every flower, tree, any living thing needs strong roots, needs the foundation at the bottom to make it grow. If the foundation and the roots aren't strong, then that flower and that tree is not going to grow.

01:23:35

It's going to wither, it's going to die if you're not watering it, if you're not feeding it. Right here on that level are the teachers, principals— I'm going to point principals— the school people. They should be having all the support they need. to get what needs to get done. Everybody else down here, from what I've seen this year and talking to teachers— I was at the school the weekend, they all worked, right?

Speaker E

01:24:07

Yeah.

Speaker J

01:24:08

There's a lot of people down here. To me, I've been— I'll say I'm 57 years old. I've been in every industry field there is. What I see down here is a lot of fake it till you make it, and that's a term I learned in one of my industries. Just fake it till you make it.

01:24:29

Tell them you can do it, get the job, but just fake it till you make it. Oh, I know how to make a website. Oh, you do? Oh great, okay, you're hired. Then what do I do? Somebody goes back to their house and they research how to make a website. That's faking it till you make it.

01:24:50

Curriculums, daily plans that are put out the Friday before school started on that Monday and then get looked at that Saturday night had changed. What, what was being prepped for, for Monday on— from Friday had changed. It Within 24 hours. What is that? That's not confidence in your work. That's not confidence in what I'm doing.

01:25:23

That's, oh, I either made a mistake or I missed something that I should have worked out 3 months ago. Okay, so in my humble opinion, This, this needs to flip to this and look like this. You guys need to be the concrete for that church, that house, and everything going up above it needs to be strong to hold everything else up, or at least help that child grow and blossom.

01:26:01

Thank you.

Speaker E

01:26:02

Thank you.

Speaker A

01:26:03

So I think that's a really good note to end on. So thank you, I really appreciate the feedback. And teachers, I do really appreciate hearing from you because we hear, right? I have a vision of what's happening and it's the vision that I think y'all are being supportive but you're telling me you're not.

01:26:23

So thank you for being courageous and sharing that with me because I think as board members we need to know. I think we do need to to know these things. So we can't have a successful district without you. So next steps, we will take this data, all of this data that we're listening to, all of these sessions, we're going to do a frequency analysis and we're going to find what are those top 3 priorities.

01:26:45

What are those top priorities? We will create goals around those. We will give that to the district staff. The district staff will have to create their work goals to know that we're getting progress toward that ultimate goal. And then we'll create those guardrails to tell them, okay, [Superintendent]this is what you need to accomplish, but these are the things that you can't violate.

01:27:04

So we will take that frequency analysis as we draft these. We will draft these in September. We will share these with the community. You will have a chance to see what we heard. And then in October, we will, we will vote on these. So we will vote on these, and these goals will set Resources.

01:27:21

These goals will inform the budgeting for the next year, and so that is the work that we are doing. And so please encourage everybody that you know to fill out the survey. You know, please, we need to hear from everybody. We need as big of a data set as we can get as we're doing this work.

01:27:40

So thank you for coming today, and we appreciate hearing from you. Thank you.

Girls Inc.

Auto-transcribed by https://aliceapp.ai on Monday, 14 Sep 2026.
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Speakers:

Speaker A - 20.57%

Speaker C - 8.32%

Speaker E - 10.89%

Speaker H - 3.75%

Speaker I - 5.91%

Speaker B - 8.1%

Speaker G - 5.51%

Speaker K - 5.76%

Speaker J - 8.71%

Speaker L - 5.25%

Speaker M - 6.55%

Speaker D - 6.89%

Speaker F - 3.77%

Notes:

No notes.

Speaker A

00:00:00

And impact here at Girls, Inc. in Tarrant County, the broader frame Youth Vantage Alliance, where we serve girls in our Girls, Inc. program, we serve boys in our Vantage Point program, and we serve co-ed populations in our TCK, our before and after school affordable childcare program. A little bit about Girls, Inc., just in case this is the first time for anyone here visiting with us.

00:00:21

We serve girls 3rd through alumni in our STEM programs and our future Future Ready programs, preparing them to be independently, economically independent, and contributing citizens of Fort Worth ISD and of our broader communities. We focus on the character development, leadership, respect, kindness, confidence, emotional intelligence, and critical thinking. So as your girls attend our camps and our sessions, Saturday.

00:00:52

Those are the goals that we're looking for. That's how we're pouring into them and supporting them. We have program every 2nd and 4th Saturday, as well as spring break and summers. So if you are not following us on Facebook and Instagram, please do. That's where we make all of our announcements. And coming up, October 11th is our Day of the Girl Empower Her Market, where we're celebrating all things girls and women, open market celebration.

00:01:18

other activities and activations for the community. And so we'll have flyers for that when you all leave. And with that, I will open the door— open the stage to our guests with Fort Worth ISD. Thank you so much, Dr. [Participant 1] and thank you for what you're doing for, for girls. I work in a very male-dominated space.

00:01:40

I'm a bank president, and there are not many women in the space. Most of my customers

are all men. CFOs are men, CEOs are men. So thank you for what you're doing to promote girls and let them know what is achievable, what, what is possible. Yes, and thank you for letting us use your space.

00:01:58

So my name is Courtney Lewis. As she mentioned, I serve on the Fort Worth ISD School Board. That is not my full-time job. My full-time job is I'm a bank president. I have been in banking for 26 years. I am the vice president of the school board, and the reason I was called to this work is because I'm a public advocate.

00:02:17

I'm also a first-generation college student. [personal information about a Board member's family] but I realized early on that education was the difference between what I wanted. I saw something better in life through a mentor, so it was exposure to things that I did not know existed, and I realized that education was what would get me there.

00:02:38

So Dallas ISD Public Schools, Dallas Community College— from there I earned a scholarship to SMU, which is where I got a finance degree and how I got into banking. So that's a little bit about me. I'll let my colleague Lori introduce herself.

Speaker C

00:02:53

Hi, I'm Lori George. Um, I am also on the board with Courtney. Personally, I'm a public— former public educator. I used to teach language acquisition in the Fort Worth ISD language centers as well as Arlington ISD, and then abroad for a short time. And then when [personal information about a Board member's family]

, I took a short break.

00:03:23

[personal information about a Board member's child]

And I am in school myself again as, uh, pursuing a doc or PhD in educational psychology. So, um, I am coming at this work from many different angles— a parent, former educator, current educator, um, and then balancing what that means with governance, what we do versus what I used to do.

Speaker A

00:04:00

So thank you, Lori. Um, so we really appreciate you being here.

There—

Speaker A **00:04:07**

a school district exists for one reason. The only reason a school district exists is to improve student outcomes, improve what a student knows and is able to do during their time in public education. And the purpose of the school board is to represent the vision and values of a community. And so that's what we're doing.

00:04:24

We are listening. We have done over 40 of these live sessions. We've had 4,500 people complete our online survey, and we, we've asked the same 5 questions to every group. And so we are gathering the data to inform us as we develop goals. So we will develop goals based on the top priorities of this community, and those are the goals that we will hold the superintendent accountable for.

00:04:48

So there's 2 types of work. There's board work, there's governance work, and then there's operational work. The superintendent is responsible for all things operation. We are responsible for setting the goals for him, and then we set the guardrails, which are the values. Those are the things that he can't violate. So we say, these are the things the community wants you to accomplish, and these are the things that you cannot violate as you're doing it, the, the thou shalt not do this or that.

00:05:15

So these 5 questions are designed to help us gather that data. And so with that, our next steps— this is one of our final listening sessions. Once we gather all of this data, we will analyze the data. We will use 3 different large language models to analyze all of the data without human bias.

00:05:36

We will take all of that data on September the 26th, and we have an all-day Saturday meeting where we will begin drafting these goals and guardrails. We will show the community a 5-page summary of what we heard from the community, and then we will show a draft of our, our guardrails, our goals and our guardrails.

00:05:55

Yes, ma'am. So you're going to use AI to do analysis of your dataset? Is that Yes, so we will use 3 different AI models. So one of our board members, Frost Prelo, is the founder of Simpla.fi, so technology is his background. Each of us has a different background. My

background is finance, Lori's background is education and special ed, Frost is technology.

00:06:20

So we will use AI to go through and tell and find and analyze the data for data frequency. How Frequently did one topic come up? And I can tell you the one that I hear— I've done 15 of these— the number one thing I, I always hear is reading. Reading comes up a lot.

00:06:37

Do you guys have any documentation on how you intend to keep engineering bias out of AI? Because AI is not human bias-free at all. Right, and that's why there will be 3 different models used and compared.

Speaker C

00:06:51

Well, I'll say one of those is Qualtrics. Which is a— as a researcher, we use qualitative. Yeah, yeah.

Speaker H

00:06:59

It's also not free.

Speaker C

00:06:59

Well, I agree, and that's—

Speaker A

00:07:01

I don't think anybody— anything can be completely free. That's why you take different perspectives.

Speaker C

00:07:05

Triangulate and use human— I mean, we'll have— we need to look at it as well. Oh, absolutely.

Speaker A

00:07:11

So Lori is our research expert.

Speaker C

00:07:13

We will be looking. Yeah, there's no— there's no possible way, as I'm sure that you So, I mean— You know, with qualitative research, this would take a very long time or a large amount of people. And given that we are not an IRB official research study, to get a— a university would not touch something without an IRB.

To get— there's no incentive for publication. And so that would take— for me to do alone, no. And one, not, not a good idea. And so, um, we cannot— it's not an official research study. It will never be that level of standard, but it will be quality, I guarantee you. And yes, we will absolutely have eyes on all the data, human eyes.

Speaker I **00:07:59**
Will that data—

Speaker A **00:08:01**
will those datasets be researchable?

Speaker H **00:08:03**
Like, if I want to go see what the AI came up with, will that be available online?

Speaker C **00:08:08**
The findings will be public.

Speaker E **00:08:09**
Okay.

Speaker C **00:08:10**
Yes.

Speaker B **00:08:11**
Yeah.

Speaker A **00:08:11**
Why don't you just hire a bunch of people, researchers?

Speaker H **00:08:14**
Why isn't there a standing team to do that?

Speaker C **00:08:17**
I think that the idea was, and Courtney could weigh in on this as well, that we wanted to keep the team as the district, and we wanted this to be board work. Um, and if it's board work, there's a— and we're responsible for public funds, I think there was really some thoughts of We want people to know that this came from us.

It wasn't touched by someone that— we don't want there to be a perception of somebody's— other people's hands are in it. And then there comes a cost with hiring humans.

Speaker A **00:08:51**

So I would say, as the listening session, one of the things as a UX researcher that I know the engineers that make AI. And their bias goes into their coding, and those engineers are not highly diverse. So there's— you're going to have more chance of my voice not showing up in that dataset.

00:09:13

So as a listening thing, I would want humans, UX researchers that look like Black, female, Latina, young, old.

Speaker H **00:09:23**

That should be something you pay for.

Speaker C **00:09:24**

Let me— let's talk afterwards as well, I'd like to talk to you about a personal project that I just—

Speaker H **00:09:30**

I do have to leave at 2 for my daughter. I'll leave my information in case you're not done talking.

Speaker C **00:09:35**

I would love to, yeah, continue the discussion.

Speaker B **00:09:37**

So to piggyback off of this train of thought, why are we doing these listening sessions, setting up guardrails, well after the original detonation of a new team coming Mm-hmm. Never mind that they don't model the behavior with the teachers in the schools that they demanded from parents at listening sessions with Dr. [Superintendent]

00:10:07

But why are we trying to figure out a way to engineer the toothpaste back into the tube? Because I think a lot of the problems that have to be dealt with are because folks just came And then haphazardly like, you're getting fired, you're getting fired, we're going to sell this

school off here, we're going to do this here.

00:10:26

And now you're standing in a pile of rubble realizing, oh, I wish we hadn't done X, Y, and Z, and we just created significantly more work. And honestly, I think some of the guardrails that you're going to present are going to be useless because you've already done the damage. So how is that going to be addressed?

00:10:47

Because, I mean, you're a person in finance. If somebody walked into your bank and fired your compliance team and fired this team and fired that team, then all of a sudden you're looking around, why did the quality of our production drop? And why did our client satisfaction drop? You're looking around thinking, why did we get rid of all these people that were doing that?

00:11:06

And that's my frustration here.

Speaker A

00:11:09

So I definitely understand the frustration. Boundaries that we're working under, we were appointed in March. The superintendent was also appointed in March. We all walked into this together. So while we're trying to figure this out, he still has to operate a school district. These goals and guardrails, the reason we're trying to get them done now is so they can affect the next budget cycle.

00:11:33

So the budget cycle for a school district starts in the fall. So these goals and guardrails will be adopted in October. and they will affect the budget for the next school year because it's a very large budget. It's a very large district. It's— there's 11,000 employees. There's a billion-dollar budget. It's, it's a very, very, very large organization.

00:11:54

So would it be ideal that we could have walked in in March and had all the goals and guardrails? It would have been great, but we wouldn't have been able to hear from all of you. There would have been no way for us to hear from the community, and we didn't feel that it was right to just set a goal— just set goals and guardrails without hearing from the community.

00:12:10

Some districts have set their goals and guardrails prior to hearing from the community, but we chose to hear from the community prior to setting the goals.

Speaker B **00:12:19**

I mean, it's understandable, but why wasn't the mindset of— I understand you can't necessarily say do no harm. What about do little harm? Because this process feels like we're in Fort Worth, we need to drive to El Paso So right now we're in Texarkana and we're slowly coming to the realization that maybe we need to course correct.

Speaker G **00:12:38**

Mm-hmm.

Speaker B **00:12:39**

You know, never mind it's unsettling seeing the rumor yesterday about Pasco being sold off and then thinking, huh, okay, when you get the email from the school, that's a baseless rumor. But then you start realizing what are some of the other schools that have been closed, where they're located. In finance, you can certainly see the value in the real estate and other things.

00:12:59

So what seems like a haphazard rumor now is plausible. And it's like, you guys are appointed by the state, not really sure who's paying your salaries.

Speaker A **00:13:10**

Oh, there's none. Zero. I make nothing. This is 100% volunteer.

Speaker B **00:13:13**

So it's like you start trying to figure out the money and everything. I don't— and I understand you came in in March, but it doesn't justify why teachers are getting fired the week before the school year ends and it's being done very publicly. And when you hear about the people who are doing it in front of students and things, it's like not a very good look.

00:13:34

But it's like, I don't understand. I get you've got to like ease into it, but yeah, it feels like this is more to— for y'all to kind of make the state feel good or something rather than trying to do something for the actual benefit The kids. Because one thing that's already alarming to me is you're using AI to do the bulk of your data analytics.

When you see the [coarse] that's being given to kids in AP classes, where thankfully you've got teachers who are like, oh, this is wrong, this is wrong, this is wrong, and they're fixing it, it feels like one of the, one of the main priorities of the circle intended is to sabotage our kids so that they fail the AP, they don't get the honors credit, so it gives the state more leverage to really blow things up and sell things off.

Speaker A **00:14:26**

So AP curriculum is a national curriculum that's not unique to Fort Worth. It's being taught, but that curriculum—

Speaker B **00:14:35**

the curriculum is Fort Worth branded and it looks like it's been modified. certified by— I don't know if it's Dr. [Admin 1]or whoever does the curriculum, but as you're doing Meet the Teacher night, you're getting these handouts that are Fort Worth branded, and you know that the Fort Worth AI is junk and nobody's actually taking the time to review it before it's given to a teacher to teach it.

Speaker A **00:15:02**

Mm-hmm.

Speaker B **00:15:03**

It's no wonder that a lot of them are having nervous breakdowns because you're being told you've got to do this and it's just complete garbage. And our kids are the ones who have to suffer. You know, I had a high school teacher, high school principal, who said failure is a choice. If you're going to fail a class, it's because you chose to do so, because you didn't want to do the work.

00:15:24

And what I'm seeing so far out of this board and the superintendent and his staff is that they are making the choice to make our Yes. And you see these kids speaking at different events, and they're all like, they're on the verge of tears and breakdowns. And being a senior in high school is trying enough as it is, but now you've got to question the people who are supposed to be preparing you as adults and just seeing at every turn that they're taking the easy way out.

00:15:56

They're handing— it's like you're You're generating, you're using AI, which is a tool you can't use academically, to generate a curriculum to give to kids. If they use the same AI that's generating this bogus curriculum for them, they would be failing. They would be

labeled cheaters, and you would have an academic stigma.

00:16:15

So the fact that we're embracing it for this analytical dataset with the idea that, and the whole point of academics is the rigorous study. I mean, you're for a PhD. Hopefully you're actually meeting in class in front of a professor instead of doing it online. At some point you're going to have to stand up and defend your thesis in front of people like a murder board.

Speaker K **00:16:39**

Yeah.

Speaker B **00:16:39**

When we met with the superintendent at Arlington Heights, he's sitting there pacing off. He couldn't look parents in the eye. You had other assistant super superintendents that were getting very defensive. As soon as there was any kind of pushback, they have the police kicking people out and this and that. And it's just like, why isn't anyone modeling the behavior that we're wanting our kids to learn?

00:17:03

Why is— why is the superintendent like, people don't get fired on the spot?

Speaker J **00:17:07**

Yeah.

Speaker B **00:17:07**

People are literally getting fired on the spot. It's— I've joked with him, I'm like, hey, should we be Should I be polite to you or should I yell at you for 10 minutes and degrade you before we offer you the honest feedback?

Speaker C **00:17:20**

Mm-hmm.

Speaker B **00:17:22**

So you can tell from my anxiety that— and I'm thankful because my daughter is starting high school, so if this goes as badly as I expect, maybe it's not too long that we have to endure. We're already working on exit strategies, whatever. Annoys me that we have to look for a plan B now because nobody thought it was a good idea to maybe we just ease

into this and make it easier to course correct.

Speaker C **00:17:52**
Yeah, I appreciate that you said, um, your anxiety, because I think sometimes, um, it's when you see anger, it's, it's important to remember that it's coming from A place of concern and care and disruption. And, and it's because you feel it's your kid. And I appreciate that because sometimes I need the reminder that— because we do a lot of these and I needed the reminder that it's because you care.

Speaker L **00:18:25**
Yes.

Speaker H **00:18:25**
So real quick, when I do research, there's usually action items and data sets, but where are you guys taking notes? Because these He's made 3 great points and I've made another, and I want to see all 4 show up in the data set. I'm going to be looking for—

Speaker C **00:18:37**
It's a, uh, you're using AI?

Speaker A **00:18:40**
No, we're trying— we're recording and transcribing.

Speaker H **00:18:44**
Okay, so I should be able to see the 3 points he made and the data set show up in the data set and the point I made, right?

Speaker C **00:18:50**
You would assume yes. The transcription, it will— it transcribes as long as you're speaking loudly, which you are.

Speaker M **00:18:58**
Okay.

Speaker H **00:18:59**
Also, usually when I do research, I try not to re— I try not to influence the person giving me the feedback. I usually just take the feedback.

And this is not a research project, and we haven't started.

Speaker A **00:19:11**

But he hasn't started the questions yet. We haven't gotten started. Would we like to get started? I'll actually ask the audience, do we want to get started with the data collection? We haven't started yet.

Speaker H **00:19:21**

Well, you can consider it started because these core points should be, should be in that set.

Speaker C **00:19:27**

This is the, the, the, the data that we're collecting is to inform goals and guardrails. It's related to these 5 questions. And yeah, but even absolutely happy to continue or to, to either start with it or I think probably at the end.

Speaker A **00:19:42**

But we'll stay after, but we want to be respectful of everybody's time and we want everybody to be able to—

Speaker H **00:19:47**

students get and all that Okay, my point is just that even with your guardrails and your opening statements, we're having issues with that. So if this is a listening session, already where you're starting from to begin with, your guardrails are off-centered from what your user base wants.

Speaker C **00:20:04**

So we don't have— we don't have guardrails yet. We don't know. So we're—

Speaker H **00:20:08**

The guardrails you're talking about, about how you're going to be doing this research, how you're going to be listening, already is not in alignment with your user base. That's what we're trying to express. So your session has already started because how you're listening is not in alignment with how we want to be heard.

00:20:29

That, and I'll be looking for our 4 points in that data set, and now a 5th one, that how you listen should be in there as well.

Number—

Speaker D **00:20:40**
oh, I can do it from here.

Speaker A **00:20:43**
So the question number 1 that we are asking every group that we've met with— these are the same questions— what should a Fort Worth ISD student know or be able to do? If you could pick 1 or 2 important things that a student should be able to know or be able to do, what would they be?

00:21:01

And we have a microphone in the back.

Speaker C **00:21:03**
And raise your hand if you need the questions.

Speaker A **00:21:10**
We're talking about K through 12. Our next question will be what describes a successful graduate. So when you think of, you know, when they graduate, but as you think of the spectrum of even pre-K through all the way to 12th grade, what is important? What do you think is important for students to know or be able to do as they are in school?

00:21:29

Yes, ma'am. [Speaker E] I have a microphone right here.

Speaker E **00:21:34**
All right, thank you. Hi, Courtney.

Speaker F **00:21:37**
Hi.

Speaker E **00:21:39**
I almost didn't come to this because I, I mean, obviously the district is— there's just— this is not new, like obviously the state of disarray, but I think some of the direction is, I think, challenging. Even like the support staff in the weeds, and I'll circle back after each. And so yeah, I need 3 entries and 3 closings, right?

But, you know, one of the things is what should Fort Worth students be able to know or do? And I think the question is framed from probably more of an academic lens. And for your context, I also have a PhD in education. I'm not going to answer it in the academic lens of what should they be able to know or do, except for think, right, and think critically.

00:22:23

But I think before they can learn how to think And I will say that I kind of— I almost didn't, but my daughter's actually participating in the Girls, Inc. STEM Day next door. And I will say, when I saw Fort Worth ISD listening session at Girls, Inc., I thought it was actually a little oxymoronic because everything they do is about elevation and critical thinking, and that doesn't happen in the curriculum set of the district.

00:22:45

And so, um, I humored myself just to see like what's going on and out of just curiosity.

Speaker A

00:22:51

Thank you.

Speaker E

00:22:52

But I think the answer— the first thing is to be able to think critically, and there has to be professional freedom to be able to do that. And I know a lot of us as professionals in our role, we're able to take professional liberties within the jobs and positions we have, like with you, you know, all these things, right?

00:23:06

Within the construct of our role and our expertise, we're able to do that. But I see so many of my friends and colleagues who are in classrooms not being able to do what it is they know how to do the best way they know how to do. Because of the prescription that's been handed to them, I think, by people who aren't well equipped to do it.

00:23:23

And I'm not talking even about the board, I'm talking about at the upper leadership level, those who are not from the community. Because my dissertation is about equity and relevance, and culture matters, context matters, the historical redlining of our city and the perpetual racial segregation matters in our classroom because it's a lived experience.

00:23:43

And so for teachers not to be able to bring their background, their expertise, and their knowledge of location and culture and equity into the classroom to embed that within

their curriculum and be able to use that at their discretion is taking away from critical thinking for our students. And the second thing is, what should our students be able to know or be able to do?

00:24:02

I think what they should be able to know is that they're safe, and what they should be able to do is feel safe. And I come from a trauma-informed lens because I'm a TBRI practitioner. And one of the biggest things, which is the world-leading methodology in trauma, they use it in education. We have neighboring school districts that are embedding it and they're seeing massive changes.

00:24:19

Fort Worth isn't one of them, but one of the concepts is this concept of felt safety. So we know a lot of our kids come in with trauma, so do a lot of our educators and professionals who are in that building. And the concept of felt safety is when you're in that place and you're in a space with an adult, even in the physical building itself, you are able to relax, you're able to feel safe, so that you can go from using your downstairs brain— we call it the amygdala, where the fight or flight and all of that is reacting— to your upstairs brain, where you're able to use your prefrontal cortex, all that really great front part of your brain where you're able to critically think and think about things and create new ideas naturally, not from AI.

00:24:55

And so, but what I see is a lot of our educators are in a state of fight or flight in their classrooms. And their students are also feeling that strain. So when you walk into a classroom, and I have, and I worked in college and career access readiness partnered with Fort Worth ISD for 15 years, I've never seen such a level of stress and strain in these classrooms to where you walk in and everyone is in downstairs brain, everyone is in a state of fear, everyone is in a state of fight or flight.

00:25:20

There is no learning happening because when your body is in that, you are not gaining, you're not gaining new information, you're not processing information. You're only processing what you need to survive, and that's not what our kids need for long-term success when they matriculate into these universities. And so my thing is, our kids can't feel emotionally, socioemotionally safe because the adults don't.

00:25:40

And so how do we need to change that? And so what do our students need to know? They need to know they're safe. What do they need to be able to do? Feel safe. Because none of

the other academic stuff of what they should be able to know matters if we can't get their bodies in a state to learn.

Speaker A **00:25:53**
Thank you. Thank you for that. Um, in the back, we'll get the microphone for you.

Speaker F **00:26:07**
I'm speaking as a parent. First, I want to thank all of you parents for coming here and speaking up. Um, I understand your questions and I do respect you all. However, my son is in his senior year and he's been— he's a hyper-intellectual with a high IQ and he's been in AP courses since the beginning of time.

00:26:30
The level of stress that these kids are under being provided AI-generated material compared to what they know themselves has provided— has put them in a very stressful situation.

Speaker I **00:26:44**
Thank you.

Speaker F **00:26:45**
So I, I know you all have your questions. I understand that.

Speaker M **00:26:50**
But when—

Speaker F **00:26:50**
as someone who has done listening sessions for decades, listening sessions should be guided towards what the people who came from their homes, their jobs, got babysitters for their kids want to discuss. And a matter that is this important should be guided by what she's saying.

Speaker L **00:27:10**
Thank you.

Speaker F **00:27:11**
What he's saying, what she's saying. We see our kids. I'm thanking God that this is my son's senior year, that he doesn't have to deal with this school system again. AI should not

be teaching our children. We were not taught by AI. And the fact that now you're leading with AI is just astounding to me.

00:27:35

What our kids should, should do and should know how to do is challenge authority.

Speaker L **00:27:39**

Thank you.

Speaker F **00:27:40**

For their own betterment, for their own sake, so that their kids can grow up with critical thinking skills and know that just because an adult who has authority sits in front of you and tells you that this is the right thing to do, in your heart and in your mind you know it's not.

00:27:59

You need to challenge it. You don't have to go with the herd. You don't have to do what they say do. Because what's going on right now is tearing our kids apart. AI should not be teaching our children. Our children are smart. In fact, our children are brilliant, and they're brave, and they're bold.

00:28:22

That's what they should be doing, using their critical thinking skills as well as challenging authority. Because right now, I, I still don't understand why Well, I do understand because it's a redistribution of wealth. I'm from Louisiana.

Speaker A **00:28:36**

This is exactly—

Speaker E **00:28:37**

we—

Speaker F **00:28:38**

I went through this whole situation in Louisiana with the takeover of the schools, redistribution of wealth, and I saw what he did to our kids. I pray that our kids challenge authority so that they won't have their children learning via AI. AI is supposed to be a tool. Not a teacher.

Right.

Speaker F **00:29:00**

A tool, not a teacher. A tool not replacing employees. A tool not guiding us in how we live our lives and how we are better people. If we always put our kids at the forefront and at the center, we'll be okay. But when we put money, authority, law, government ahead of our children, we will always lose because those are our future leaders.

00:29:29

Those are the ones that are going to take care of us. And if we can't take care of them now when they're telling us they don't want to be taught by AI— challenge authority.

Speaker A **00:29:43**

Okay, anybody else on this topic of question? What should students know or be able to do?

Speaker B **00:29:53**

I would just add I would like them to know how to think for themselves. Thank you.

Speaker J **00:30:00**

Oh, as she was talking, I was thinking back when I was taking honors courses. I went to school in Connecticut, and one of the things that I appreciate is the teachers, they were able to read the room, and they saw, uh, for my group that we were really Competitive. We were intellectually curious.

00:30:19

And to her point about creating a safe space, they gave us the opportunity to study the humanities, study art, you know, read classic works of literature and debate them in an environment where we could have discussions and conversations that have stuck with us for, for decades. And when I went to my daughter's meet the teacher, um, I mean, the school looked nice, the teachers were amazing, but I just felt depressed walking through the building because you could just feel that the joy was sucked out of the room.

00:31:01

So I just want my daughter to be able to think for herself and I want her to have fun doing it, and so far it's all been taken away.

Speaker A **00:31:17**

Thank you. Um, who's next? We want to make sure that we hear from, from everybody,

and I would love to hear from students. If students want to share, I would love to hear from students as well.

Speaker G

00:31:30

Well, in a degree, um, this is Myself, another parent, and a student. So I was looking at something on Facebook. I did a search and I found a parent asking questions, and her daughter is in the same position as my daughter. She's a senior, she goes to [a district high school] and her daughter is ready to drop out and get her GED.

00:31:52

[The school] is a school of choice They have settled on their degree, uh, on their major. This baby has put in 3 years of Hard work. And for her to want to leave that all aside for what is happening in the district breaks my heart. First of all, what should our kids be able to do?

00:32:13

We knew this before. I worked in the district. Luckily, I got out before this happened. And that's one of the other things. If we knew it was going to be taken over and it was done October of last year, I don't see why this board didn't take place last year before it happened in this year.

00:32:29

Why you didn't go with the schools who were failing, the one school that triggered it, and then maybe the other schools that were low? Why is it a sweeping thing over the whole district so everybody suffers? We don't understand. The kids know. The kids will be okay. But this is not the way.

00:32:51

This is just not the move. This is serious. And they're not the only ones. I was a graduate of Fort Worth ISD 30 years ago. TAZ test had some of my friends dropping out. They had the credits, they did all they needed to do, but when you specifically put up roadblocks— you're talking about student outcomes.

00:33:12

I don't care who gets paid, I don't care about the attendance, I don't care about, you know, the behaviors and the scores. The testing— we also know that we overtest these students. The teachers, we know that after January, that's all they're doing. They're already stressed. Let me tell you how bad it is.

Took my daughter to a pediatrician. She was in first grade. She was already worried about the STAAR test that didn't take place for 2 more years. What are you doing to the students?

Speaker A **00:33:42**
Thank you for that feedback.

Speaker H **00:33:54**
Okay, my only other topic issue with this as a UX researcher, this question is not thought through enough. I don't know if a person came up with it or AI, but it assumes some— it, it's first of all, it's too open-ended. Okay, it should have been something that was Quantifiable or qualifiable. So you should have gave parents a chance to say, how do you feel about it, so they can feel safe to have their emotions and not feel gaslit, and then have a measurable question about what exactly you want to have changed.

Speaker I **00:34:26**
What this question—

Speaker H **00:34:27**
and this goes back to my point about how you're listening— what this communicates is that you're not really interested in a real conversation that is going to Uh, result in actionable items. And one of the main things she's talking about with prefrontal cortex is when you start off with comments like this about how you're listening, it puts everybody in survivor mode and then makes them feel gaslit about having emotions around how you're impacting them, which is shameful.

00:34:59
As a UX researcher, we already know we would get fired if we tried to go to market with something like this and asking questions. Like, this wouldn't— you wouldn't be able to tell exec team anything with real confidence that they should spend billions of dollars on. I would be scared to have this on my research questions.

00:35:17
Like, I can't really tell you measurably because I can't— I can't siphon off emotion from measurable items. So again, how you're listening from jump is problematic. Because it's not based in scientific method, it's not based in best practices for UX research, and it's not thought out.

Speaker A **00:35:44**
And we have— thank you. We have, we have a—

And I just want to make one correction. This is not anger.

Speaker A **00:35:51**
This is not anger.

Speaker F **00:35:52**
This is, this is a conversation. And I, I just want to make sure you have that correction because using that word, especially with parents who are articulating very clearly their issues, is— it's actually offensive. I'm just, I'm just letting you know, it's not—

Speaker I **00:36:13**
it's, it's—

Speaker F **00:36:13**
I'm just— it's a correction. It's a correction. I'm sorry, it's not anger. It's definitely not anger.

Speaker C **00:36:20**
Yeah, I don't—

Speaker L **00:36:20**
I—

Speaker C **00:36:21**
and I did not mean to be offensive at all. Um, I I was thinking back to not even this at all. So my apologies. I'm, I'm, I'm sure that it absolutely sounded like that, and I apologize. That's not what I meant.

Speaker A **00:36:35**
Um, parent in the front, and did you want to— were you trying to participate? We'll go here and then—

Speaker I **00:36:47**
Uh, I just wanted to add, um, what should Fort Worth Yes. I think that Fort Worth ISD students need to be able to see our parents being actively involved in the educational process. We had a PTA meeting at our school 4 days ago, and in the midst of all of this that's going on in Fort Worth ISD There were only 4 parents or 5 parents that showed up.

And so when you all posed the question, what should Fort Worth ISD students be able to do, I think that they need to be able to see our parent, their moms and dads, their aunts, uncles, grandmothers, grandfathers being actively involved in what's happening in the school.

Speaker A **00:37:43**

Thank you. One second, I think she was trying to say something. We want to make sure that we hear from students, so— You don't have to. You don't have to, but we want to make sure that there's space for you too.

Speaker C **00:38:09**

You can— if you don't feel comfortable, there's a survey. And everybody, whether you speak or not, the survey, you could do that too. Whatever method of communication you prefer.

Speaker E **00:38:20**

I know that there are 4 other questions on the thing, and I know you want to move on because everybody wants to finish their Saturday. Uh, but one other thing I was going to say, what should Fort Worth students know? I think, uh, Fort Worth ISD students know, and I think it's really all students, but Fort Worth.

00:38:34

Is that they're not like— they're not a number, or they're not a category or a color. Uh, you talked about that, uh, the— your friend's daughter. Um, my 7-year-old, who should be in second, she's in third because she's smart and brilliant and all these wonderful things, like everybody else's kid. But she gets— she just took, uh, was it the MAP testing?

00:38:56

And she came home and she handed me the paper. She was like, I haven't looked at it. am I a blue or am I a green? And that's what she was worried about, was if she was blue, uh, you know, in the master's, or if she was a green. And so I was like, first of all, like, you're okay.

00:39:12

Like, you know, I did the felt safety, and I was like, so in math, you were— you would fit in the green category, and in reading, you're in the blue. That's exceptional. Great job. And so she's like, so are you going to get me a math tutor?

Speaker M **00:39:24**

I need to—

Speaker E **00:39:25**

like, and because it's just been like, you've been As much as we do at home, it's so instilled. And so, and I read a story, um, on some social media account, um, that was happening in Fort Worth. It was about, long story short, students at— I don't know if it was middle or high school, but they were doing group work and students were sorted out publicly by ability level, and the kids are grading each other's work and sorting them.

Speaker A **00:39:49**

That was secondary, it was DOLs.

Speaker E **00:39:51**

DOLs. And I just like Literally, the inner me got so sad. And it's like, we're having kids grade other kids' stuff and then put them publicly in groups. Like, we're the, you know, and that, that not only creates— then you talk about walking into a school. We all know what an elementary classroom should feel like.

00:40:09

It smells like crayons and happiness, right? Like, we all love— we all know that. But even in high school, like, I love going, right? Like, you know, it smells like football season right now, which is high school sweat and like glitter, right? Like, that's what— And so, but for a child to to like not want to go to school because they feel that much shame of, if I know I go into this class, I'm gonna be— everybody know— like, that just crushed my heart as a kid who loves school and is instilling the love of school, even though there's challenges.

00:40:35

And some things are TEA. It's not— there's nothing you can do on the board of managers to supersede TEA on some of the things. That's why we have to show up and vote, right?

Speaker L **00:40:45**

Well, it's like, well, yeah, but some things are statute, right?

Speaker E **00:40:49**

That's why we have to show up and vote. Like, this is of it. The other part is showing up in November every time, right? Or the May elections. That's a huge part of it. But the other part is some of those local systemic things like that. We have systems that separate kids, and kids know each other's separation, and it's this public, you know.

And so things like that of how are we structurally creating trauma and how are we taking away from the love of learning? Because some of these other things like AI We can change the curriculum and we can go back to teacher-making curriculum, but if we're still creating systems that perpetuate trauma and don't create safety, then we're not really getting at the heart of it.

00:41:26

But all that to say is, what should they know? I think all of our students should know that they're valuable, that they're more than just a color or a number. And that's my 7-year-old [health information] so she can know that, like, it doesn't matter if you're a green or a blue or red, like, you're God's child, right?

Speaker L

00:41:40

Um, but they—

Speaker E

00:41:40

it's just so instilled that if you're not getting into the blue, you're not going to get into, I don't know, Harvard or wherever. If you get into the green, you're going to go to Baylor. Like, um, but sorry, TC, go Frogs. But anyways, all that to say is I just want to be mindful of what, what should they know.

00:41:56

I think that they should know that they have value and they have worth, and really looking at the school level of what's happening in the classrooms that are taking that away from kids, like the DOL separations.

Speaker L

00:42:15

Um, I'm a student at [a district school] I'm lucky enough that I get to have earned autonomy, which means that we technically don't have to follow the curriculum that Forest ISD gives. So these teachers that have been teaching for some even 20 years can teach the way they know that students will like— well, will be well received by students.

00:42:50

And I— even this year, there have been more than 5 teachers that have left, like, by choice or teachers that fired due to like these things. My— I take 2 AP classes and one, uh, one dual credit class, and in my AP Human Geography, he was saying how, um, one of our history teachers that left was replaced by an AP teacher from [another district high school] who was amazing, and I'd heard many great things about him that we're lucky to have him.

But AP classes have taken a toll, even though it's, it's national. Due to 4th ISD, um, they, they're no longer the same. If you're being You're already being forced to teach things at a national level, but forced to teach things that are wrong and setting students up for failure, then it's like I would do the same.

00:44:05

Um, but look, I'm, I'm still incredibly grateful for what I have, but I know that I'm still being Thank you for sharing.

Speaker A

00:44:25

Okay, before we leave this, this one, anybody else want to share what should students know or be able to do?

Speaker M

00:44:32

She had one more thing she wanted to add.

Speaker L

00:44:35

Um, and then also Another quick question. Um, uh, I don't remember who said it, but someone said something about, you know, having— yeah, the bunch of state mandated testing. Like, I've, I've known this for years, like, and I'm, I'm lucky enough that I've had like plenty of support at home. My mom's a teacher, and I haven't really been scared when I take these, uh, like state tests because it's like It doesn't affect my grade, it's just something I have to take.

00:45:10

Um, but this year we were supposed to take MAP tests in our class that, like, that it's for. For example, the science MAP, you take it in science class. But because they don't trust the teachers, because they, they'll think that the teachers are going to tell the students, hey, don't try that much on this Beginning of the year map so that they can get more money because that affects their salary.

00:45:37

So instead of doing that, they made us have it in a lockdown situation, and because of that, I missed some of my math class, and now we're going to be behind. And AP classes at a national level, there's— you can't go back. They don't care if you're absent. They don't care if you have testing from state or from district, it still affects all of us, and it affects teaching.

00:46:03

Like, teachers can't teach because of all this testing, and— but then it encourages, encourages them to teach the test when teachers need to be teaching to the students.

Speaker A **00:46:16**
Yeah, thank you. But they're not testing AP courses.

Speaker K **00:46:23**
Okay, so our next question is also 3 students who have said that their AP courses are being touched. So that's just 3.

Speaker A **00:46:34**
Yeah, and thank you for the feedback, and we've recorded it. And those—

Speaker K **00:46:40**
Our superintendent told these 2 parents to our faces, we're not touching AP courses.

Speaker C **00:46:47**
Yeah, that's a problem.

Speaker A **00:46:49**
This is anger.

Speaker K **00:46:50**
This is not anxiety. This is anger. Let's be clear with that.

Speaker B **00:46:58**
Because if we want to discuss the guardrail piece, never mind the superintendent— I don't know if he's certified yet in Texas, but he's not.

Speaker J **00:47:08**
Yeah, so why we're tolerating an uncertified superintendent— I mean, he's had— he's been in district more than 6 months. Um, I worked in financial services as well before I could take a phone call to reset somebody's password, I had to pass the SIE Series 7, Series 63. So why we're so tolerant with the leadership being uncertified, I don't know.

00:47:32
I don't know how his pay comp is tied to all this, but there should be some real punitive

financial measures if the superintendent tells parents one thing, but then we get feedback from the kids being impacted that, yeah, we are, we are messing with things.

Speaker C **00:47:54**
You also had—

Speaker D **00:47:56**
sorry, you also had, um, students at this week's board meeting. They stayed there to tell you exactly how their AP Environmental Science curriculum had been touched. So you have parents saying it, you had students officially go on record at this I think you have ample evidence at this point to question, to question Dr.

Speaker K **00:48:16**
[Admin 2] and Dr. [Admin 1]since he is now in charge of curriculum.

Speaker D **00:48:20**
It's not [Admin 3]

Speaker K **00:48:21**
No, Dr. [Admin 1]at the Arlington Heights spoke and said that he is now in charge of curriculum.

Speaker D **00:48:27**
So did we have a change of roles and responsibility?

Speaker A **00:48:31**
I'm not aware. It's an operational issue. I wasn't at the Arlington Heights. I don't— I'm not aware.

Speaker D **00:48:37**
I guess just to go off AI, I also said this on the record, and I have sent you guys an email. We do need some governance policy on AI. It was announced that OpenAI has partnership with Fort ISD for ChatGPT for teachers, but I haven't seen any legal document. I don't know what governing agreement is there when it comes to ChatGPT.

Speaker A **00:48:58**
So that was actually a discussion yesterday on the Council for Great Cities Schools. Schools, which is a national organization of 77 school districts. So that is a question that all districts

are asking themselves. I asked the superintendent about that because you asked that question, and he said they're not using it. Um, he said they're not— they don't have— the teachers are not using, or they don't— they're not using OpenAI, or the— he said they're not doing it.

Speaker D **00:49:22**
So how is OpenAI then making this announcement?

Speaker A **00:49:25**
I— that I do not know. I, I asked the question and It's on OpenAI's website.

Speaker D **00:49:31**
As of August 23rd, they announced these are the districts that are partnering, and Fort Worth ISD was listed as one.

Speaker A **00:49:36**
So it's not been implemented. So maybe they announced the partnership, but it has not been implemented in the district.

Speaker B **00:49:41**
And I guess, who's directly profiting from the use of the AI?

Speaker A **00:49:47**
I'm— I do not know the answer to your question. Um, I know I am not paid. I work for free. I am doing this with as a volunteer. Um, so our next question is, what describes a successful graduate?

Speaker L **00:50:01**
Ma, I just have a problem with this question because how are you defining success?

Speaker A **00:50:07**
That's what we want to know from you. How do you define success? So I'm describing success— What you think is success for you, in your opinion, what is success for a graduate?

Speaker C **00:50:22**
that's—

it's just too open because, I mean, we're in 2026 and to describe success is so individualized.

Speaker G **00:50:30**
Because what I can—

Speaker A **00:50:31**
I can see a person, I can be like, you know, that's— they're unsuccessful. But I mean, they could be— they could feel that they're successful.

Speaker L **00:50:38**
So I mean, it's—

Speaker A **00:50:39**
I feel like it's like a— it's more of a personal thing.

Speaker C **00:50:42**
Like, for me, yes, people can look at me and say, oh, she's successful, but I can look at myself and say I haven't gotten to where I need to go yet.

Speaker A **00:50:49**
I'm not there yet.

Speaker D **00:50:51**
Yeah, you know, I just feel like it's—

Speaker C **00:50:52**
That's okay though. That's okay. You know, speak for yourself.

Speaker A **00:50:55**
Yeah, that's okay.

Speaker J **00:50:57**
I would say if someone is aligned with pursuing college and advanced degree, successful graduate is someone who can get into a rigorous university or college of their choosing. If they want to go pursue a trade or go into the military, that they at least have enough knowledge and understanding to be able to pursue whether it's an apprenticeship,

associate's, pass the ASVAB so they can be a legitimate member of the military.

Speaker C **00:51:29**
So they have somebody who can pursue what they want, they have choices.

Speaker J **00:51:33**
Yeah, be a functioning adult if you choose to just go straight to work, still have enough Understanding of how to be able to survive, but if you want to pursue college, then be able to do that as well, or be able to pursue a trade, be a functioning, self-supporting— as best you can in this type of economy.

Speaker A **00:51:56**
Thank you. Would you like to add?

Speaker I **00:52:01**
No.

Speaker M **00:52:05**
As a high school teacher, this is still too vague. Um, I have students that I am happy that they walk. I have students that are successful because I got them that far. I begged and worked with them and stayed after school and whatever, and that kid is successful because they walked that stage in May.

00:52:24
I also have kids who are successful in different ways. They've got a scholarship, they're gonna— they know that what they want to do after college. It's like there's This is way too broad for a question. I, I mean, success is in the eye of the beholder in this one, so it's really hard to say.

Speaker A **00:52:53**
Okay, we can move to our next question. Now, this is a values question. I've heard a lot of values as we've been speaking. Speaking, and we'll, we'll have to decipher out. I have heard a lot of values. I've heard equity, I've heard safety. So our next question is around— it is a values question.

00:53:08
So what values must the superintendent honor regardless of pressure or politics in accomplishing the work of the district?

I mean, I'll just reiterate again, um, I would like him to model the behavior they demand of the choose. So I'd like to see some integrity. I would like to see some morals. Um, I'm so frustrated with the do as I say, not as I do sort of mindset of the leadership, the superintendent and his staff.

00:53:45

Um, when we were— when I was at the listening session at Arlington Heights, never mind the tantrum tantrums that a lot of the members that stood in front of us— and, you know, I thank them for, for appearing. Thank you as well for showing up on a Saturday to hear us. Um, I, I'm just looking for some integrity.

00:54:07

I really am just looking for some morals. I'm looking for somebody that would take a moment, seek first to understand, then be understood. I would like somebody who would just take a moment to assess the situation, come to a conclusion, but then assess it a second time. Because the problems you might have within the Tanglewood Pyramid are completely different than what you have over a place like Las Vegas Trail.

00:54:37

And I don't know if you guys have been over that part of town, but it's a rough enough area where previous mayors and superintendents wouldn't go without armed guards. It's an Elevate campus. They went in there, they basically fired everybody. They finally brought in leadership at the school, like Wester Hills Elementary over there.

00:54:59

They finally bring in the leadership that really cared about helping the faculty help the kids, but you wiped out every member of the faculty that had any sort of connection to the neighborhood, which is just sheer stupidity. I mean, there were teachers who would go there on Saturdays, buy food for the kids, and, you know, the only ask was, hey, clean up after yourselves.

00:55:25

And the kids would refuse. You would have parents cruising the neighborhood flashing a gun saying, how dare you make my kid clean up after themselves? But you know what they did on Monday? They went back and taught. And they They continue to help those kids grow over the course of the year. Sometimes you'd have a problem because a kid went from like a 1st grade reading level to a 4th grade reading level because they were just new to the school in 5th grade.

In the eyes of the state, that's a failure. But I think in any circumstance where you can get that type of growth over the course of a year, you should be throwing a ticker tape parade because at least you've corrected that kid and you've got them That's a value that the superintendent should model himself after.

Speaker L **00:56:09**
I will—

Speaker E **00:56:09**
I—

Speaker C **00:56:10**
correct me if I'm wrong, but I'm, I'm visualizing a slide from the meeting that there's 3 indicators that make this like school grade of A, B, C, D, and growth.

Speaker A **00:56:25**
It's either achievement or growth.

Speaker C **00:56:29**
the, of the grade. So growth is acknowledged, um, whichever one is greater, they pick the one that's great.

Speaker M **00:56:38**
So, um, well, from the superintendent, it should be acknowledged.

Speaker C **00:56:44**
Yeah, yeah, sorry, I can be a little dense. Yes, okay, but I see what you're saying.

Speaker M **00:56:49**
Yeah, I, I, uh, as a parent and as a teacher Not having a bully spirit, coming into a school not knowing what you ex— what is you're walking into and just deciding you want to fire a teacher because you see something that visually may not look like what you expect, but not really knowing the situation.

00:57:14
Like, why is my daughter knowing that teachers were fired because they had their phone in their hand? Like, I had my phone in my hand that day in a class because I was sending something to a student that was class-related to their Canvas that I would have got fired

for because the superintendent would have walked in and been like, oh, you're on your phone.

00:57:38

But you don't know what I'm doing. You don't even know my— I'm not even at Fort Worth ISD. And I was ready to come unglued because that's It's not fair. Don't come in bullying. And then my— it affects my kid. It affects my kid because my kid knows what's going on. My kid has her ear to the ground because she's educated.

00:57:56

She understands what's, what's not right. She can see it plain as day. Any kid could. I mean, these kids care about their teachers. These kids care about what's going on in their school. It affects them sometimes more than us, a lot more than us, because we as parents are not in there.

Speaker L

00:58:12

Thank you.

Speaker M

00:58:13

So, and then they have to worry next year, was my teacher going to be here? All because of this bully that came in from some swamp in Florida and still has no accreditation in Texas. So that, I would say, would— is very dishonoring to the professionals that are in the building. It's not— it doesn't honor the Students.

00:58:39

If he's here for the students, then everything he does to the teachers affects those students.

Speaker A

00:58:45

So am I hearing the value of respecting teachers?

Speaker M

00:58:48

Respecting teachers, not coming in as a bully. We teach these kids to not be bullies, and here you are. There he is being a bully too, with this bully mentality. I'm gonna come in and I'm gonna rock the world. Okay, well, if you're doing it blatantly to come in and scare tactic these teachers, the kids are going to be affected.

Speaker J

00:59:10

And I guess one other thing to add, if he's gonna be a bully, take the ownership. Uh, it was insulting that he was saying, well, I— no, I don't do that. Kind of like the wink and nod, well, that's my staff, or whatever he's trying to give himself. He's trying to insulate himself like he's a mafia don or something.

00:59:34

It's like, no, like, actually take ownership for things. And like I said, that listening session, he was walking around like he's a salesman, like he's doing his own TED Talk or something. Um, again, going back to modeling behaviors they demand of students, he's sitting there on his phone pacing around off in a corner on his phone having conversations while parents were trying to vent their frustration.

01:00:08

I think it was really— it was only Dr. [Administrator 4]who actually stood there and faced the person who was speaking. Now, he did get defensive at times, okay, but at least he was— he and I think it was Dr. [Admin 5] I can't remember her name.

Speaker E

01:00:21

[Admin]

Speaker J

01:00:21

They were the only 2 out of that group of 5 or 6 that actually gave parents the courtesy of, just as you're doing to me now, which I appreciate, which is just like, I at least recognize you're speaking to me, I'm going to take it to heart. And you could pull them aside for a side conversation and at least had respectful conversations, whereas, you know, quite frankly, Dr.

01:00:43

[Superintendent]was just there to blow smoke up our [profanity] You as a member of the board, and as you have your meetings and discuss this, I think number one thing that you should demand from the superintendent is that he shows these parents, that he shows these teachers some respect, because he's clearly not doing it despite his best efforts to tell us, you know, it's like don't let listen to what I say, listen to what I do.

01:01:17

His do is insulting.

Speaker A

01:01:20

Thank you. Yes, here in the front. Um, I want him to—

uh, I want, um, the superintendent to, um, have the value that and the understanding, the knowing that parental involvement equals positive outcomes for students. And that needs to be one of his, or one of her, his or her values.

Speaker E **01:01:55**

Thank you.

Speaker A **01:02:00**

What are your non-negotiable values that you want the superintendent to honor. Anybody else? Non-negotiable values that the superintendent must honor.

Speaker L **01:02:13**

Um, I first wanted to say that today is the first day that I heard that, um, uh, Dr. [Superintendent] wasn't like— didn't have the certifications, which just appalls me. Like, how— like, how did the state take over and And this is who they chose. But to get past that, um, at the beginning you asked what are some things that students should know how to do, and critical thinking was brought up.

01:02:52

And, um, I would like to think that I'm a good critical thinker and problem solver. But that also, in discussion, that also takes open-mindedness, which is something that I would expect of our superintendent instead of defensiveness. Being able to listen to everyone's thoughts and look back at them, and even if, even if there was something you disagreed with, like, that's something, that's something you learn in preschool.

01:03:27

Like, like, treat others the way you want to be treated. Like, at least, like, it's like the least you could do is listen and not be condescending or demeaning. And then another thing, I, I don't, I don't think the person's here anymore, but it was like something about like money being put in different places.

Speaker E **01:03:50**

Redistribution.

Speaker L **01:03:50**

Redistribution of money. And my school [...], and I'm a student [location detail], and so I believe that in my 4 years we'll be moved. Not sure where, but that's what I was told by my principal that the superintendent said. But I'm also aware it being it has very high, like, real estate value and

monetary value, and that, that's probably the real reason.

01:04:26

It's not for the students. And like you're talking about high school, how even though these may be rumors, that the fact that they're actually plausible shows that there's something wrong.

Speaker A

01:04:41

Yes, ma'am, in the back.

Speaker K

01:04:44

So one value, I would just like him to value teachers. I am a teacher. I have taught at one of the schools that we've discussed here today. That wasn't valued. I know those kids. I'm the one that can teach those kids.

Speaker E

01:05:02

That wasn't valued.

Speaker K

01:05:06

I was invested in that community. I wasn't valued. That's a big problem. That's enough for us to say we're getting out of Texas. I will not pull my child out of public school. We both are products of private school. We believe in the public school system. We're not going to give Texas what they want.

01:05:29

We're not going to pull our child out and put our child in private school because that's what they want. We're not going to do that. We value public school. So what we're going to do instead is we moved here . We can move back, and we will take our child out of the state of Texas and bring her back to where we both grew up.

01:05:50

We don't want to because she loves her school. She loves the friends that she's made. She loves being with her friends. But it seems like we want to take that school and we want to sell it to T.

Speaker L

01:06:06

Yes.

Because have— is anyone driven down Berry? Have you seen how much land they own now, what they've done? Pasco's in prime real estate. And as much as they said it's a rumor, again, plausible thought. But I want him to value teachers. I want him to value the students, and I want him to value orthodoxy.

01:06:33

And it doesn't seem like any of that is happening. It's really sad. It's disgusting. Laughingstock of the United States right now.

Speaker M

01:06:48

And not just respect, but, um, be supportive. We as teachers need support, and it starts at the top. So if everybody's just scared of their job, that's not supporting them. That's not supporting the staff. That's not supporting the teachers. That's not supporting anyone. Which, how can we support our students if we're just nervous about our job the whole time?

01:07:11

You know, like, we, we already have the things in place to make sure that we're doing our job correctly. We don't need a bully at the top. the top, making us even more concerned about if— are we doing things right? We, we have the teacher dream at the beginning of the school year.

01:07:31

We're already dreaming about our schools and our jobs and worried because we care. Like, we, we have enough anxiety on our own just trying to make sure we do right by the kids. We don't, we don't need our jobs, um, secure— job security lulling over us either. Yeah, we want to feel safe as well.

01:07:48

We want to feel secure.

Speaker D

01:07:49

We want to feel So how people are talking about values for superintendent, I'll just extend that to values to the board of managers. Um, I think we also want to feel heard now. I mean, we've been showing up in so many public comments. Um, finally we have some dissenting votes, and it's a very recent occurrence.

01:08:15

Um, your You don't— I understand that this is a takeover and perhaps you cannot always

make a comment as to why you're voting this way, but your vote speaks for itself. So when you continue to give him approvals unanimously, you're also speaking to us, and I personally don't feel heard. And you've seen my emails.

01:08:34

I do a lot of work late night trying to look into like, why are things happening this way? And then we come and we present to you, or I at least present to you receipts.

Speaker B

01:08:42

Thank you.

Speaker D

01:08:42

and some people are emotional in their comments, and I think all of those are acceptable. It's how people want to show up for their school districts, but I don't feel heard, and I think to an extent most of us don't feel heard. He said this week in the— when he spoke about the gradings of the school, he said change is hard.

01:09:02

Yes, it's hard, but it's not about what, it's about how. How is he implementing this change? He's not showing up with humility. with a sense of like Tennessee and Lori made comments in August saying we messed up regarding the SLP teachers. And those words, I mean, I'm in the community, we all text each other like, oh my gosh, they just said that.

01:09:23

And that goes a long way. I send lots of emails and Lori's the only one that responds with thought. Like, we talk about it like, okay, she at least is responding. So how you carry yourself also matters. And I think it's important to not just show up but also like speak with your vote.

01:09:41

And I want to see more of dissenting votes.

Speaker A

01:09:45

You know, I will say one of the difficulties for me when I get emails with all of the board members copied, I can't reply all without violating the Texas Open Meetings Act. So if Lori replies to you, I don't know that she replied to you because we're— we can't form a quorum. We're not allowed to talk outside of public public.

And so I don't know what she said. Like, you asked me the one question I'm going to get you an answer for is you wanted to know if the September 26th meeting is going to be an open meeting for the public. I don't know the answer to your question, so I don't want to give you the wrong answer either.

01:10:17

And I don't want to give you a wrong answer or different from what somebody else said. So sometimes in my mind, when you email the whole board— if you email just me, well then I know you've asked me and I'll, I'll respond to you. But if you email the whole board, I can't reply all, and then I can't go talk to all of them without violating the law.

01:10:33

So this, this new public role that we're facing, this is new for all of us. We are not politicians. We are community volunteers. They said, who wants to help the district? We all said we want to help the district. Each one of us has a little bit different talent, and we're, we're learning.

01:10:51

We're learning, right? I'm learning what I can say and what we're not—

Speaker C

01:10:54

Please be quiet.

Speaker D

01:10:54

So I appreciate that about both of you. I would love to see more of Bobby and Frost's here, but yes, you two are common staples of these.

Speaker A

01:11:02

Yeah, her and Bobby did one yesterday. They had one yesterday, so everybody has different ones that they do.

Speaker C

01:11:09

And I'll— I mean, like, well, I can't be anything but transparent. I mean, I stick my foot in my mouth a lot, and it's hard, and people— like, it's hard to put yourself out there. I'm gonna get weird anyway, um, and I'm gonna mess up, and it's embarrassing and it stinks. And it's— or if I say something that contradicts Courtney, there's a conspiracy theory, but it was an accident because I'm a human and we're learning.

And anyway, you're not here to listen to me, sorry. But yeah, it's, it's hard.

Speaker A **01:11:41**
But the way that you vote against the things that the public wants Like, like the curriculum.

Speaker M **01:11:49**
Like, we don't—

Speaker C **01:11:49**
well, we haven't—

Speaker A **01:11:50**
we didn't vote for the curriculum. There was no vote. The correct— the Bluebonnet curriculum was here last year. Yeah, we didn't— we haven't taken a vote on curriculum.

Speaker D **01:11:59**
That should be added on the agenda, the AI curriculum. New York, the, you know, New York schools in New York have banned AI, and then here we are asking what's the AI policy, right? So we've got to catch up. We're the same country.

Speaker B **01:12:11**
I was gonna say, New York school system is a lot better. Yeah, maybe there's some—

Speaker A **01:12:18**
they might want a little bit, right? Okay, so we're— yeah, I'm sorry. Yeah, we're running, we are running on time. We have 2 final questions, and these are probably the ones everybody wants to talk, talk about. What are we doing? What are we not doing? So I want to really quickly get through the rest of our questions so they can go home because they've been so gracious to let us use Um, so no, so sorry to overrun your time.

Speaker C **01:12:43**
Um, this one might be short.

Speaker A **01:12:45**
Yeah, this one may be short because it sounds like people aren't happy. So is there anything that Fort Worth ISD is doing that you would want the district to continue to do?

01:12:55

Yes.

Speaker K

01:12:57

So I do believe for the Elevate campuses, there are some things that have been needed to happen for a very long time. One of the schools that we talked about, again, there was structure. That was something that teachers cried out for. We needed qualified administrators to oversee those schools. We needed people who had done the walk, who had done the talk.

01:13:19

I believe it is happening. I believe that is something that they do need. I also feel that I could be one of the lone people with this. Some of the structural, like the AB partners, the way it's being done, not necessarily research-based, not the best practice, but there was needed to be more of that going on in the classrooms.

01:13:53

Yes, there needed to be more kids talking, more kids sharing. I come from my master's degree. Fontes and Pinnell were my actual professors. They taught me balanced literacy. I came down here with [former Superintendent] That's the reason why we moved here .
[I was recruited to come here as a literacy specialist]

01:14:14

So I know how to teach. I am one of those TIA master teachers. I know how to teach. So yes, there are some things that are working and that teachers were not doing and that teachers were not embracing. So yes, those things are working well. We do need to make sure that our Elevate campuses still are raising the bar, that we're hiring those qualified teachers that do those things to get those kids who can learn and who do want to learn.

01:14:50

We need to keep that type of staff though. We need to keep those administrators going. We don't need someone who's been an assistant principal in the Tanglewood pyramid going over to Las Vegas Trail and becoming a principal. No, that does not work. Like I told my principals, I was here before you, I'll be here after That does not work.

01:15:13

We definitely need to look at who we're putting in place of those. So yes, that is working. We've taken, we've looked at, we've seen how those teachers are affecting that education there. They are elevating those schools.

So I do agree with that. Thank you.

Speaker M **01:15:33**

Um, school of choice. Keep doing that. Don't close anymore. Uh, we lost Riverside Applied Learning. Shouldn't have lost them. Um, right, there's absolutely no reason they should have been closed when they work. There's other schools that are school of choice that don't have autonomy, so we need to look into those things and see why that didn't happen.

01:15:59

But the schools that we have, something that works here at Fort Worth ISD, my kids I work in Arlington and my kids are still in Fort Worth, not just because we're up the street, because my kids go to school all over the district. They only go to schools of choice. My kids are product of schools of choice, and I believe in school of choice at Fort Worth ISD.

01:16:25

Make keep the applied learning hands down. And if we can find a way to get Riverside back and running— it still baffles me why that one was even closed. I still don't get it. Um, but that's what's working.

Speaker A **01:16:43**

Thank you. Anybody else? What are we doing that we should continue doing? Okay, our last question. I always get lots of feedback here. What are we doing that we should stop doing?

Speaker C **01:16:58**

You guys like the AI, right?

Speaker A **01:17:02**

Yeah, y'all love AI.

Speaker C **01:17:04**

I've already tried.

Speaker F **01:17:05**

More AI?

Speaker C **01:17:05**

I might as well just be goofy. Yeah, so no.

Speaker B **01:17:09**
I will say the irony of the AI is that one of the concerns I've had is the Bible is, you know, at some point I'm surprised that we haven't been the whole Bible in the classroom.

Speaker A **01:17:25**
Is that happening? I have a question. Is that happening?

Speaker C **01:17:28**
It is?

Speaker A **01:17:29**
I mean, I know, but is it in practice? Is it in your kids' lessons? I'm just curious. I'm just asking, is it happening?

Speaker C **01:17:36**
7th grade. So again, I will send you the curriculum. I appreciate the, uh, the active involvement of our young people in promoting getting out and voting. Those are, those are state-level decisions and Make your, make your, um, make your voice heard at the state level for sure on that.

Speaker K **01:17:56**
But we didn't have to adopt it.

Speaker J **01:17:59**
Um, but it's, you know, the fact that my daughter would be subjected to reading Old Testament and can't read To Kill a Mockingbird, um, is just another one of those things that just, like I said, sucks the joy out of walking into a school.

Speaker B **01:18:20**
It's—

Speaker J **01:18:23**
yeah, just thinking about it again, it just baffles me. So I guess it's akin to the annoyance I have with the whole AI piece, because the AI thing just screams intellectual laziness. and administrative laziness because basically what the superintendent and his staff are telling us is that they're getting paid too much to have to care about doing the work.

You know, I get the impression that they're just sitting there, you know, they're all making 6-figure salaries, so they're probably spending more time at Neiman Marcus than they are trying to help our kids.

Speaker B **01:19:06**

Thank you.

Speaker A **01:19:13**

Anybody else want to share something that Fort Worth ISD is currently doing and educating students that they should stop doing?

Speaker K **01:19:25**

I'm going to bring up the AP courses again since now we're going on the record and they can hear me. AP courses. It has been proven they are touching the AP courses. Students have spoken out and said their teachers have stopped class and said, if you were to answer this on a test, it would be wrong.

01:19:46

We're giving you the wrong information. That is setting my child up for failure. My child does not like to fail. As much as I tell her, your mother's a teacher, you can fail all you want, I'm okay with She does not like to, especially when she knows that it's being taught to her wrong.

01:20:08

Leave the AP courses alone. Don't touch them. Don't put them in AI. Teach them the way they're supposed to be taught. It's bad enough that at the autonomous schools and any other school in Fort Worth, it's bad enough that teachers are being told to teach things that they know is wrong. Leave it alone.

01:20:33

Don't touch it.

Speaker D **01:20:37**

I think they got you on the transcription.

Speaker A **01:20:39**

Yeah, got it. Nice little echo going.

No Southern hospitality in these rooms.

Speaker G **01:20:46**
And I guess I'll piggyback off of what she said earlier. When they're testing, they get displaced from the classes that they need to be in to get the information. My daughter takes a lot of honors classes. She's got dual enrollment classes.

Speaker K **01:20:59**
She needs—

Speaker G **01:20:59**
not dual enrollment, excuse me, honors classes. She needs to be there. Those are so rigorous for her. And to always be out, out of class, especially like in the spring— what did you do? Nothing, because I couldn't go to class because I was displaced. That is a disservice to our students.

Speaker C **01:21:18**
I've always felt like that was part of the, the overemphasis on testing is when you structure the day around it. It used to be like when I was in high school, you walk in, oh, we're taking that test today, okay, you take it and you move on.

Speaker G **01:21:37**
But like I said before too, she also was already stressed about the STAAR test in first grade. We have become too dependent on testing. I mean, I was a long-term sub for a while. I was a Title I TA, and I started, but there was some district stuff. But also, there was one that they took in kindergarten.

01:21:58
They took it at the beginning of the year, never took it again, and never got any feedback. Why are you testing these students?

Speaker C **01:22:04**
Oh, it's, uh, the statewide screening for dyslexia, probably.

Speaker L **01:22:08**
No, no, no.

Speaker G **01:22:09**

No, it wasn't.

Speaker C **01:22:09**
Okay.

Speaker G **01:22:10**
But again, you don't get the feedback. And I was with a TIA teacher as well. I mean, it's, it's ridiculous. And then, like I said, even being as a sub, as just where I was in the Title I districts, I had students who came into the country the previous day. Now they've got to test.

01:22:37
This baby don't know no English, and because the— at that time, international, uh, language— yes, newcomer. Excuse me, sorry. Yeah, it was closed. They sent everybody to the homeschool. Those are things you wouldn't do to your worst enemy. Why would I do this to a child who was going through trauma already? I mean, and then you can tell me all about statistics, but I also know that if you're not putting the right values in, they can say anything you want them to.

01:23:12
It's not really—

Speaker A **01:23:13**
I'm sorry, I get my—

Speaker G **01:23:18**
but it's just we're doing things wrong, and the children know it, and some of them are suffering because there's no reason this baby should want to drop out of high school.

Speaker B **01:23:27**
I'm sorry.

Speaker G **01:23:29**
She's put in 3 years of hard work, and to have [health information] at this point and just to have to pivot her plan before she even, you know, tries to walk across this stage— y'all are doing a disservice to the students.

Speaker I **01:23:52**

Okay, well, now mine is a senior at [a district high school] Uh, and we're going to Spelman, uh, in October. So now, so that's not my problem at all. And I'm so sorry to hear that about yours, but that's, but that's not mine. So, well, that's what I'm saying. I mean, that's what I'm saying.

01:24:08

I mean, that, that has not been my experience. So when you start talking about what is Forward With ISD doing, um, I mean, I can't— there's a lot that they're— what, what are they doing that's working? Only thing I can tell you is that Like I said, my daughter is getting her University of Texas at Austin application together right now, and then we going to, um, Spelman in October.

01:24:29

So, so I don't know what it was, what part of it, what it was that they were doing, but something did go right because those are 2 schools, those are her 2 dream schools, and, and those 2 dreams are going to come to fruition for her. So, so I don't know what they're doing right.

01:24:46

And like I said, and I'm sorry, and I'm sorry that that was that your child's, you know, the person that you know, I'm sorry that that was her experience, but that has not been my experience at all.

Speaker G

01:24:54

I'll say this because I was invited here because we do participate in Girls Inc. It's not my daughter's experience, but when we, or people here who choose to put their daughter in these situations so that they can thrive, it is our problem because the ones who are left behind, they work with them.

01:25:14

So if— yes, yeah, what we have going on right now in this society because of that type of attitude is how we got here. And because it is your problem, it's all of our problem.

Speaker I

01:25:26

We are a collective. I'm just saying the question they posed, the question, what is Fort Worth ISD doing right? And I'm just telling you, for my child, uh, my child is getting her application together ready for University of Texas at Austin right now on Common App, and then we are headed to, uh, to Spelman in October.

So I don't know, like I said, I'm pleased. I mean, I don't know what they— Well, and now that is— now that is— that is what I was going to go to about what's not— what is not working. So now my daughter, we have elected to use a private academic counselor. And I also just heard from— right, and that's, that's where I was going to go.

01:26:16

I was going to answer that question about what is not working. The role of the counselor and how the GO Center and this T3 program that is on high school campuses that students are supposed to be able to go in and get all of this help. That is just not working. And I don't know, you know, like, I've appealed to the school, appealed to the GO Center.

01:26:44

Hey, can you pull my child? Because my child isn't gonna automatically go in. My child has a car. She's probably gonna be down at Chick-fil-A for lunch. He's not going to just willingly go into, you know, the GO Center. So, and then, and then And when I ask questions to the counselors about getting help with the college admissions process, you know, their response always is, you know, that's not something that they do.

01:27:07

They get that help through the GO Center. So just trying to rework all of that, you know, and I just received an email this morning from the folks over at the Fort Worth Library. Oh, what's their name? They have the lunch program. Yes, I just received an email from them this morning saying, hey, we would love to help your students at [a district high school]with writing their college entrance exams.

01:27:39

And I mean college entrance essays. And I'm thinking in my mind, why did I have to do this? Like, why is this not already happening at the school? Like, each either through the use of the counselors or through the GO Center, or why are we having to seek out all of these additional supports in the community?

01:28:00

Thank God they're available, but why is that not happening? So like, just like trying to rework the role of those 3 things because they're all there. The resources are there. Like I said, the counselors are there. The, you know, the GO Center is there. T3 program is there, but it's just not— I can say it's not— it's still not working.

Speaker D

01:28:26

I can add, when they passed the budget on June 26th, the GOAT Center and the

counselors, they were cut by 40%. Um, so that's why I asked you.

Speaker I **01:28:34**
Well, but now you— but you know what though, even last year when it was 2—

Speaker D **01:28:38**
I'm just saying I got involved as of April and I've been going to all the meetings and I know the numbers pretty well, uh, the GO Centers were cut by 40%. So that's why I asked you explicitly, right, counselors helped, and then you said they got private counselors, right?

Speaker I **01:28:51**
And, and I mean, like I said, I mean, but even last year, like, that was— it's just like I said, I just think that their role needs to be, you know, Fort Worth ISD needs to figure that out with the counselors and GO Center and T3 if they're going to have all that available, you know, uh, some way or another offer some support in that area.

Speaker A **01:29:10**
So thank you.

Speaker M **01:29:17**
Uh, I have a graduate from Heights, and that was an issue for us as well. So I can attest to that, that the GO Center was still kind of new then, and it was still kind of— I was like, did you go to the center?

Speaker G **01:29:30**
Did you go to this?

Speaker M **01:29:31**
And I mean, like, we were trying to have meetings with her counselor her junior year, like finding out really we should have been starting to look in her sophomore year. Like, and they're, oh, she'll be— oh, she's just a junior, okay. No, it was like, no, no, no, no, no, you don't understand.

01:29:46
Like, we need to know what's up. And so she also was dealing with, you know, post-COVID and was in the middle of sophomore year during that. And so it was just a lot We didn't feel as a— as parents, as with a high school— high schooler that wanted to pursue college, we didn't feel very supported.

And so it sounds like that has not changed.

Speaker A **01:30:11**

I will say, and gotten worse, my daughter graduated from [a district high school] , [personal information about a Board member's child]

Speaker F **01:30:26**

And I would—

Speaker A **01:30:27**

same thing— did you go to the GO Center? No. And so, no, I— this isn't a new problem. So thank you both for sharing that there needs to be work there.

Speaker C **01:30:35**

I talked to some recent graduates earlier this morning, and they said the same thing. They actually said that they— he said he wished he had started in elementary. And what really came out was it was the why. Why are we doing Doing this, building the internal motivation. Because he was like, why? I didn't want to go to the GO Center because I didn't see the point.

01:30:57

I didn't get it. But if I'd known, like, this is why I'm learning algebra, this is why I'm learning this, this is why, you know. So he's like, if it started early and then building that motivation to go. And he's like, and expanding it to a whole class where I'm building a plan for college.

01:31:12

Like, it was really cool to— his insights as a freshman. In college what he wished.

Speaker M **01:31:18**

So it sounds like applied learning could have helped.

Speaker C **01:31:20**

That's okay.

Speaker D **01:31:27**

I keep hearing you. You should speak. Okay, just to wrap up the AP curriculum, this week

when we had the board meeting, Dr. [Superintendent]talked about like why he's not investing more in AP because the average score across the district is about 2.7. Don't quote me, but it was less than 3, and he said that you need minimum 3, otherwise it's a— like, we're wasting money because students won't even get credit if you're not making 3.

01:31:53

So his point was, why are we investing so much in AP? So he's raising the bar in terms of how many students need to be in a class for that teacher to offer AP. So I don't know if you guys know this, but just some factoid. Second, I personally Sure.

Speaker J

01:32:07

No, I was going to say— no, go ahead. So I guess based on that, a question that needs to be asked is, is all the manipulation with the AP curriculum meant to further tank those scores to further justify eliminating the AP?

Speaker A

01:32:22

No, what I heard was they were expanding AP across every campus so every campus had access to AP, because certain campuses have access to AP and certain don't. What I heard Dr. [Superintendent]say is if a child takes an AP class, they should get college credit because college is very expensive and they should get that credit to take with them.

01:32:41

That's what I heard him say.

Speaker C

01:32:42

That is what the, the student this morning was like. I was like, what is— what are the difference between these? And he's like, dual credit, you know, number one, that was my— the best. AP, number 2. On-ramp, number 3. But he's like, those dual credits— he was coming from having to pay for college himself.

01:33:00

Yeah, he was like, that was the, you know, but perhaps a student who had different resources or had something else in mind, AP would be more beneficial. You know, that's a parent-child choice.

Speaker A

01:33:11

But because, right, what's happening is students are going to college, first-gen college students are going to college, and they're having to pay for remedial reading. Um, a college president told me this theirself, that kids are graduating from Fort Worth ISD with

a 3.5 GPA, but they need remedial reading. And when that happens, now they're spending money on something they should have gotten for free.

01:33:33

So Dr. [Superintendent] would like students to have as many college credits as they can as they go, if that's their path. It's not everybody's path. That's what I heard Dr. [Superintendent] say on Tuesday.

Speaker D

01:33:44

Okay, sure. Um, so that's fine. I want there to be more AP classes.

Speaker A

01:33:48

And it's on video. It's on video if y'all want to watch it.

Speaker D

01:33:51

Okay, yeah, it is recorded, you're right. Um, so yeah, I mean, I was an AP Scholar with Distinction, so I had 4 and above across all my APs. So not, not everyone's equal, right, in that. But when we make these broad stroke statements like the average is less than 3 and that's a problem, like there are some schools like Pascal where academic rigor was paramount.

01:34:11

Um, so second is this dual enrollment. So I don't know if you guys know this, but TCC offers free classes to Fort Worth ISD, and I went to their board meeting as well, and their president was of the view that declining— there's a declining enrollment from Fort Worth ISD for the dual enrollment.

01:34:27

And when I inquired why, one of the reasons was generally like schools, they ship— not ship, sorry, uh, they bus students from the schools to TCC for those dual enrollment classes, and apparently Fort Worth ISD is not doing that anymore. So I agree, I think dual enrollment is more important, as Lori also provided that witness.

01:34:48

Um, but then we have to make sure that we're actually sending kids there because it's free for Fort Worth ISD.

Speaker C

01:34:53

Or the, um, Young Men's Leadership, the, the teachers at the school. She is— she's a dual credit.

Speaker D **01:35:02**
Oh, right.

Speaker C **01:35:03**
She's on the campus so they don't have to bus the kid.

Speaker D **01:35:06**
Like [Teacher] does at Southwest, right? Um, okay, yeah, or something like that. But I think that's very good because then they don't have to take the AP, very rigorous AP exam. They can get a faster route to the credit from TCC, but it's a free program from TCC, so we should leverage that.

01:35:22
So if we could encourage Dr. [Superintendent] to have more of those instructors on site.

Speaker A **01:35:27**
Thank you.

Speaker D **01:35:28**
Can I get you?

Speaker F **01:35:30**
No?

Speaker A **01:35:31**
Okay. Okay. So, okay, so, um, as we wrap Thank you for your feedback. You're heard. We hear you.

Speaker F **01:35:42**
Don't lift.

Speaker A **01:35:43**
Um, we're here because we're passionate about public education. I live on the east side of Fort Worth. My daughter went to [a district high school]. I mean, it's, it's been a little while.

I've been a volunteer in Fort Worth ISD for a long time, and when they said, who wants to help, I raised my hand.

01:35:57

So I'm 100% volunteer. There is no pay in any of this. Um, so we heard you. We're going to wrap our list sessions and our survey. So please go out and do the survey. Even if you participate here, please go do the survey as well. If you didn't say something here, please put it in the survey.

01:36:14

Well, the Qualtrics survey, we've got just under 4,500, um, surveys right now. So please go do the survey. We will close that on the 15th. We will process our data, and then we will put together a summary, provide that to the public. I don't know if the The Saturday meeting on the 26th is public or not.

01:36:33

I don't know the answer to that question, but we will meet as a board on the 26th. We will go through all the data. We will start drafting those goals and guardrails. We will share that work with y'all so y'all can see what we drafted from what we've heard from all of the listening sessions that we've done.

01:36:50

And then we will vote on these in October. So, [Speaker D] I know I'll see you because I see you all the meetings. So I'll see you. I'll see you there.

Speaker L

01:36:56

Thank you.

Speaker A

01:36:56

Um, all of you are welcome, so thank you so much, um, for participating today. No, that's theirs. She brought it.

Speaker I

01:37:13

Oh, I shouldn't have.

Speaker H

01:37:15

Thanks, y'all.

Great job.

Rose Marine Theater

Auto-transcribed by https://aliceapp.ai on Wednesday, 09 Sep 2026.
Synced media and text playback available on this page:
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Words	1,869
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At	Unknown location
Using	Uploaded to aliceapp.ai

Speakers:

Speaker A - 53.13%

Speaker B - 10.43%

Speaker C - 36.44%

Notes:

No notes.

Speaker A **00:00:00**
And we can do it either way. We look at the questions. You already gone through the questions?

Speaker B **00:00:05**
Yeah, yeah, I'm good.

Speaker A **00:00:07**

Have you gone through the questions? Okay. And what I was going to suggest is since we— I'm not going to ask you the questions, it'll be just like that interview, if you don't mind.

Speaker C **00:00:17**
I was actually supposed to be meeting somebody.

Speaker A **00:00:19**
I'm sorry? I was supposed to be meeting somebody. You're supposed to be meeting somebody? Did you expect somebody else would come?

Speaker C **00:00:23**
My cousin has a kid in the district. Okay.

Speaker A **00:00:28**
Should we wait for that person to get here? Okay, so do you feel comfortable doing an interview? You don't have to. You don't have to answer questions.

Speaker C **00:00:37**
I can.

Speaker A **00:00:39**
Okay, pull up a chair. I went ahead and started this. I don't know if you want to— No, just go ahead and start it. When we start asking questions.

Speaker C **00:00:46**
Perfect.

Speaker A **00:00:47**
Do you think she can shoot us with questions?

Speaker B **00:00:49**
And I just came to hear the community, whoever came out here to give support.

Speaker A **00:00:53**
You can listen to the interview. This is a very different format than what we had envisioned, but for a variety of reasons, you know, you're the only person here. Come

closer. Come closer. This is going to be an interview. This is going to be a catch-all. A one-person interview who came on Saturday morning on Labor Day weekend with very short notice and was supposed to meet somebody here, but they couldn't come either.

00:01:21

So my name is Luis Galindo. I'm on the Board of Managers. Thank you for being here, and thank you for agreeing to do this interview with us. The first question we've been asking our community, and I'll tell you the purpose for asking these questions, we're trying We're trying to get community input as to what our vision for the community is, whose vision is for our district is, as well as what our values— what do we value?

00:01:49

What do we think is important that we should be doing? And then we'll also ask questions, and we'll see when we get to number 3 and some of the later ones, about what we shouldn't be doing. We will take this information, and what you say today will be transcribed and be part of information we use.

00:02:05

To get to a point where we as board managers can look at all these interviews, these listening sessions we've had, and then come to some understanding of what our community believes is our vision, should be our vision, and should be our goals. From those, we'll divide 3, maybe up to 5 goals, and then we'll also— we'll divide the guardrails.

00:02:31

The guardrails are simply things that we say to our superintendent, you shall not do, and that's how we control his actions. Okay, the reason for this is that the only purpose board of managers— one of the primary purposes of the board of managers, not the only, but the primary— is to oversee the management of the district.

00:02:49

And the person that we get to manage, and the only person we get to manage, is the superintendent. So we tell them these are our goals and these are our guardrails, and we then can evaluate his performance based on what we have given. And that comes from our community and it comes from these listening sessions.

00:03:06

Okay. So that's why what you have to say this morning I think is very important to us. I'm anxious to hear what you think about these questions. So let's start off with number 1. What should Fort Worth ISD students know or be able to do? If you could only pick 1 or 2

of the most important things Fort Worth ISD students should know or be able to do, what would they be?

Speaker C **00:03:34**
I would say be able to get life skills that's gonna actually transcribe to their So as long as they're learning, you know, math, reading, finances is a huge thing nowadays.

Speaker A **00:03:48**
A lot of people, you know, aren't good with their money.

Speaker C **00:03:51**
So I want students to be able to, you know, understand the fundamentals of that kind of stuff.

Speaker A **00:03:57**
Okay.

Speaker C **00:03:57**
So I want the kids to be able to get that. So I think that's what the most important thing would be, be able to get the fundamentals of everyday society. Yeah, it does.

Speaker A **00:04:07**
Thank you, that's a good answer. Number 2, what describes a successful graduate? If you could only pick one or two of the most important things that describe when a Fort Worth ISD student is a successful graduate, what would these be?

Speaker C **00:04:27**
What describes a successful graduate? I would say somebody that went through all the schooling, learned everything, and maybe even was like part of the community that was able to get all kinds of resources, you know, behind them. And they have like, like they feel confident, you know, what their next step is, whether it be college or if they do a technical school or just, you know, school or job right out of school, you know.

Speaker A **00:05:03**
What's your favorite memory of being in high school?

Speaker C **00:05:05**
Whatever their path is, that they're confident and they, they know what they want to do.

Like, they have the— they're like, oh, I want to do this, and I was given every possible opportunity to be able to pursue this and go that direction. So I think that would make a successful applicant.

Speaker A **00:05:21**

Thank you. Powerful. Number 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? And what are your non-negotiables? Because now we talk about values, and so what do you think those values are that a superintendent must honor and are not negotiable?

Speaker C **00:05:52**

Uh, they need to be honest, not try to hide anything behind like smoke and mirrors type of stuff. So just, you know, saying whatever is happening is happening. Don't try to sugarcoat it or, you know, beat around the bush.

Speaker A **00:06:06**

This is happening. This is why we're doing it.

Speaker C **00:06:10**

I think that's a non-negotiable. I want— they want to be— people want to know what's going on, exactly what's going on.

Speaker A **00:06:19**

Number 4, what are some things the Fort Worth ISD is doing for our students right now that are working and you want to be sure we keep doing?

Speaker C **00:06:35**

Honestly, I do not have an answer for this one. I don't have anybody— my kid's in Eagle Mountain ISD.

Speaker B **00:06:40**

Yeah, I don't really know what Fort Worth is doing, but, uh, well, maybe you can share what Eagle Mountain ISD is doing that, that has been successful.

Speaker C **00:06:53**

That's true. My daughter's in 5th grade, so I'm trying to think. They have started doing a lot of groups, like clubs and stuff, that the students can, you know, try to go to like the

counselor, principal, try to start like in 5th grade.

Speaker A **00:07:12**
Yeah.

Speaker C **00:07:12**
Like whether they want to do like a knitting club or something. So giving students the opportunity to start something themselves in school, I think, you know, if Fort Worth does that, then I think that's something they should keep doing.

Speaker A **00:07:28**
That's good insight. Thank you for helping on that one.

Speaker C **00:07:31**
Yeah.

Speaker A **00:07:31**
Number 5, and again, you may not have a knowledge of what you think about how Fort Worth ISD is educating our students. Is there anything you think is not working and that we should stop doing? Again, you may not have knowledge of that, but what are the things that you see that maybe schools should not do?

Speaker C **00:07:55**
Um, I do know nowadays everything is electronic. I mean, every single thing is electronic, and I don't know if that's something that can be avoided a lot. Like, I think everything nowadays, everything is going to be on the computer. So, because I remember when we were in school, you know, we didn't have computers.

00:08:14
Maybe like once or twice a week you go to a computer lab.

Speaker B **00:08:16**
Yeah.

Speaker C **00:08:17**
And so I feel like when you're doing it on paper and stuff, you You grasp it a little bit more. But nowadays, students might be better at learning on the computer, but maybe some way trying to incorporate both to see kind of what works best in terms of, you know, I

don't know if necessarily school or just kind of like a, you know, if they do better with going back to the old school and then, you know, using computer as like a supplement.

00:08:43

Because right now I think the computer is like all of it. We're not 100% sure what Forwardize things. That's how it is kind of even now. So maybe, maybe doing something like that.

Speaker B **00:08:55**

To add to that, you're not the only one that's voiced that everything is so computerized, but I think because it's been so computerized, the students are now robots. They're so numb, and it's like they're frigid, cold. And this is the way it is, but you'll be surprised. There is a lot of technology used in Fort Lacey, a lot of it.

00:09:22

And like my niece, she's tired of technology. It's boring to her. She is bored in class. She goes to a school of choice here in Fort Lacey, and she's so smart, but she's bored.

Speaker C **00:09:37**

She's done.

Speaker B **00:09:38**

She said that she wants To go back to paper, learning that way, books.

Speaker C **00:09:46**

Everything is so computerized.

Speaker A **00:09:47**

Yeah, because I don't think they have any books nowadays, like, or textbooks.

Speaker C **00:09:50**

I know they have like books, so that's something that, you know, that might be really hard to— I think could be a plus. But like I said, even like people that are in like 11th grade now or something, like, they've had computers probably for Well, listen, thank you.

Speaker A **00:10:14**

Thank you for sitting through this interview. I appreciate your time.

You're welcome.

Speaker A **00:10:18**

Yeah, yeah. And thank you for coming and helping out again. Uh, these listening sessions, I've always— and I enjoy visiting with folks, and they might be 20 or less than 20, or how many folks were there? The opinions that we hear, the comments that we hear are all very important. They're being recorded, uploaded, and it will be used by us in the future.

00:10:43

But it's a very valuable insight. I've done a number of these now, and from where I started to where I am today, I think it has really helped to shape my view of what's going on in the district and what's important to our community. So again, thank you so much for being here.

Speaker C **00:10:58**

Thank you.

Speaker A **00:10:58**

You're welcome. Thank you for being here.

Speaker B **00:11:00**

Absolutely. Another thing I want to point out with Eagle Mountain, second on my list, good athletics.

Speaker C **00:11:06**

Yes, I have, I've, uh, I've seen some of this stuff. Like, I've been to a couple of like high school football games and volleyball games and stuff.

Speaker B **00:11:12**

So y'all have a good athletic program, and that's something that Fort Lysaght does not have.

The Church At Benbrook

Auto-transcribed by https://aliceapp.ai on Monday, 14 Sep 2026.
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Using	Uploaded to aliceapp.ai

Speakers:

Speaker A - 10.86%

Speaker B - 2.24%

Speaker C - 3.95%

Speaker D - 29.74%

Speaker F - 2.31%

Speaker G - 3.55%

Speaker E - 3.5%

Speaker H - 4.64%

Speaker J - 3.47%

Speaker M - 1.81%

Speaker I - 9.88%

Speaker N - 3.9%

Speaker K - 3.91%

Speaker L - 2.43%

Speaker P - 6.12%

Speaker Q - 1.85%

Speaker R - 1.16%

Speaker S - 0.84%

Speaker T - 1.28%

Speaker O - 2.58%

Notes:

No notes.

Speaker A **00:00:02**

But then in addition to that, there's further the— what I think of as the moral imperative. There's a moral pivot. I don't know how any of us go to sleep at night knowing that we are not meeting the needs of our children in terms of the education they need and deserve. So that's what's brought me to it.

00:00:20

The only things maybe I would add to what Peter already shared, you know, so again, the purpose of this session is for us to listen. That does mean that, again, it's not really an occasion, opportunity for us to sort of say, oh, here's our answer, or here's the answer to the question, or here's a solution to the problem.

00:00:36

Again, where things come in, we want to hear them, we'll take them. But really, the purpose of this session is for us to hear from you and collect this insight on these questions and other things that you may wish to share. In particular, again, and you've heard this many times, I'm sure, all of you, the board's task is to define these goals and guardrails.

our community and for the ISD in the years ahead. Operational day-to-day things, we're happy to hear and happy to make sure make their way to city— to the ISD leadership, the superintendent and his staff.

Speaker B **00:01:09**
But we don't—

Speaker C **00:01:09**
we don't—

Speaker A **00:01:10**
those are not questions that we as a board kind of act on, decide on this kind. So be conscious of those. The— but with that in mind, again, you know, we want to open up these questions. I think Pete's going to lead the conversation, and I'm Oprah, so I'll go around the room with the microphone.

00:01:21
But really, please, we really want your input. We're going to take all of it. It'll all be compiled. I think Pete gave a sense of the timeline. Through mid-September, we'll be collecting the information, and then we'll spend the kind of latter half of September into early October basically compiling those and putting those together.

00:01:38
Because the notion is that the goals and guardrails that we define based on the vision and values that we learn from all of you are going to shape the work that then we do at the ISD.

Speaker D **00:01:47**
Thank you.

Speaker A **00:01:48**
for the next year and 2 and 3 and 4 and beyond. And so that's why this is so critically important, why we're so grateful for you taking the time to be here and to complete the survey as well.

Speaker D **00:01:58**
Thank you, Dean Nadiaye. And Pastor [CM 1] again, thank you for giving this opportunity to gather here, and thank all of you for, for being here. Um, I'm going to work through

these questions. I'm hopeful that most of y'all have a copy of them. Um, The first question is, what should Fort Worth ISD students know or be able to do?

00:02:23

If you could only pick one or two of the most important things Fort Worth ISD students should know or be able to do, what would they be? And I'd ask you to think about it in— as this child progresses, you know, what should an elementary school child be able to do? A middle school child?

00:02:44

What a high school child? So, you know, there may be things you'll say are true for every category, but you all have your own experience with, with children in different stages. So what should 4th ISD students know or be able to do?

Speaker F

00:03:03

Okay, I just have a clarifying question real quick. Okay, if we attended a listening session this summer at BMHS. Is this the same, the same questions?

Speaker D

00:03:13

They are same questions.

Speaker F

00:03:15

Okay, so it's the same format, same kind of thing. Okay, I just wanted to clarify.

Speaker G

00:03:18

Thank you.

Speaker D

00:03:19

Let me— before we start, we, we've got the gentleman who was the timer at our last one, and it's your meeting. Uh, at that meeting, the audience recommended 3-minute limit, and then He was the hammer. He suggested that you move on. So does every— is everybody okay with a 3-minute limit? Yes, on different questions though.

00:03:46

Yeah, no, I would expect people would, would opine on more than one, one question.

Speaker A

00:03:50

I thought that was a lawyer question. Can you speak 3 minutes and then pause and 3

more minutes on the same question? That was good.

Speaker D **00:03:55**

You can come to law school. Theoretically speak 15 minutes tonight. So, okay, okay.

Speaker A **00:04:07**

Question 1.

Speaker E **00:04:07**

Okay, directly.

Speaker H **00:04:11**

Hello, I'm [Speaker H] I've been in, uh, Fort Worth ISD since my kids were elementary. They went to West Park. I have one at College Station, uh, A&M, uh, one that's graduating this year will probably follow suit. Um, my biggest thing, and I know it talks about what Fort Worth ISD students should know And being their parents, I've been involved— PTA, West Park, BMHS.

00:04:33

We love our teachers, we love our community.

Speaker J **00:04:36**

Um, they know what they need to know here in our pyramid.

Speaker H **00:04:40**

Um, I think the biggest problem that I see with Fort Worth ISD— it's too big to govern the same. So you need to look at— I would rather you look at this pyramid on this side of town differently Then you look at the other side of town, which we know community is the biggest factor that helps push us.

00:05:00

And I think all of our schools in this pyramid are an A. So look at us. What can we do for these campuses that are A-rated, that are working hard? My kids, they do AP. They've done all the testing. They need to be kids. They need to have activities, and they need to be able to know what they want to do in college.

00:05:20

That's the biggest thing is they don't have any choices here. We need options. They're not

all college-bound, but we need options here. But I've been through Fort Worth ISD for a long time. I mean, I don't know, I mean, kinder to 12th. Her kids are right there. We've got one more to go, but I want the legacy here to continue to be as good as it is.

00:05:39

But I don't think it's headed in the right way because a lot of people are leaving if we don't hone in on you've got to treat Benbrook different than maybe another school.

Speaker D

00:05:50

I appreciate that. Could I draw out— maybe you don't want to answer this, but when you feel and think about what your child or other students at Benbrook do know that you think every child everywhere should know, are there some specific things that you would You know, your child ended up at Texas A&M.

00:06:15

Obviously your child did very well.

Speaker H

00:06:18

He did very well, and I would say it's the teachers, it's the admin that we have had over here, but we have a sense of community and we go to football games, we go to things, we go and support our school, and I think that's the biggest component of why our kids do so well.

00:06:36

I mean, because because we have a community. Um, but I think Benbrook is overlooked most of the time on those things. But I think Benbrook should look— be looked at as like, what are y'all doing over here to be what you are, to have these A-rated schools? Instead of looking at us— I mean, I think we're one of the biggest concerns that I have heard and that I feel like we're facing with this TEA takeover is we are doing good.

Speaker D

00:07:02

Can you just like Let us be.

Speaker H

00:07:05

I mean, or it's not that we don't have our needs, it's not that we don't have things that need to be better. I think we would all be in agreement, yes, we want to be as good as we can be, and that's because of our community. You have just a lot of parents— I mean, it's just by chance, depending on where you live.

I mean, it doesn't have to be money, it doesn't have to be wealth. I mean, we care about the success of our kids.

Speaker D **00:07:25**

All right, thank you. Um, What do you want your child or other children to know, or what do you want them to learn in the Fort Worth ISD? Oh yeah, okay.

Speaker C **00:07:43**

Hi, I'm [Speaker C] resident of Benbrook. I have a grandson at Benbrook Middle High School now. I'm gonna give you a short answer to this one because I have some things I want to say about question 5. I hope we can We'll get to that one.

Speaker D **00:07:57**

We will get to all 5.

Speaker C **00:07:58**

The previous listening session I went to, they never got past question 1, so I want to address number 5 later. But just in answer to number 1, I would say that students need to be able to know how to think critically, to evaluate information to determine what is valid and what is not, and have sufficient knowledge about our society to be able to keep our democracy strong.

Speaker D **00:08:21**

Thank you.

Speaker A **00:08:23**

Thank you.

Speaker D **00:08:25**

Um, focus on, on civics. It's one of the things I've just— yeah, got to be able to read in order to—

Speaker M **00:08:35**

Howdy, [Speaker M] Been here for 10 years, um, 3 kids in the schools. I think for me it's the ability to communicate face to face. carry on a conversation with critical thinking and hard listening skills. Too much time on the computer and behind screens. Uh, just hard listening skills. Yeah, like, hard isn't well developed.

Um, they spend a lot of time behind screens, you know, and when they go home, what do they want to do? They want to be on screens. Um, so that face-to-face communication time is extremely important in my opinion.

Speaker D **00:09:11**

Mm-hmm.

Speaker E **00:09:19**

[Participant 1]

Speaker A **00:09:19**

Thank you.

Speaker I **00:09:20**

Um, most of my stuff I've written down. I've kind of thought about all these. Um, our youngest students aren't smaller 5th graders who do less work. They learn a different way, through their hands and through other children, counting objects, building things, working out disagreements with the kids next to them. At that age, that isn't a warm-up for the real curriculum, it is the curriculum.

00:09:47

So what a child in those grades should be able to do includes things that don't fit on a worksheet: sorting the objects, telling you why, working with somebody they didn't pick, asking questions and knowing they can ask questions when they're lost. Putting— put centers and manipulatives back on the schedule in the younger grades as instructional time.

00:10:09

The district can decide what concepts the block covers, that's fine, but the teacher should decide how it's delivered because the entire value of that time is that she can match it to the children in front of her. A scripted center is just a worksheet you can hold.

Speaker D **00:10:26**

Thank you very much. Yes, ma'am.

Speaker N **00:10:31**

Hi, um, I have children from age almost 22 down to a 2-year-old grandbaby that will be in Fort Worth ISD. And I'm going to follow up on that. I think regulating emotions is what we

have to make sure we're teaching these children, and putting them in a stark white or brown classroom is horrible for these kids.

00:10:52

Telling the teachers where their desks have to be, where their board has to be, how they have to teach, what slide they have to show Is not helping these kids learn how to regulate their emotions, and the stations where they're learning how to play with each other, how to share, how to work through conflict, how to manage their time—not the districts telling the teachers how to manage each and every slide that they work through, but manage their time in their classroom—and helping those students learn how to do that.

00:11:26

Because as soon as they hit a job, what are they going to have to do? They're gonna have to manage their 8-hour day. They're not gonna have their boss standing over them and saying, hey, you've got to do this right now, and then you have to do this right now. Because a lot of these students are gonna go straight into the workforce.

00:11:42

They're not gonna have that opportunity like some of these Benbrook kiddos that get to go to college. So they have to learn those basic life skills starting at the very beginning.

Speaker D

00:11:52

Thank you. I appreciate that. Thank you very much. Yes, ma'am. I have all early elementary kids, and I'm most concerned about their, like, social and emotional skills.

Speaker K

00:12:12

That my pre-Ker, like, I want her to learn that at school. I want her to love school, and I want her to, like, learn the skills that she needs in order to succeed later on with academics.

Speaker D

00:12:24

Like, I'm not so concerned about, you know, the academics in pre-K and kindergarten. I want her to love reading. I want her to love opening a book, and I want her to know how to interact with her peers, how to talk, how to ask questions. And I feel like she's not learning that from a worksheet.

00:12:43

Thank you very much. What should a 4th ISD student be able to do? No. Yes, ma'am.

Hi, um, my daughter is in kinder at Rolling Hills, and one of the things that's changed significantly is that she's been in school since she was 2, um, with preschool and then pre-K, now kinder, and she has loved it the entire time. This year it's been a really, really rough start. She comes home, she has more tantrums.

00:13:15

She is, uh, coming home saying she doesn't like school. I have to literally drag her out of bed to get her there. Um, she says it's really— the thing that she doesn't like is that it's literally going from like lesson to lesson to lesson, and she misses that— the things that you two touched on about being able to make those choices, having those choice times, and being able to, you know, work with their groups and cultivating those those interpersonal skills.

00:13:38

I can tell you as a hiring manager in the company that I work for, so many people come— these young people come through and my God, their communication is terrible. And we need to teach these kids how to communicate. Interpersonal communication skills and soft skills are lacking. And that starts, you know, at the age— at the elementary school age.

00:13:58

And we've got to instill this because it's embarrassing, some of these kids that come through, and it's sad. And make it fun. School should be fun, you know, like the, the kids— I don't want my daughter to come home in kindergarten and hate school. That's too young. They should be learning to love to learn right now.

Speaker D

00:14:16

Thank you very much for sharing that. Appreciate that. Anybody else? You know, I wouldn't ask for hands, but, um, over— oh, pardon me, go ahead.

Speaker B

00:14:29

Hi, [Speaker B] [Participant 2] my wife, and so same 2 kids we were talking about. I'm also a professor, teach [at two universities] So I see, you know, the product of schools and what kids can do afterwards. And I think the theme that I've heard is kind of that structured learning, being able to explore, I think, is one of the biggest things that I see in schools.

00:14:55

Successful university college-level students is those who have done that exploration, some of them on their own. They built computer labs. I teach in computer science and

cybersecurity. They built their own computer labs. They've been part of computer competitions. They've, they've had fun with video games and that kind of stuff, and it's really given them that love for exploration in that area.

00:15:15

And if we are so locked into a curriculum and doing, you know, going from thing to thing and we don't give them those opportunities to explore, uh, to do things outside of standard curriculum, uh, you know, I think we're doing them a disservice because I've seen my most successful students are those who have done it on their own, just playing around, exploring, hobbyists, things like that.

Speaker D

00:15:37

Thank you very much. You know, I— over a third of the students in the Benbrook Middle don't read at grade level. And I don't know if we have a parent here of a, of a child that doesn't read at grade level, but, um, and I certainly wouldn't ask you to identify yourself, but your all's thoughts on how to fill that gap.

00:16:08

Uh, I beg your pardon?

Speaker I

00:16:10

Did you read that where they hate reading?

Speaker D

00:16:15

Okay, I'm— I appreciate that. I'm just— but where we stand right now, where we finished the last school year, was a third of the children were not reading at grade level.

Speaker E

00:16:24

I think we all agree that's low and it needs to improve, but you also have to allow for the fact that our children are coming home and telling us they hate school when they never— they have loved school. We all have these kids, they're coming I'm hearing this everywhere. I know you guys are too.

00:16:40

That's the most important part. They've got to love to learn. We cannot let that go.

Speaker D

00:16:45

Yeah, well, I appreciate that. Thank you very much. Yes, ma'am.

Hi, my name is [Participant 3] I have a 4th grader and a pre-Ker at Benbrook Elementary, and I'm also a teacher [in the district] Um, I think the thing that our students need to know how to do is make mistakes and be okay with that, and I feel like that's something else that's missing immensely in this new curriculum that we have, children don't have a chance to see anyone else make a mistake.

00:17:12

We're not allowed to show that, and they don't have time to do much of their own learning. They do speak a lot with each other and converse and have conversations, but I think what they need is to know how to build their own learning and using manipulatives and being in centers and finding those answers their own way versus it just being thrown at them on a slide, and if they don't get it today, we're moving on.

00:17:41

Tomorrow is a new day and a new skill whether you've got it or not. And so I think just knowing that it's okay to not get it yet and we're going to work on it again, those are life skills as well that we need all throughout life. And my 2nd graders are really struggling with that right now because because they don't feel like they can make a mistake or solve a problem on their own in their own way because they have to do it this way and that way and whatever way we're teaching today.

00:18:12

So just having that ability to build your own learning and be okay with making mistakes.

Speaker G

00:18:24

Hi, I'm [Speaker G]

Speaker A

00:18:25

Excuse me.

Speaker G

00:18:27

I am— my kids are graduated, but I like to volunteer in the schools, and I've been a volunteer reading tutor over at Sagamore. And so I've been in these lower-performing schools, and I'm frustrated to no end of why we would get away— why would you do away with read-alouds when everything in the science of reading says read-alouds is They're great, you know, they, they, they build community, they build vocabulary, they, they do all these positive things, and, and we just dumped it with no explanation.

00:19:01

I guess that's my problem with a lot of what is being done. There's never been an explanation as to why you're doing this. And because, I mean, you haven't sold it. You just came in, this is the way it's going to be, this is what it's going to be. I'd like to hear your sales pitch of We're, you know, this is why we're doing what we're doing this way.

00:19:23

And because I think besides the fact things just get stuffed down teachers, some of it just to me does not make sense. Because kids in poor schools that haven't been read to enough, that are already behind, they have to enjoy it. You know, if they can't read and reading is hard, hard, why are they going to read it if they think reading all things reading is just reading something up on the screen.

00:19:46

I mean, how boring. And I'm amazed every time that I go up there and say, you know, I bring a book and ask them, well, have you, have you read this before? Because I want to read something new. They've never— I always bring a book and they've never seen it before. And I don't know, I just, I just don't understand because reading is on my heart.

00:20:07

That's my most important thing.

Speaker P

00:20:08

And I, I'm just looking at it going—

Speaker G

00:20:10

Well, I support— I mean, I agree with your goal, but I can't agree. I mean, I just don't get it. I mean, everybody— you can just Google read-alouds. Everybody shows the need. So why would we do away with them? Yeah, it should be an essential.

Speaker D

00:20:26

Yeah, well, thanks, thanks for sharing that. I— it's the only reason I'm doing this is because of my passion for teaching kids to read, you know. Why have they changed the reading curriculum across the district? 60% of our kids aren't reading at grade level. 60%. Yeah, so, you know, well, I appreciate you sharing that with us.

00:20:53

You know, we'll— and we do communicate the concerns that are expressed to us with those who develop the curriculum.

I don't want to argue with you or something, but I would like to see— okay, we all agree we need to read. So if you're going to do the reading, you want to improve reading, this is why, this is what we're going to do, and this is why. And there's just no explanation for why we're doing some of this stuff.

00:21:18

Because if a kid already— you know how it is, sometimes people already find it to be hard, and if you present it in the most boring manner, hopefully Those kids are going to check.

Speaker D

00:21:28

Yeah, I appreciate that. Let me ask you, although we would like— [Speaker C]pointed out that we only made it to the first question, and a lot of these comments that you're sharing with us are so important. I do want to make sure we, we get through the questions, so, uh, and, and we'll stay here as, as long as you want, but I know some of y'all will be going home at some point, and Originally scheduled this for, for 8:15.

00:21:56

Um, could I go to question 2 and then again come back and y'all can share these general insights? And those are very important for us to hear. I appreciate it very much. But if I could, because it's, it's important, we want Benbrook to be represented when we do goals and guardrails for the Fort Worth ISD.

00:22:18

And in this, the data on this is how we are going to shape those goals and guardrails. What you're telling us about the curriculum and the delivery, that's important to us and we will share that, but the board is not going to be changing the curriculum. The board is going to be doing goals and guardrails in September, and I want to hear from Benbrook folks about what should be in those goals and guardrails.

00:22:47

So if anybody objects to going to question number 2, I'll—

Speaker Q

00:22:55

Well, it relates also to question number 2, so I can just segue straight into that. I'm going to reaffirm her comment that their number one corollary between adult success is being read to frequently and often as a child, and the other corollary [?] is you do not learn from reading on screen, period.

00:23:13

If you are offering textbooks in literature that is not physical, tangible pieces of paper or in books, that is going in their eyes and straight out their brain. They are not processing that. Any psycho— like, any psychological journal in education that's been published anywhere in the past 10 years can tell you that.

00:23:32

I've had so much professional development and my secondary career as an early childhood educator in that realm, that it seems almost to be, um, putting us backwards that we are trying to save money by making these textbooks be online and not tangible physical literature, that teachers are having to purchase their own books.

00:23:59

Um, The community is having to donate library books because the district won't replace books. So if you ask why the district's reading scores are low, that is why. 100%, the only reason why. You don't have books and you don't read to kids. End of story.

Speaker D

00:24:19

Okay. What describes a successful graduate? Please, please give her the microphone. What describes a successful graduate?

Speaker Q

00:24:32

To read for understanding and to be able to read something and teach yourself, to be able to read critically and ask questions. If you can't ask questions, then there is no learning. The only way to learn is to fail first, learn from that experience, and then you succeed. You cannot succeed without failure first.

Speaker D

00:24:57

Okay, thank you very much. What describes a successful graduate when someone finishes, you know, the— one of the state requirements is we look at college, career, and military readiness. That actually comes from the legislature. I, I don't— I'd like to know if y'all share, share those goals, for example.

Speaker P

00:25:21

Um, I wanted to touch on something that you had said before because we keep coming back to goals and guardrails because at the end of the day, that's, that's the board's responsibility, right? Um, and I think what everybody's sort of attesting to is that what's been put into place is not evidence-based practices.

00:25:37

So we— there are— there is research out there about how children learn to read best and what was implemented did not take into account any of that, despite the director of curriculum saying that evidence-based curriculum was important to him. Um, we are getting almost the opposite. And so I think a lot of people are just asking from the board, as you're putting those, uh, guardrails into place, that one of those be that we are only putting things into action that come from a great deal of evidence-based research.

00:26:12

And so I think that's kind of how that ties into the guardrails.

Speaker D **00:26:17**

I can tell you that, and obviously you disagree, but the people that have put it in place can cite the research that supports. So you, you may not agree with it, I'm not suggesting that, but, but they have—

Speaker P **00:26:31**

I've actually been communicating back and forth with the district And with the director of curriculum trying to see the materials. A lot of the materials won't be released to parents despite that it's our right under Texas Education Code. Um, I've really—

Speaker D **00:26:51**

You disagree. I, I respect that.

Speaker P **00:26:55**

I mean, should I move to number 5?

Speaker D **00:26:59**

Well, let's— if I could, I really want— again, I don't want to just be all pass I'm a heights guy. I don't want Pascal to be the only influencer of our goals and guardrails. So what describes a successful graduate? You talked about being able to read and think critically. What does it take to be ready for college?

00:27:18

What does it take to be ready for the workforce? Yes, sir.

Speaker E **00:27:24**

Wait a minute.

[Participant 4] I got a young one starting pre-K, but I, you know, my dad's mom was an Arlington Heights lady. My dad went to Paschal. I went to Southwest High School. So we've been in Fort Worth for quite a while, and I'm a graduate of Texas A&M, mechanical engineer.

Speaker D **00:27:50**

Is there a single Longhorn in this crowd? It seems like everybody that self-identifies is an Aggie.

Speaker R **00:27:54**

My dad went to TCU.

Speaker D **00:27:56**

Okay, all right.

Speaker R **00:27:58**

But, uh, no, I mean, for a successful graduate, they got to be able to pass these tests. I mean, I took the PE, the professional engineering exam. It shows that you're qualified to do engineering. That's the standard. I don't know if— like, I see these results, grade levels and stuff. I mean, I know when I was going from first to second, I mean, My teacher had a talk with my parents about my reading level.

00:28:25

I was being read to every night, all the things. Didn't mean I was a poor student or anything like that. It's just there's a transition that goes on. There's a lot of learning that happens in those early years. And I'm not— I mean, I don't have any problem with somebody telling— a teacher telling my kid, be like, You know, if they don't pick it up, we're gonna have to hold them back.

00:28:49

Uh, like, I mean, to have these kind of scores, I mean, the whole school should be held back. Like, I don't understand. I mean, this is— if they're graduating with a Fort Worth ISD diploma and they have non-passing scores, you're not serving the community, and they need to be remediated in some way.

00:29:12

You know, they're going to do it here, they're going to do it when they go to community college or out in the workforce.

Yeah, so thank you. It's got to happen. I appreciate that.

Speaker A **00:29:22**
Other feedback on question 2?

Speaker N **00:29:26**
I think for a successful graduate, we need to make sure these kids are prepared for the real world. Can they sign their name in cursive? Can they read cursive? Some of these kids can't even sign their name on their driver's license. They're printing it. Do they know what kind of career opportunities are out there?

00:29:51
I allow my 16-year-old to live with her dad in Forney because they have what's called an Opportunity Center.

Speaker G **00:29:56**
Mm-hmm.

Speaker N **00:29:57**
And they teach these kids culinary. They teach them mechanics. They teach them welding. They have medical classes. They have cosmetology. Where is that opportunity for our kids? We are a huge district. Where is that opportunity for our kids? For these children that don't have the opportunity to go to a 4-year university, we're failing them with the blue-collar world, with the trade schools.

00:30:25
They've got to be prepared to be able to support themselves when they graduate.

Speaker D **00:30:30**
Yeah, thank you. And we have, you know, waiting lists at many of the schools of choice. And one of the things the superintendent has said, well, that's crazy. We— let's grow them and then serve the needs of the kids. And if you look around some of the districts in Tarrant County that are, are way ahead of where we are when it comes to to P-TECH.

00:30:56
And not— it's not just the number of programs, but the quality of programs. Because so many of these P-TECH courses, you've got to stay up to date or you're quickly out of date. And there are things we can learn from some of the other districts that are just right at our

doorstep. But that is an area of emphasis.

Speaker A **00:31:20**

Thank you.

Speaker D **00:31:21**

is growing those opportunities for the young men and women who choose at that point to, to go into the workforce. So thank you for mentioning that. Yes, ma'am.

Speaker K **00:31:32**

Hi, I'm [Speaker K]I'm a speech therapist. I used to work for Fort Worth ISD. I'm a parent. I have [special education information] and I'm a longtime supporter of public education and our schools. I did want to touch on question 1. Obviously literacy, it's literally why we're all here, but I think that one of the things that I'm noticing about all of the answers here is literacy does not occur in a vacuum.

00:32:01

And so to answer question number 2, successful graduates, and I speak as someone who's worked all over the district, Stop 6, in the Transition Center, and Boulevard Heights, Amon Carter Riverside High School, all over. And from every level, from students who are likely going to spend a lot of their time in adult day habilitation centers all the way to students of mine who were weighing their different college options, these are the skills that I see as most critical for them.

00:32:34

To be able to think about thinking and monitor themselves, to be able to communicate To be able to give and receive care, which ties into social and emotional skills, social and emotional intelligence. They need to be able to self-regulate. They need to be able to negotiate their needs. They need to obviously be able to read and write.

00:32:56

They need to be able to research job opportunities and program opportunities and be able to know which ones they are qualified for and be able to apply for them.

Speaker D **00:33:04**

So Thank you. And [Speaker K]I appreciate your being here tonight, and, and you have really taken seriously educating the board about, about public education, both with your detailed emails and your presentations. And, um, it's— we, we've learned a great deal from you, and I think as you saw at the last board meeting that what we've learned from

you and others, the board, is taken to heart.

00:33:37

So thank you very much for sharing that. Yes, ma'am.

Speaker N

00:33:42

Um, so I don't think we're ever going to be able to have successful graduates if we— if our children are miserable at school now. I have a 1st grader and I have a 4th grader, and they come home and they're not happy. They don't enjoy school. They don't enjoy what's happening right now, and you no one is ever gonna be successful later if they're learning right now in their first years of school that it's not fun.

00:34:12

They don't enjoy it. They don't enjoy what they're doing. I have my oldest. He is extremely smart. He is. He loves to tell me he mastered his star school. He was in the top 5% of GT, and it comes easy for him. My youngest has [health information] He has [health information] which I know you know about.

00:34:37

So he very much struggles with reading and writing and those things. So with that being said, there is not a one-size-fits-all Fits all approach. You, you— it can't— that just can't happen. You're going to have kids that all need help in certain areas and then some that might, you know, need different activities in class because they finish things on time.

00:35:02

Um, I don't know, I just think this one-size-fits-all approach is not— it's never going to work. Um, you're teaching them to think inside a box instead of outside the box.

Speaker D

00:35:22

Yeah. Well, thank you for sharing that, and I can tell you the intention is not to have a one-size-fits-all. It's to evaluate each child every single day and to adjust. But, you know, what I'm hearing from from many of you is, you know, those intentions are, are not being realized.

Speaker E

00:36:06

We're involved with our children, what they're doing in school, and if you don't have that, it's going to be really hard to have a child who is successful. Because if their parents don't believe in them at home, why would they care? If their parents don't care to get them to school on time, they bring them, you know, 10:30, uh, what would that— why would they

ever You know, if their parents don't care, that's just teaching them the same thing.

00:36:35

But all I'm saying is everything that I've seen since you guys have come in, it has not been helpful. At least in my youngest child who does need that help.

Speaker D

00:36:50

Yeah.

Speaker E

00:36:50

It has done the complete opposite. And I don't— I feel so much less confident I'm more confident in you guys coming in here today than I have been this whole time. My husband keeps telling me, oh, you're in a really good-rated school. Rolling Hills is great. You know, the second year it was open, everything rated the same as most Alito ISD elementaries across the board.

00:37:15

So I don't know why you have to try to fix something that's not broken. And just on top of everything else, I see my kids come home and they're not— they hate school. I have never had my children fight me trying to go to school in the morning. It's awful. It is all— it's a really, really bad feeling to be here a couple years ago, and we moved here in the area because of these Schools.

00:37:48

They said you don't want to send your kids to schools in Coral Gables. They're horrible. No, in-growth schools, they are great. So, you know, we're here. We can't move. We can't afford to move. We can't afford to move houses. But also, we can't afford $5,000 a month for a private school. And so we feel like we're stuck.

00:38:08

And when we bring these things to you and, and you guys have everything packed It seems to me we have the same response to every one of us. It's just spitting out stats or figures or whatever.

Speaker D

00:38:21

I don't feel like we're being heard in what we're saying. Yeah, well, I appreciate that you feel that way. I can tell you, you are being heard, and we share these sentiments with the leadership. And I just assure you that you are being heard. And in addition to the work that we're doing in order to develop goals and guardrails, that's a very important part of

this exercise is having board members out and have an opportunity to hear from you face to face.

00:38:58

That's a lesson I carry home with me. It's a lesson that I carry with me in my leadership on the board.

Speaker M

00:39:04

Thank you.

Speaker D

00:39:06

I wish I could say it'll be different tomorrow, but that's— we are— we carry the messages we get here.

Speaker E

00:39:30

too scared to speak out because of repercussions from whatever it may be, like death.

Speaker D

00:39:41

Yeah, well, thank you. I appreciate that. Thank you. Thank you. Yeah.

Speaker I

00:39:51

All right, so what describes a successful graduate? Um, A successful graduate has the tools. They can read, they can write, they can work through a problem. But most importantly, they also still want to. That second part is the one I worry we're losing. If what we produce is students who are very good at passing a test, we've given them the one skill that stops being useful the day they graduate.

00:40:17

Higher education and real work don't hand you a script. They hand you something you've never seen before and expect you to figure it out. That takes curiosity, and curiosity has to survive 13 years of school to still be there at the end. A good teacher can see when a room is gone, when the next 15 minutes are wasted no matter what's on the page.

00:40:41

So they get them up, they get them moving, they ask something that makes them laugh, 3 minutes later, the lesson works. That's not wasted time. That's the whole skill, and it's what makes a child want to come back tomorrow. Right now, teachers are told every minute needs students doing something and there should be no downtime.

So the minute they spend getting them interested reads as a minute they lost. Give teachers blocks during the day that they direct themselves and stop scoring engagement as downtime.

Speaker D **00:41:17**
Thank you. What describes a successful graduate?

Speaker H **00:41:26**
I just had a question, kind of going off what she said.

Speaker I **00:41:29**
Y'all are making guardrails and goals.

Speaker D **00:41:32**
Are you gonna have more sessions where you come and you say, hey, this is what you said, these are now our goals, where we're gonna hear from you about how you took our information? Because this is the second exact same listening session that I've been to, and I was kind of hoping for something different tonight, to be honest.

00:41:49
Well, it takes a long time to get around the whole, whole district. And no, we are still collecting that, that information. In the process, we'll— no, we have not. No, we haven't implemented. Uh, we are We're collecting information through September 15th, and then we start assembling the information that we've gathered from all, all over the district.

00:42:16
And then September 26th, we will meet and work through all the information that's been collected from everywhere, and then we will work with the superintendent on student needs. We'll come up with the draft goals, and we will present them at a board meeting, not to pass, but to present them to the public for more comment.

00:42:41
So that's— those are the multi-steps. So there will be a draft that will give the community an opportunity to make comments about it before we move. Final vote, either the last meeting in October or the first meeting in November. November, so they will be in place for building the budget for the '27-'28 school year.

00:43:07

So that's it. Well, I mean, yes, in the big picture, but There's a lot of tweaking going on.

Speaker M **00:43:28**

Yeah.

Speaker D **00:43:29**

It's— the question was, are all these fixed for this year? The big programs are in place, but with any new program, one of the things in this system that's different from the previous system is how empowered the principals are. And the principals have much more autonomy in shaping the learning environment than their predecessors do.

00:43:57

So, you know, there's input coming up through the principals that are informing the decision-making. And, you know, 12,000 employees and 63,000 kids, things, you know, if it were my child, I would want it fixed yesterday. And I understand. I understand that, but there's a lot of listening going on. The principals are listening.

00:44:21

The principals are— and every school's a little different. So, you know, I have to say, yeah, the basic programs are in place for this year, but each— the authorities principals have to, to make it work on their campuses is something that will be a work in progress.

Speaker A **00:44:40**

Can I, can I Can I maybe— if I could, let me, let me, let me say a couple things. Let me say a couple things. So first, on the narrow piece, the, um, so I understand that, [P5] this is your second meeting doing it, but remember that it's 63,000 kids. Overwhelmingly, parents have been to no meeting and submitted no survey.

00:44:58

So just understand that sort of we have a commitment, if we're thinking across the entire district, that we want to be as aggressive as we can possibly be about about getting as much parent input, as much input from the community as we can into it. So that's the reason why it's 3 weeks, 4 weeks we've been doing this.

00:45:14

The reason we haven't— all right, we heard enough. The, um, because even though we've been here twice and heard from some parents here many times, yeah, there's lots of parents we haven't heard from. So just know that that, that's the reason why we're not rushing to do it. I, I actually don't think the right frame is this.

It is true that we want this to inform setting the budget for next year, but no, no, the goals and guardrails that we're defining will become the goals and guardrails effective, their approval. And so the idea is that they will, they will be built into it. And then that's the one thing I just wanted to say on this.

Speaker D **00:45:43**

This person's had her hand up, so—

Speaker A **00:45:45**

I know, I know, I know she does. But let me just clarify one thing. So on the principal piece, it is the case that the model of principal— and I want to be sensitive about, again, this is not the task for tonight, really is this is input you're giving us— But again, just quickly on the principal piece, the idea is that the principals— we have changed the model of the role of the principal.

00:46:06

If we're being honest with ourselves, until recently the job of the principal was to make sure that air conditioning was working, right? And to make sure that the toilet in the bathroom was working. That was the reality of the structure.

Speaker D **00:46:18**

Bobby, you got to give him a little more credit than that. No, no, no, no, I'm saying maybe that's what the dean of the law school does. But I'm sorry.

Speaker A **00:46:25**

No, no, I just mean sorry. Yeah, no, sorry. Let me just, let me just say what I mean by that. In other words, the idea is when, when I think when Pete says that again the principals are empowered and there was concern that that's not what's going on, I think the notion is that we have this structure now in place where operations are not sitting.

00:46:47

The principal, the notion we have is that the principal is the lead academic for that institution, for that school. And so the idea is that we want to be more empowered to do that.

Speaker D **00:46:58**

Yeah, okay.

Once you've set those goals, how often does the superintendent— how often does Dr. [Superintendent] come in front of you? What frequency to report on the data that you're tracking, whether he's meeting the goals or not?

Speaker D

00:47:15

Um, that's a great question, and we've just been through 2 days of training. I knew the answer in general before now, but with specificity now, that's going to be the subject of every, every single month. The superintendent will have to report in the open meeting progress towards those goals and guardrails. So that'll be a part of one meeting every month in it'll be most of those meetings showing how we are progressing against those goals.

00:47:46

It's going to shape how the staff behaves. If these programs that they put in place are not advancing student learning, you know, our job is to say, Dr. [Superintendent] something's got to change. You're not advancing towards these goals. So that's where the board authority kicks in. We hold him and his team accountable for advancing these goals.

00:48:11

And if, if these are not working, we're going to hold him accountable and expect him to make changes to, to make them work. So it will be, uh, every month there is going to be an accounting for, for how the district is doing in advancing these goals. So there's going to be accountability built in that we've never had before.

00:48:38

So that really goes right to the heart of where the board responsibility is, is to hold the staff and the superintendent accountable to achieve those goals. What are the tools that you have? You know, there's knowing your background. Somebody could answer this much better than you, but there is a whole lot of data that's being collected and analyzed in real time to provide up to— actually, they can even tell you by day with the data retrieval that they have now.

00:49:17

But a very sophisticated analysis system that is going to keep them up to date, and once a month they're And, you know, if some of the IT people could talk to you about it, I'm a— Well, as the Board of Governors, we evaluate, we make decisions on compensation. And we will hold him accountable.

00:49:53

And if he does not achieve the goals and doesn't show ability to turn things around, you know, he shouldn't be in that position. So, okay. Hi there. I just wanted to drill in a little bit. You mentioned that the goals and guardrails will be discussed at the monthly meetings, will those be an open session or an executive session?

00:50:19

No, those will be open. Thank you. I appreciate you asking that question. Um, hi, I'm [Speaker S]

Speaker S

00:50:32

Um, back to the second question on what I think makes a successful graduate, uh, I don't know that the STAR test tell the whole picture of a school or a student, but I guess that can be debated. I'm more concerned that students can't critically analyze any data, whether that's reading or math data.

00:50:53

I don't think people understand that correlation does not equal causation, and I think there is a real lack of understanding data, whether that's, you know, science news or deep fakes or any of these things that we have. So we can't critically— and I'm saying we as a society as a whole right now, not just our kids— can't analyze any of that and say this is misinformation or this doesn't take the whole picture.

00:51:24

Again, I even think the STAR results don't take the whole picture, but I think the inability to critically analyze things from multiple perspectives is really leading to an erosion of a democracy that works for every one of us regardless of where we live. So I'm really concerned about the ability to analyze from my own perspective and from other perspectives, not just reading but numbers.

00:51:52

And again, deepfakes— these are a fun little thing that's cropped up. So the two prongs there.

Speaker D

00:51:58

Yeah, thank you very much. And We've covered part of question 5, but we'll be back to it. But I just want to note for everybody that the last question is, is there anything that you think the ISD is doing that's not working? And so many of you have already spoken to that. So you said we didn't get to the 5th question, but I— and I want to get to the 5th question if formally, but I appreciate that many of y'all have shared your opinions, and not just your opinions, but based on your personal experience.

What's your rating? I am in the process of developing goals and guardrails that are based on what you think, you know, not what I think.

Speaker E **00:52:49**
I personally rate You're very successful, very well known.

Speaker D **00:52:58**
You're very involved in this through the nonprofits and all of this.

Speaker E **00:53:03**
You sit on the board. You have to have an opinion.

Speaker D **00:53:07**
I don't know. I, I do have an opinion. The reason I'm on this and the reason I've done the work I've done for the last 16 years, I personally feel aggrieved that we have a community— and I'm not just talking about the Fort Worth ISD— where most of our kids can't read at grade level.

00:53:31
That's where my heart is. That's why I applied for this job. That's what I've been doing for the last 16 years. And, and that's, that's my opinion. So if you ask me, the top priority That's what I would say, but, but my responsibility is not to try to color what you think. I represent you, supposed to represent the vision and values of this community, and that's what this process is for.

00:54:00
If I were the only one, literacy, literacy, literacy, literacy.

Speaker E **00:54:03**
To fix a community problem instead of school. It's not a school problem, it's a community problem. You know, my wife taught for 15 years. She has her own piece of it.

Speaker D **00:54:22**
Well, we, we know that all kids can learn, and one of the challenges for the Fort Worth ISD over the last 15 years is low expectations. We accepted the fact that, well, kids that live in this part of town can't learn, and, and we didn't hold ourselves accountable for making them learn. I believe every kid can learn, and I believe that we can change the lives of every kid in the 4th ISD.

Whatever's happening in her neighborhood, whatever's happening at home, doesn't mean it's, it's easy. It's harder for some children that don't have the support at home that many of your children have. But I wouldn't take this position if I didn't believe every kid can learn. Every kid. I don't care what neighborhood. I don't care what their background is.

00:55:09

I don't know what their economic situation is. Now, the foundation I work for, we do a lot of work to fill in the gaps— after-school, preschool, summer school, tutoring. And so we know a child does better when the whole community wraps its arms around that child. And my day job I'm committed to that.

00:55:28

This job, I'm focused on what happens while the child is in the school, but that's my passion. That's why at age 74 I'm doing this. So, all right, what describes a successful graduate? Are y'all ready to go on to the 3rd question, or are we— Please ask the question. Okay, pardon me. Sorry.

Speaker B **00:55:52**

So, um, me and my wife, actually, we have a— it's like kind of helps out.

Speaker D **00:55:56**

Is the microphone working? Oh, sorry. Okay.

Speaker B **00:55:59**

Um, so we have some students that come to our facility, and certain observations we've noticed—

Speaker D **00:56:05**

Tell us what your facility is. I don't know.

Speaker B **00:56:07**

It's a math and reading center.

Speaker D **00:56:08**

Okay.

Speaker B **00:56:09**

Um, not too far from here. And, um, one of the observations that my wife has noticed, uh,

from the students, especially from whether they come from Crowley or Fort Worth ISD, is lack of foundations, but another factor is lack of communication between the school and the parents. So for example, I get, you know, with the student-teacher ratio really being high, when you have like 30 kids to 1 teacher, 15 might be doing good, another 10 might be on the average, and then another, you know, remainder of 10, 15, yeah, another 5 will be struggling.

Speaker E **00:56:43**
Right?

Speaker D **00:56:43**
So the question is, is, you know, what are you doing with those 5 that are struggling right now?

Speaker B **00:56:49**
Sometimes the parent might not be aware that their kid is struggling. So, and then all of a sudden at the end of the year they might find out, oh, my kid doesn't know things he should know at a certain grade. So they get blindsided. Sometimes it goes on for like years before anyone's— anything's done about it.

Speaker D **00:57:06**
Yeah.

Speaker B **00:57:07**
So I think communication would help, uh, especially like, you know, if a teacher sees that, you know, uh, that a student is really struggling, uh, compared to the rest of his peers, then have the, uh, parent know sooner so they could kind of help them out on their own.

Speaker D **00:57:23**
That's a great point, and, and that is a high priority for the leadership. We will know and be able to tell parents daily where a child a child is with the DOL, and you won't wait till, you know, the end of the semester before you know. And, and, you know, you— it's school district, this has been true for a long time, they use MAP tests to do beginning of year, middle of year, end of year.

00:57:53
But in order for the superintendent to be able to present to us every month, they've got to know where all the children are overall and by every campus every month. So this is not going to be capturing information in arrears. It's going to be capturing it in real time. I

couldn't agree with you more about the importance of keeping parents informed.

00:58:18

And my day job, that's one of our big initiatives, is working with, with parents and making sure they stay informed. And we're working with nonprofits all over the area. So keeping parents informed is hugely important. It's critical. And we have not— and I don't mean just Fort Worth ISD— the public school system has not done a very good job with that.

00:58:41

It's just, it hasn't. And it's got to get better.

Speaker L

00:58:49

Hello.

Speaker D

00:58:49

So my answer is actually for 2 and 3, but it's Respect. Our graduates need to understand how to respect someone else's opinion. And in the realm of question 3, respect is an incredibly important part of our culture here in Benbrook. We want our faculty and our principals and our students to be respected, and currently they're not.

00:59:13

The way that this curriculum was implemented was not done with respect. Respect starts at the top. And I understand that you guys are governance and not operations, but there is one person on this list who is setting a culture of severe disrespect in this district, and that's [Administrator 1] And I don't know a single person that has worked with him and not had a story about him berating someone or arguing with someone, whether it's a parent or a teacher or a director.

00:59:45

Just, I don't understand how this is allowed to continue. And if you're going to hold Dr.

Speaker L

00:59:50

[Superintendent] responsible, you need to hold him responsible for his staff as well.

Speaker D

00:59:56

And so I know that you can't answer this question, but what is it going to take to get someone in this position who can respect our community and our schools and our employees? Um, this starts at the top, and it's, it's a problem that we need to solve

immediately. Thank you. Thank you for sharing that.

01:00:18

There is— it's fundamental, treating everybody with dignity and respect. And if you don't do that, everything stops. So thank you. Thank you for sharing that.

Speaker I

01:00:29

I'm sorry, we We can't—

Speaker D

01:00:41

the room can't hear without the microphone, so if you'd let the microphone come around.

Speaker Q

01:00:47

Well, when we talk about the district as a whole, um, there's one giant difference between your schools that are A-rated and the ones that are not. An active large PTA is the number one indicator. Raise your hand right now if you're an active member of the PTA in your school. Like majority of the room.

01:01:08

That's why Pembroke schools are good, is because we have large and active PTAs. It's like as if maybe the schools that don't have PTAs should maybe have the district come in and help them create PTAs. They may not know how to create PTAs. They not, you know, like have a special staff person at the school.

01:01:24

If we want to create better futures for the kids, this is something that is huge.

Speaker D

01:01:30

So thank you. I I couldn't agree more the value of PTAs and day job. One of the areas we're working with is providing funding to grow PTAs around the district. That's hugely important. And you know, you raised your hands. It's eighty, eighty-five percent of y'all are PTA. That is what makes your school special, and the fact that you show up and you advocate for your school, you share your experience.

01:01:58

You share your opinions. That's what makes schools work, and you're doing that. And thank you for doing that, and thank you for taking seriously educating us about what's going on. [Participant 6] did you?

I'm going to number three, but you just sort of did it by saying. Talking about the community. I think the most, or one of the most important values that this community has demonstrated is they want to be heard. They want to have a voice, and that includes in front of the board. And we started out really well.

01:02:42

You said you were going to give us all 3 minutes and we were open to discuss any subject, and then you came out with a list decorum rules that limits our time and places the agenda such that if you have a concern that isn't on the agenda, you have to sit out through the whole meeting before you can make your public comment.

01:03:05

So you have put up barriers to what you promised you would provide for us, which was an open forum.

Speaker D

01:03:13

Okay, well, I appreciate your raising that. We, we did make a change at the last board meeting. We, we have opened public comment at all the board meetings. What, up until the last meeting, we had all the comments grouped together. It was just based on who signed up first, and it's a change.

01:03:38

I believe it's a good change though. We now— the first thing that comes up is the consent agenda. And so people that want to speak to items on the consent agenda have an opportunity to speak then. And they have an opportunity to speak if they— what we found when we have a large number of people that show up, the people that came to speak for the consent agenda or, or the action item agenda, you know, they, they can't stay there till 12 o'clock at night.

01:04:06

So we want to hear from make sure we hear from our community on the items we're going to vote on. So we— if you want to speak on the consent agenda, and we had a handful, not many people signed up to speak on the consent agenda, and then we voted on the consent agenda.

01:04:23

So we're able to listen to the concerns and incorporate those into our decision. And then the action item, which is really the part of what we do at a board meeting. So we said, okay, everybody that wants to speak on the action items, they speak now, and then those

who would like to speak on just general topics, they're welcome to speak after we've, we finished the, that agenda.

01:04:53

It doesn't push it that late into the night because frankly it doesn't take us that long to get through the consent agenda, the action agenda, but this does bring forward the people that want to speak to the things we're about to vote on so they can share their opinion. So, [Participant 6] I appreciate your, your concerns about it, but I, I think it makes us a better informed school board, and, and I advocated for it.

01:05:22

It was my recommendation to do it, but I appreciate your experience.

Speaker T

01:05:25

Thank you.

Speaker D

01:05:26

expressing that concern because it does, you know, right now it's the luck of the draw when you get to sign up. It's, um, and, and now it's organized based on what's in front of the, of the board. So, but I thank you for sharing your opinion on it.

Speaker J

01:05:40

Hi, [Speaker J] I'm a parent at Benbrook Middle High School, and I think what you've heard tonight, a lot of our community values are we value the community being a part of the school. And as far as local leadership, our principals on campus, they have allowed that. I know you've mentioned that the principal is a key leader to just culture, and I can speak for my campus that our principal has allowed us to keep that same culture through PTA.

01:06:06

Another value that you've heard is we value excellence. We, just like your other goals around math and reading and college and career military readiness, we want our our schools to be as good as they are or better. We really want you to bring the better with your goals when you set those. But one thing, and I do think I've heard people address it maybe in different ways, is that we value professional respect for the people we have entrusted to educate our kids.

01:06:36

And in Benbrook in particular, we are a unique community in that our teachers are

members of our community. They send their kids to school right alongside ours. They don't just teach our kids, they coach our kids, they go to church with us, and they are absolute members. They're parenting right alongside us. Their kids are our kids' ages, and we know many of them personally, and we see the dedication, and we know the expertise that they bring to the classroom and bring to our kids every day.

01:07:08

I believe that valuing our teachers means trusting them as the professionals that they are and valuing their experience and giving them the opportunity to use their professional judgment and expertise to meet the needs of the kids in their classrooms. They know their students, they know how to pace the learning, they know when they work a math problem that step 2 is going to trip up a lot of kids, and if they stop on that a little bit longer the kids are going to master that, but they're not in an environment right now where they can use their own professional judgment to do that.

01:07:43

And, um, I do understand that the district needs, um, some— I'm good— some common— the common curriculum, common academic expectations. But when the teachers are required to move through that curriculum at a pacing that is not, um, valuing the actual student that is in front of them It really— we're communicating to those teachers that their expertise does not matter, that their experience does not matter.

01:08:11

And I know, and I speak that for every teacher in the district who has scores to back up what they've been doing this whole time, because I do know a third of students in our pyramid are not reading at level, but two-thirds of them are, and there is some proven record behind that, and that is being thrown out the window with the new methodologies that are being brought in.

01:08:36

So I believe this is really critical, um, and, and relates to a data point that is going to become very scary at the end of the year, which is teacher retention. And so I feel like we're— I've heard from many different teachers who have never considered teaching somewhere else, but that is really on the table for them.

01:08:56

So I really would love for you to consider setting either a goal around— um, I, I— student outcomes are the number one thing, but I believe employee satisfaction can also help drive student outcomes. Um, I also believe that, um, not just— I mean, Fort Worth ISD is a major employer in Fort Worth and Benbrook And I really think that you should set either a

goal or a guardrail around top teacher retention.

01:09:26

See what that teacher turnover is and hold Dr. [Superintendent] and his staff to a historically average level of teacher retention. I really would love for you to consider that as a data point in a goal or a guardrail to some way, shape, or form. So we want our, we want our great teachers to stay, and I do feel like they are going to leave and go to a district where their expertise is valued more.

01:09:52

So thank you for listening, and thank you for coming back out here a second time around. I do appreciate it.

Speaker D

01:09:57

Thanks, and thank you for sharing that.

Speaker H

01:10:00

Yes, I mean, I would— we've been in school for just a couple of weeks right now. The morale is very low. Teachers feel like they're just replaceable, right? You just hire a new incoming teacher, like you come in and do the job of reading a script. But you lose the connection that my kids have grown over the years, and I've seen the success because of these teachers who have been there way longer than I've been there and other kids here.

01:10:23

You're you guys. The bottom line is you guys are only going to get our respect if you actually implement what we're looking for. We we have been to these meetings. We have implemented. You're telling me teachers are respected? You're telling me Dr. [Principal 1] is respected? That's not what we're seeing. And I can tell you, I've been in on site-based meetings where Dr.

01:10:42

[Principal 1] his admin, teachers have showed us the data that the— what they're implementing during advisory period is working. So our principal is not doing bathroom duty. I can tell you that's a whole nother building. I have been in there. But you've taken the power away from them. You've taken the power away from the teachers.

01:11:03

And we know that, but what you guys are telling us is not what we're receiving and not receiving. So I can— I mean, speak for everybody in here— we don't believe you guys are

here to help us or listen to us. We've been through this before. We've— you've got to put your words into action, and it needs to be quickly because you're about to lose another 2,500 students, if not all the teachers.

01:11:23

So if you want to keep Pembroke— and let me tell you, [Principal 1]and them worked hard for that A. They were at 89.3. We got a 90. That staff at Pembroke Middle High School worked to increase that score that much, just in that score. They got no recognition from the district. The PTA took care of it, the community took care of it.

01:11:44

Where is the respect in that? I mean, you guys should have been posting balloons. You could have come in, celebrated the teachers. You see what I'm saying? The respect. You've got PTA there who will do that for them because we want our teachers to feel appreciated. But I can also tell you, my daughter witnessed Dr.

01:12:00

[Principal 1]getting on to some kids at school about being late, and there had to be an admin there. Well, that admin didn't like what Dr. [Principal 1]was doing and chimed in and got onto these kids. Someone from the district who was there all the time, and everybody's on pins and needles to make sure they're doing all their puppet work— I mean, that's what we're calling it because that's what we see.

01:12:20

That's what What we know it is. I mean, you guys are telling us different, and yes, we want to improve our scores, but we can't be robots. We cannot be robots. Uh, but my daughter witnessed that, and she goes— I mean, how is that respectful in front of my daughter who respects Dr.

01:12:34

[Principal 1] Because he actually has a relationship with the kids. He rallies them. He comes to their events. He wants kids to come to school. Disciplining them for being late, I get it.

Speaker F

01:12:46

Thank you.

Speaker H

01:12:46

They're teenagers, they're gonna make mistakes, heaven forbid, but they're at school, right? They're learning whether they're late or not. They're there.

You know, you said that we've told you something that, that isn't true. I, I don't know what you're referring to. No, I said the value. It's critically important to respect everybody. I didn't tell— I wasn't trying to say the experience I'm not telling you that the experience that you had is incorrect. I'm telling you what the aspiration is, is to treat everybody with dignity and respect.

01:13:20

No, so, but I mean, okay, I'm— and I hear you, but I don't want you to— I, I didn't tell you that you were wrong. I said that's the goal. That's the way everybody should be treated. I believe that. And I beg your pardon, please. Yeah, I appreciate that. And, and so we're hearing that from you, and I appreciate that.

01:13:43

You know, it's— they should be treated with dignity and respect. Absolutely they should. I did not dispute your characterization of what's happening at the school, and I value that. I, you know, others have shared that, and, and we've— I just tell you, I hear you. I and I. We don't have that feeling from you guys.

Speaker E

01:14:22

We don't. I mean, we've been failed time and time again. Actually, I don't even think you guys have the knowledge to.

Speaker D

01:14:30

Okay, I appreciate that. All right, um, yes, are we— what question are you going to speak to?

Speaker P

01:14:38

I can mix it up. I could do 3, I could do 5.

Speaker D

01:14:42

I'd love for you to— well, we've, we've hit 5 pretty hard.

Speaker P

01:14:45

Can I, can I do a combination of 3 and 5?

Speaker D

01:14:48

Sure. All right, well, let's, let's, let's read the question out loud. Yeah, and [Speaker M] you need to be— because we're going to have people start leaving. The number 3 was, what

are the most important values of this community that the superintendent must honor regardless of pressure or politics, the non-negotiables? And many of you all have spoken to that, and we've heard respect over and over.

01:15:15

And thank you for emphasizing that because I could not agree with that more. But okay.

Speaker P **01:15:21**

Yeah, um, I wanted to speak.

Speaker H **01:15:22**

Okay, go ahead.

Speaker D **01:15:40**

Well, maybe this lady, please.

Speaker E **01:15:45**

I understand the strategic planning meeting that we could attend also. Can you tell us about that?

Speaker D **01:15:53**

Can we talk about— this lady has the floor. Can we respect her?

Speaker E **01:15:57**

That's not about respect. I don't want people to start walking out.

Speaker D **01:16:00**

Well, but they'll miss what she has to say if they start walking out. So, you know, we want to give everybody an opportunity to talk.

Speaker P **01:16:08**

Um, I wanted to speak to the important values of the community, but also of something that we've seen change drastically, um, and that's the loss of academic rigor specifically this year. Um, I have a 7th grader and we've noticed, um, that— so teachers are given a slide deck and they're expected to run at a certain rate.

01:16:31

Those slides are mandated. Um, it's my understanding that last year they were allowed to supplement those slides. This year they're being told to run them as is. Um, we've run into multiple issues where the slides are incorrect, um, where the slides in French, for example, did not have correct French vocabulary. Um, the students are sometimes having to speak up and correct them.

01:16:51

Sometimes the teachers are correcting them on the fly. Um, the slides are sometimes made by AI. Um, the DOLs that you were speaking to is a great way to keep an eye at where our students are. The DOLs are— there's a lot of flaws with the DOLs. One in particular, I mean, my daughter's in 7th grade, and the DOL from social studies last week had a grid of year and population, and then it asked them if this grid or if this table was talking about landforms or population.

01:17:29

Like, that's not 7th grade content under any stretch. This is, this is 3rd grade content, 2nd grade content. Um, and I, I think what I can speak to— I'm a product of Fort Worth ISD. We've been in Fort Worth ISD again for 6, 7 years. This is a huge step down from where we were.

01:17:47

So this year, and in these, just in these past few weeks, we've seen a dramatic step down in academic rigor. And before, if you had a, a teacher who was not great Um, there, there was maybe a gap there, but, but it didn't matter how good the curriculum was. If you had a good teacher, they could step in and make adjustments as needed.

01:18:11

And now all of our good teachers are being forced down to this baseline that, like I said, is sometimes factually incorrect. And so you put a teacher in a circumstance where they have to correct the district in front of the class, be corrected by a student in front of the class because the— what they're being provided with is so shoddy.

01:18:33

Um, the teachers aren't able to teach what the class needs, so when the kids ask questions, they're often told that they cannot ask questions. Um, my daughter pointed out today, um, after MAP testing, she said, why are we MAP testing? They usually use MAP testing to level us and figure out how to help.

01:18:52

But if they can't change the curriculum, it doesn't matter what level we're at. And she is thinking critically, but she did not learn that from the curriculum that she's being provided with. And so, I mean, kids, kids know what's going on. They know this is bad material, and they know this is— especially if they're in the middle school or high school level, they know that they've had good material in the past, or that they've had teachers who were able to be fun or interesting or make Texas history interesting in the past.

01:19:23

And so they see this, and I don't know what they're left to conclude. I—

Speaker D

01:19:29

Thank you. And we do ask everybody to please abide by the agreed 3-minute time because it is, it's getting late. Okay, great.

Speaker N

01:19:41

Okay, number 3, the 2 things that the superintendent needs to honor is transparency and honesty. There have been way too many things put out to the media on Facebook that are not transparent and they're not honest. Um, day 1, all the teacher positions filled— that was 100% false. There were teachers still quitting on day 1.

01:20:06

There's still teachers quitting today. There are teachers going to interview because of the lack of transparency from our leadership, from the Fort Worth ISD leadership, from them being forced to teach ways that the students aren't understanding. So those 2 things have got to be coming from the top.

Speaker D

01:20:27

Okay, can other people who haven't spoken, if we could try to give them an opportunity Yes, ma'am.

Speaker H

01:20:34

Um, I'm a parent. I am not a teacher. I don't know the research based on any of this. Um, I think I was a little misled coming here tonight because I thought this was going to be more based on the Benbrook pyramid and not Fort Worth ISD as a whole, because Benbrook is a community.

Speaker D

01:20:50

You cannot compare us to the other schools, the schools that are not doing good.

And so I'm looking at this kind of like you would look at a classroom full of kids.

Speaker D **01:20:59**

If you've got kids that are exceeding and making 90s and above, but you've got 1 or 2 students who are failing, you don't bring those 90 students down to that level to teach them. You take those 2 ones that are struggling and you put them in tutoring or give them extra attention.

Speaker H **01:21:17**

But I feel like, like they—

Speaker D **01:21:19**

somebody else said, people have moved to Benbrook because the schools are so good. But I'm worried about our future because I feel like we're being brought down to the minority of the schools that are failing, and then that's going to cause us to lose the love of learning and bring our community down with it.

01:21:37

Thank you.

Speaker F **01:21:44**

I just am going to echo what some people have said, but I think it's important to say it multiple times. The non-negotiables, I think, are that we honor and respect our teachers' expertise and trust them with our students to teach them as they see appropriate in a classroom and be able to pivot as needed.

01:22:04

Um, if they can— someone said this earlier— if they can see they're losing the class, to pivot and go, okay, I need to do something different right now, and not have to follow this slide and be fearful that if they don't follow the slide, they're going to have some kind of repercussion. And also, I think a non-negotiable is that we cannot have a one-size-fits-all Fort Worth ISD plan because we are not one-size-fits-all.

01:22:27

I think we all agree in this room that if we're Benbrook residents, we are different. We feel like we have a different community. We come here for the schools. We moved here for the Benbrook schools. And so having what she said, our school be pulled down to a level that maybe some of the other schools who are not highly rated are having to teach at, that's bringing us down, and we're going to lose not only students but also teachers and

educators.

01:22:53

Um, and then I think another non-negotiable that I just want to touch on that other people mentioned earlier is that we need to allow our kids to be able to move and play and learn through their hands and experiences and talking, and not just a worksheet or being drilled in over and over again because that's how kids learn.

01:23:11

And when we take that away from them, they lose the love of learning. It's so sad to me to hear that so many kids already are saying they don't want to go to school that didn't have that before. That should be a huge issue that you guys are hearing that you are urgently trying to fix.

Speaker N

01:23:26

So thank you.

Speaker D

01:23:26

Thank you. That's a very important message we're taking away tonight. Thank you.

Speaker T

01:23:31

Thank you. Uh, I'm [Speaker T] I just want to make sure that you guys hear this from the teachers as well. I'm a parent, I have 2 kids in Fort Worth ISD, and I've been teaching here for a decade or so, and this is a horrible job this year. What grade do you teach?

01:23:48

Everyone. Well, see, that's part of it, because I know my boss would be terrified if he knew that I said which department I was in, because he would be horrified, scared. that he would be punished. But I work in [a district department] so I used to have the best job in the district.

01:24:07

We used to do anything we could think of in order to raise their interests and them work on stuff that they were really into. We are now doing the same stuff they're doing in all the other classrooms. We have our slideshows, we have our dolls, We have our little paper that they sit and write on.

01:24:29

Why? Because they're terrified. My department doesn't want to get cut like the— some people that might be here as well.

Speaker R **01:24:40**
Yeah.

Speaker T **01:24:42**
They're scared. The principals are scared of those little Gestapo people that are sent out from [Administrator 1] They're scared. And I, I know, I've seen you in schools. I go to a lot of schools. I'm all over the district. It's the same everywhere. They don't have freedom. The principals don't have freedom to change.

01:25:05
And it starts and ends with [Administrator 1] from what I have seen. He pushes this down. There are— I assume at least you've given him a Google or something. There are Washington Post articles about the the terror he has reigned in other districts— Maryland, LA, Chicago. You should look into that. I, I hope you guys want to do good.

01:25:31
I want to believe that you guys want to do good. I want to believe [Superintendent] wants to do good. That man is a problem, a big problem.

Speaker D **01:25:40**
Thank you.

Speaker B **01:25:40**
Thank you.

Speaker D **01:25:41**
Thanks for sharing that.

Speaker A **01:25:45**
Others on question 3?

Speaker L **01:25:48**
Okay, I'm also a teacher. I talked earlier. I just want to thank you for what you had to say about your teachers. Parents, if you have not told your teachers how much you appreciate them this year, do that. They need to hear it. Um, so what important value does the

community, uh, value in this community that our superintendent needs to honor is community.

01:26:10

The community in our schools, the culture in our schools is dead. There's no buy-in for our children. They have no incentive to want to learn. They— we've lost our ability to do anything outside of a slideshow. Um, field day?

Speaker N

01:26:31

Mm-mm.

Speaker L

01:26:32

Classroom parties? Probably not. Okay, all those things that we used to do that were part of our culture and our community are gone. And what kid wants to come to school when there is nothing positive to look forward to? I don't know how to encourage them to want to come as a parent or as a teacher.

01:26:55

I get it. I have a 4th grader who is the best student you would ever meet. I wish I could have a class of those, right? She is dreading school every day. And what breaks my heart is my 4-year-old who's starting pre-K this year— her heart is broken for him because she knows what school was, and she knows that he's not going to get to experience that culture and that community that school is.

01:27:25

So I think that the non-negotiable is we We need some community. Do we need to have a fun activity school-wide every single day? No, but we need to have some culture and community to keep our family at school together.

Speaker D

01:27:42

Thank you. Thank you for teaching. Let me ask, I know some people are getting up to leave, and if there are people that feel they've got to leave now, I want them give them an opportunity to say something before, before they do. So, um, maybe everybody who's going to leave left, but we had— okay, can we— would y'all please just let her speak first?

Speaker G

01:28:13

Okay, I had it a minute ago. Okay, I had the kid that Didn't always have.

Early on, we had a hard time in school.

Speaker I **01:28:30**
Fourth grade, greatest teacher ever, Mr.

Speaker E **01:28:35**
[Teacher] and amazing. So good.

Speaker G **01:28:41**
Sorry, y'all. He turned her little light bulb on.

Speaker E **01:28:45**
And she loved to learn from him. And she's carried that with her. Going into—

Speaker I **01:28:51**
I guess she's in 9th grade now. So she's built up this beautiful love of learning thanks to one teacher.

Speaker E **01:29:02**
Please do not take our ability to help a kid. Sorry, I just—

Speaker D **01:29:12**
Thank you. Thanks for sharing.

Speaker I **01:29:19**
Okay, non-negotiables. Um, so I don't want a child who passes all the reading tests and math tests and can't wait to never read a book again when they graduate high school and not go to college because their experience in learning has been miserable. And that's what I'm really worried about. And the change we want is accountability.

01:29:42
We want a website where on where the research came from. You say you guys have this data and that they do come from somewhere, but where? Tell us. Tell us what's the studies, what's the organizations, where is this information coming from that you are going off of? And as far as how important it is to have these these grades increase.

01:30:05

I want to give you some numbers here. So in Houston ISD, you guys took over and they have increased their grades pretty well, honestly. But in that 3 years, they've lost— and from resignations or retirement— over 40,000 teachers. That's 4 times how many teachers there are in the district. I do not want that to be our district.

01:30:28

Um, and my last one here is no child at any grade level should be learning where they rank. The group for kids who miss—

Speaker A

01:30:38

Where they rank?

Speaker I

01:30:39

Yes, where they rank. Nobody, no kids should be learning where they rank. Um, the group for kids who miss something is now called the learn group. So after your DOLs, they, they have these, these groups on whether basically whether they understand something. And so the kids who miss something, they're, they're in this group called the Learn Group, the L Group, which I'm hearing from more than one campus and multiple grade levels that those students have— students have then decided the L Group stands for the Loser Group.

01:31:05

This has been reported throughout the grades. Um, asking principals whether the model is working doesn't surface this. You guys are going to have to like ask the students or the parents because we're hearing it. Um, and renaming the groups won't fix that. The children aren't reacting to a word. They're reacting to being visibly sorted every day in front of each other, so any name you give it becomes a new insult.

01:31:27

A solution would be to set groups on several days of evidence instead of one morning score, and don't do the sorting out in the open right after a scored paper where everybody knows what it means. Um, and we've got to support our teachers more. This— I am hearing from so many teachers that they are spending hours printing a day.

01:31:48

If I think it is great you guys are providing curriculum and they're not having to pull it from a million different websites, but that's something I think the district should be able to do— print it for them, print their packets for them, and deliver them to the campuses so they are not spending so much extra time on printing.

Yeah, you know, and I'm going to interrupt just for a second. People are leaving Dean IDEA made a wisecrack about principals, and I want to make sure I correct that. I know [Principal 1] he's a fine man. What Bobby intended to say is one of the big changes in the district is to move much of the operations away from the principal, create operation entities.

01:32:34

So those operation entities are in charge of making sure the Wi-Fi works, making sure copiers work, making sure the buses are on time, and leaving the principal the responsibility of being the educational leader on the campus. And it's— they had huge responsibilities before. We all know the secret of success of most campuses, you can trace it to the principal.

01:33:02

And when great principals are there, the teachers do well, the kids do well, and [Principal 1]is a great principal. He's been successful everywhere he's been. So I don't want anybody to, to leave thinking that Bobby's— he was trying to make a point, but—

Speaker E

01:33:22

Yeah.

Speaker D

01:33:23

And, and so I just clarify that [Principal 1] we, we've got great principals And I don't want anybody to think that the board of managers disrespects the principals, or we— we're putting our faith and trust in the principals. That's, that's huge. So, all right, I just, I wanted to clear that up. And please share that with [Principal 1]not, not my colleague's wisecrack.

Speaker C

01:33:50

I'm probably going to break the 3 minutes. I've had a hard time waiting. Waiting as I've been listening to this, which really kind of mirrors what I've heard at a previous listening session. I attended the Lone Star Governance because I applied to be one of the board of managers, and I know what you learned in that training.

01:34:13

I also sat through more than half of the coaching session you had with AJ, your governance coach, that when he was talking about how you are going to be determining and discerning what the vision and the values of the community are. And so what I want to say to you, and I've been wanting to say for since I went to the first, uh, listening session about almost 2 months ago, is that it would be easy for you and the other board of managers to dismiss the multitude of the comments that you've heard about this scripted

curriculum and about what's happening in the classrooms now as just saying, well, that's operational, that's operational things, that's, that's the superintendent's work, it's not the board's work.

01:34:58

I know you heard that from your governance coach, but what I want to offer to you is that what you're hearing about people's reactions to what's happening in the classrooms is really, if you distill it down, you're going to hear the values that, that, and, and the vision of our community is that we want robust learning in the classrooms.

01:35:19

We don't want scripted learning. We want our students to come out to be students that are able to think critically and are able to, to function in a way that they're able to be problem solvers. Not just— we don't need our students to become trained robotic test takers. We don't need that. That's not going to be successful.

01:35:40

And what you end up going to do is you're going to head us toward a train wreck that's looming, that's on down the tracks. The board of managers will be gone, then they'll blame it back on the people that are elected. Teachers need to be allowed to teach. They need to— we need teachers that are passionate about teaching.

01:35:58

Think back to your, your experience in school. I think about, about this a lot as I'm watching what's happening here. I think about my elementary teachers, my junior high, my high school teachers that inspired me to be a problem solver, to be an analyst, to be able to think about things, and to be, to be engaged in government.

01:36:17

I'm an elected official here now because of the people that were my teachers that I think about even today, some 60-plus years later. That's what we want. Those are the values that we want for our community. We don't want this scripted We don't want this regimented stuff that's going on in the classrooms now where they have to line their desk up a certain way.

01:36:36

My wife is a retired librarian and a teacher. My daughter is a teacher. I was a teacher. My daughter would be devastated if she had to take the personal items that make her classroom unique. She would be devastated. She would probably quit teaching if she was

forced to have to do that. That's not what teaching is all about.

01:36:56

We need teachers that are passionate about it. We need an administration that allows our passionate teachers to be able to teach the way that they know how to teach. We need them to be able to, to apply the art of teaching in a way, and the craft of teaching that helps the students to learn in a way that we had an opportunity to learn when we were coming up.

01:37:17

It's not happening now, and it's going to be worse because the teachers are being, being disrespected, and we need, we need them to have that passion to be able to teach. I have more to say, but I think, I think the alarm went off.

Speaker D

01:37:31

Yeah, thank you.

Speaker A

01:37:33

Let me again— I don't know whether we might turn to questions 4 and 5. We've obviously touched on them each. Yeah, so are there—

Speaker D

01:37:44

Yeah, let's do speak to—

Speaker A

01:37:45

No, no, that's fair.

Speaker D

01:37:46

Okay, so yeah, so question number 4: What are some things that the Fourth ISD is doing for our students right now that are working and you want to make sure we keep doing?

Speaker Q

01:38:01

So one of your Benbrook Elementary Schools is one of 3 elementary schools that was given autonomy. What does that mean? What does autonomy look like? Because we haven't seen any autonomy yet. I can't speak because I can't speak I can't speak as to what Fort Worth ISD is doing well for us unless I know what autonomy means.

01:38:19

Yeah, well, like, the definition of autonomy to me means we get to run our school the way we always have, the way our principal always has.

Speaker D **01:38:30**

I can't offer the details, but we can certainly get those for you.

Speaker J **01:38:40**

No, they have continued, especially at our campus, which [our principal] is our leader on campus. They've allowed PTA to continue operating and supporting our teachers, appreciating our teachers as usual. Our students also have, have been able to continue to compete like they have before. I think there was a big worry the kids weren't going to get to participate in after-school sports, or, you know, they're running cross-country even though they're missing instructional time because those meets or at that time.

01:39:06

So I think that was a big concern, um, but it's been positive that the kids have been able to compete because there are many life lessons to be learned in those things as well.

Speaker K **01:39:17**

So that's a positive.

Speaker A **01:39:19**

I think, I think a question for it is it's not necessarily what do they do today, like in general in Fort Worth ISD. And again, this is where I think we have touched on a lot of the things that you're saying it's an abomination that we've got rid of these, but this is again So if we've heard it already, it's fine, but are there other things that you think of the ISD as we were doing these or we have been doing these historically that you would say you want us to preserve?

Speaker D **01:39:40**

And I'm going to walk to the back just to check with Pastor [CM 1] to make sure we've, we've gone beyond his— we're okay. Okay, thank you. I looked up there and saw you and I thought, yikes, you're gonna have to turn the lights out. So, all right, thank you.

Speaker K **01:39:55**

I'm nervous to say this. I feel like I'm I might make an enemy of myself, but I kind of like ParentSquare, which is our new platform.

Yeah, okay, don't throw tomatoes at me.

Speaker K **01:40:05**

I like it because as a parent, you know, previous years school communication at Rolling Hills has been amazing. We are communicated with, we, you know, that has not been a problem. But sometimes it has been an issue to find different pieces of information because sometimes Sometimes things were shared on Facebook, sometimes things were shared in a GroupMe, sometimes things were shared via ClassDojo.

01:40:29

And so it's nice that all of the communication with my child's teacher and from the district are coming through ParentSquare. Another thing that works really well in Fort Worth ISD that I don't think receives enough credit is the Transition Center for students 18 and over with disabilities. As someone who is now in private practice who is working with young adults, throughout the community who attend school at different districts, what we offer is really spectacular and needs to be resourced heavily.

Speaker D **01:40:56**

So could you raise your hand if, if you think Parent Square is an improvement?

Speaker E **01:41:03**

As a teacher and a parent, I find it very frustrating because I have 2 accounts and it's really hard to keep track of that.

Speaker D **01:41:11**

Yeah, okay. Yeah, but okay, but as parents, it's a— it's improvement because I, you know, we had the parent portal and we learned that less than half the parents knew how to access the parent portal. And so I'm glad to hear that you feel like that's a step forward.

Speaker A **01:41:36**

So other things you're pushing for?

Speaker N **01:41:39**

I am very thankful that they've continued the free lunch program and breakfast because there are a lot of kiddos that go home to no food.

Speaker L **01:41:49**

Yeah, I'm really excited to see our libraries are still here. If you've heard anything from

Houston, that was one of their first things to go, though I did hear that librarians lost their library stipends. So not super encouraging, but just, you know, I'm super excited to see that we're still keeping our libraries and our children are still able to access those books.

Speaker D **01:42:16**
Thank you. Anything else?

Speaker P **01:42:20**
One more positive. Um, I'm glad to see, um, I'm glad to see our family engagement specialists are still in place, um, and that, uh, they're getting at least at our school, they've been getting more attention. They're a huge asset, especially when we have a lower-income community that— I mean, they do everything from getting people food for long weekends to coats and all that kind of stuff.

01:42:46
And so I love making them a bigger piece, and the more you can pour into those family engagement specialists, I think the better results we'll see across the board. Because a fed child is a child who can be in the classroom and learn to read.

Speaker D **01:43:00**
Absolutely. Thank you.

Speaker A **01:43:02**
Anything else on 4, or we can turn to 5?

Speaker P **01:43:10**
I think the AVID program at the middle and high school, particularly in our community, has been very impactful. I understand there's some worry that it may not be around forever under this new leadership.

Speaker K **01:43:22**
So I want to say that it has been very helpful for many students, and I hope that it sticks around.

Speaker E **01:43:29**
Thank you.

Speaker B **01:43:36**

Yeah, uh, this is kind of similar to something I really like and hope to, uh, even improve upon and continue, is the OnRamps program and, uh, being able to get those college courses, college experience Uh, that kind of stuff. But I also would like to see it expanded so that they're able to get more of that.

01:43:53

There's very limited choices in some of our areas where we've got the higher performing kids who want to take, uh, you know, several courses that are just not offered and not a whole lot of options. But I love the program, it's just to continue it and expand it.

Speaker D

01:44:08

Thank you.

Speaker A

01:44:09

You want to give thoughts on— again, we've obviously heard lots of things on question 5. The, uh, when do you— when you think about how Fort Worth ISD is educating our students, is there anything that you think is not working and that we should stop doing? And obviously, again, we've heard things, and please feel free to kind of reiterate those.

01:44:28

But also, again, think about things that were not necessarily things that appeared 2 weeks ago or even 6 months ago. But like, are there things in general that you'd say, I think the ISD has not been doing as well and we ought to stop doing?

Speaker D

01:44:42

Hi, I'm a parent at BMHS.

Speaker N

01:44:46

I had a daughter that graduated last year She didn't do that alone just because she's smart. She did it because she had great educators through her time here. I now have a freshman within the last 2 weeks. I am very fearful for the next 4 years. Thank you. Specifically, one incident was in her English class.

01:45:13

She has the same English teacher as my other daughter did, so I can compare this teacher between 2 different years. She was teaching off script. My daughter asked for, you know, more clarification. Basically, she was told no. She was given the information and she needed to answer question based off what was already given.

Um, that's, that's very concerning as a parent. Um, very concerning that I know what this teacher could teach my other child, and I can compare how she did teach at that point. And now she's teaching off a script, probably fearful if she does go off script what's going to happen. So I mean, I have specific you know, an example of what's already happened.

01:46:03

And is this what we're going to have for the next 4 years? You know, like, it's, it's concerning that this teacher could not reiterate or reword something that she taught to my child so she could understand it. That's concerning. That's concerning for the next 4 years that I have to, you know, deal with Fort Worth ISD if this Thanks for sharing that.

Speaker I

01:46:32

I want to reiterate what she said. I've got a 4th grader, and I'm getting the exact same thing told to me, that the teacher tells them that they don't have time for questions. And it seems we've built a system where a child wants to understand something is a problem to be managed. They just say they, they can't answer it.

01:46:50

They've got to keep moving so that they stay on their schedule. So there absolutely needs to be the opportunity for questions during a lesson.

Speaker S

01:47:03

Here—

Speaker I

01:47:03

oh, so I— there's no time anywhere in the schedule to teach children how to do school like kindergartners. Like, we don't have an opportunity for our teachers to teach them how to line up, how to hold a pencil, how to listen Listen directions to directions all the way to the end. Um, that, that is really part of the work that needs to be happening in kindergarten.

01:47:25

There's not a block for it. Um, they're being— teachers are being graded on how well their classrooms run while being given no time at all to build it. So let's put a routines block in the calendar, and for the first 3 to 4 weeks in the younger grades, suspend PACE deductions during that window.

01:47:42

Thank you. Would be great. And lastly, as far as how we're rating how we're doing, the data we're compiling, you said we're doing it every month. What are we doing to to

question how our kids are feeling and how our teachers are feeling? Do we have a survey that says to the students, "How excited are you to come to school?" So we can evaluate that data today versus at.

01:48:08

End of the school year. Questions like, how much do you look forward to your classes? How often do you feel proud of something you did at school? Do you feel comfortable asking for help when you need it? How happy are you with school right now overall? These are just like basic questions I feel should also be part of our data compiling.

01:48:27

And the same goes for our teachers, how they're feeling. I know that's not like a metric on how well our grades and our education is going, but that is because those teachers feeling good about school and being motivated to stay at school and being able to engage with our students, as this man mentioned, those are the teachers we remember, the ones who connect, the ones who feel engaged.

01:48:51

If all they're doing is reading on a board, we lose that engagement. We don't have those amazing teachers, and those amazing teachers will find other jobs. they will leave. We have seen it happen in other districts with the takeovers, so I just really hope that we can avoid that. We put some metrics in place to make sure that we're not risking that.

Speaker D

01:49:11

Thank you. Thank you.

Speaker G

01:49:15

I just wanted to add that I don't— I think it would be a great time to experiment in some of these, some of these neighborhoods like Stop 6 where we know The kids have lots of problems beyond— it's not just reading, it's that they're homeless, there are all this other stuff going on in their life.

01:49:33

I mean, I've had kids go, oh, my brother's in jail, just matter-of-factly, you know, talk about it. When, when these kids are dealing with all that stressors, they need more, and they need the relationships. And we know this, we need— we know they need more. So, so it just seems like it would be a good time to Do something innovative and see how it works.

01:49:54

Do something innovative in this campus and that campus, because what I'm seeing with these slides— and I'm sorry, that to me, you guys should— or Mr. [Administrator 2] he should have to provide what evidence he is using, because I have done a lot. You can go, there's a podcast called The Science of Reading, and you can subject anything you want.

01:50:14

I've listened to probably every podcast on there. and so I'm very familiar with it. And I know that the research does— I mean, you can find research to support anything, but overwhelmingly the research does not support some of the stuff that's going on. I just think it would be great if we could really get, you know, get in with the science.

01:50:37

Let's try to do something really innovative and see, because we know— I mean, this is not even just a for, or the ASD problem. The reading scores in America as a whole are bad. So, you know, I just think it would be nice. I wish, I wish that, but I don't feel like, because there is just no way that the reading script, that is not scientific reading.

01:50:57

I don't even know, I don't even know old science, you know, old beliefs that fit doing that. But the other thing I was wishing you guys would clarify was I've seen online and stuff that I know there are some strategic planning meetings that go with the superintendent stuff. Can you tell us what those are, or, you know, how they're different than what we're doing here?

Speaker D

01:51:19

They're very different than what we're, what we're doing. Ours are listening sessions, and those are opportunities for you all to ask him specific questions about curriculum, specific questions about operations at schools. And he's got, I think, 4 of them. There's another one. One at Heights. Okay, one at Heights. And I was disappointed to hear today that only 40 people showed up at the, at the first one.

01:51:52

But those are the place to go to be able to ask these very direct questions about why are you doing this, why are you doing that. Why are we teaching this way? Why are we using this curriculum? You know, he's, he's our, our expert on that. And so they're, they're really different missions for, for the meetings.

01:52:15

And, and for those of you who are not aware of that, of these meetings, and I didn't— we

won't be going to them, but September 1st at Heights, he said. Um, and And that's an opportunity to get a lot of these questions about specific operational things and curriculum things answered. So I urge you to— I don't know if they've not done a good job of publicizing them, but I hope you'll go there and raise these same issues with them.

Speaker A **01:52:47**

We have 1, 2, and 3 more.

Speaker C **01:52:51**

Just one, one more point that I didn't get to make earlier, uh, that does relate to question number 5, what's not working, is, um, it relates to something that I know you're passionate about and having students want to be able to read and to have the, have the, the interest and the passion for, for loving reading.

01:53:09

And you know who helps do that?

Speaker O **01:53:11**

Librarians.

Speaker C **01:53:13**

Librarians are the ones that cultivate that along with their classroom teachers because the librarians get to know the students and they help the students find books that they can find themselves in. And you know what happened? Our librarians in our district got a backhanded slap to them back a few months ago when the, when the raises were announced for teachers and they were left out.

01:53:37

Our librarians are certified teachers. They must be before they can become librarians. And so that worried me as maybe the first step of us being like Houston. I don't want that to happen. The board can fix this at your next meeting. You can go back and you can say, you can tell Dr.

01:53:56

[Superintendent] include the teacher librarians in that raise because they're on the faculty as well as they support the teachers and they support the students. Let's fix that. The board can fix that at your next meeting.

What'd you say?

Speaker G **01:54:17**
Go ahead.

Speaker D **01:54:20**
I can't hear you, but we'll bring the microphone back to you.

Speaker M **01:54:22**
GT department.

Speaker D **01:54:26**
Okay, okay, so the GT, Gifted and Talented program, didn't get raised. It was the classroom teachers that, that receive the raise. Um, so, okay.

Speaker M **01:54:39**
So this is both question 5 and question 3. Um, question 5 is treating the 60,000 students and ridiculously large district as a lowest common denominator. Um, and you've heard this all night, uh, we will be dragged down to, to their level if we are forced to implement the same things these other campuses are implementing.

01:55:05
It's not necessarily to leave us alone, but figure out what makes us unique, where we're succeeding, and how can the other campuses implement something similar. What can they learn from us? What can we learn from them? And what goes in line with that, especially if one of our values is respect, is transparency.

01:55:24
The fastest way to have and demonstrate that value of respect is to be transparent. Are all of the salaries posted for all of the board members? Um, oh, and/or not just the board members, but the superintendent and all of his people? Um, it's all public record. It's all—

Speaker D **01:55:44**
it's all public, you know. I don't know. Well, it's not just about money, but yeah, It's, you know, there's pay scales and you can— it is available for all the employees of the district. I don't know exactly how it's categorized.

Speaker M **01:56:00**

Beyond that, um, what is— I had— I'm sorry, I lost my train of thought.

Speaker E

01:56:08

Um, transparency is important. Yes.

Speaker M

01:56:13

Um, One way that we as a community step up to help each other is that our principals, Dr. [Principal 1] Ms. [Principal 2] Ms. [Principal 3] they tell us what's going on on the campus. And like many of our people have said, the PTA shows up to help them. Is that same thing happening in these other districts or in these other campuses?

01:56:36

How can we help our neighboring districts? Can we take our PTA to go train another PTA? Well, I would be willing to volunteer to do that.

Speaker D

01:56:48

I can tell you there have been some PTAs to take that on. I don't know if, if you all know [Community member 2] She's [a PTA leader at a district school] but they've actually— and I've forgotten the other woman's name. But they've actually started this program. They have a grant to go around to other PTAs and help them grow.

01:57:15

It's a critical need. It's not going to come from the schools. It's going to come— I beg your pardon?

Speaker I

01:57:20

[Community member 3]

Speaker D

01:57:21

[Community member 3] Golly, I couldn't say her name. [CM 3] and [CM 2] And that's a— it's a great need. And you have particularly low-income schools don't have robust PTAs. And [CM 2] she thought every school should have a robust PTA. And so she thought, how can we make that happen? And she and [CM 3] have undertaken to do that.

01:57:48

So that just started. So that's, you know, that's— What would you do? Well, I don't know. The board will not be involved in launching PTAs. It's PTAs who are going to be involved in launching PTAs, right?

But you can encourage a superintendent to release some of the information to say, hey, this area needs help, that area needs help, can the community step up? Because we realize that we can't hire enough people to do all this. But part of that transparency is saying, this is where the problem lies, how can we solve it together?

01:58:20

And if we're going to be a part of the district, then let's be a part of the district.

Speaker D

01:58:23

Yeah, I'll say one thing about Benbrook, that's extraordinary, and it's, it's extraordinary other places but not every place, is parent engagement. And you all know how important that is to school success, and that ain't going to change. And I see it tonight, and that's going to ensure that your school always excels, that kind of parent engagement.

01:58:47

So, um, there are schools that don't have that asset. But I would ask all of you in the PTA to look at ways— Western Hills does not have a good PTA.

Speaker F

01:58:57

But that also means that we stay in the Fort Worth ISD schools, right?

Speaker D

01:59:03

That's, that's right.

Speaker F

01:59:04

Right, to keep parent engagement. So, and our teachers stay, right? Okay, so number 5, um, things that are not working. I'm just going to touch on one thing that I've seen in my own home, which is my My son is in fourth grade. He's been in the GT program. Wednesday has always been his favorite day of the week.

01:59:24

He has GT. He loves it. It's so wonderful. So he was excited that it was starting back up. I think it was last week. And so I asked him, "How was GT today? Was it great? Did you have fun?" He's like, "Ugh, not really. It's the same. It's changed now. They have to do the same stuff." So his demeanor about his favorite part of the week, which he would come home with these amazing project-based things that he learned and was creative and all kinds of things.

He's kind of like, meh, it's whatever. And that's a problem. Those are some of our bright students that get to think in outside-the-box ways. And after hearing what you said, that makes sense. If our teachers [in that program] are feeling it, then now our kids are feeling it in that program. program too, and that is not working.

Speaker D **02:00:10**
So thank you. Thanks.

Speaker B **02:00:18**
Okay.

Speaker D **02:00:19**
Oh, pardon me. [Speaker K] Okay, excuse me.

Speaker K **02:00:21**
Hi. Um, I struggle with how to answer this question just because I don't like to start with we should stop XYZ. Um, but the 2 biggest things that I see as a need for our district are to build Trust through partnership, and I think that's what every person here tonight has communicated in some way.

02:00:40
Is if there's this great data, explain it to us. Release a guidance document that goes through and shares. Give us the opportunity to sit through a DOL. Give us the opportunity to come in and understand what the Cowtown Twelve are. Explain them so that we can come alongside. you and be partners with you.

02:01:02
And also just a recognition that what y'all came into was not good. We understand that. And you have to also understand that as a community, we struggle to trust the people that are in charge of this district because we've been through this over and over and over again, and now everything has hit the fan.

Speaker E **02:01:20**
Yeah.

Speaker K **02:01:21**
And so understanding psychology and how people learn, stop disregarding that when dealing with your staff. And I'm— you're the board of managers, not the people who are

dealing with staff, and I want to acknowledge that. But that if you want partnership and you want people to support these initiatives that have to be done because we do find ourselves in this pickle where 60% of our kids are not reading on grade level.

02:01:55

You have to come at it in a way that very systematically and intentionally builds trust. We cannot tolerate any of this father knows best rhetoric that is coming from the district. And that's— that was day one how it was communicated to us, is I'm here because I'm the best. Not just one person, but we're just supposed to trust because you say?

02:02:22

Like, no, we have been burned so bad as a community for trusting and just going along with it. Now is the time for radical transparency and radical engagement and radical partnerships so that we can achieve this. We want to, we want to see this through.

Speaker D

02:02:37

Yeah, let me ask you, has anyone asked a principal to do— hold a session and talk through the Cowtown 12 or the DOL, that, that might be something you, you might ask a principal.

Speaker K

02:02:50

Well, and our principal at Rolling Hills is excellent. We're so glad that she came back to, to be at a school. Um, she, she did hold coffee with parents at the beginning of the school year and did explain how some of these things are really good And there's a lot of misinformation out there, and people are infuriated about AB partnering, and it's really an evidence-based thing.

02:03:17

And I think that if we just had some— I understand that there's some responsibility that falls on individual schools, but we're coming— y'all are not— y'all, I understand this, but like, they're coming in and addressing all of us, right? Like, I know that we're individual communities, but there has to be some sort of— not systematic, but standardized communication about why these 12.

Speaker D

02:03:46

What is the basis?

Speaker K

02:03:48

Why is this Universal Design for Learning? Why does Universal Design for Learning matter?

Who would be the best person to explain that? Would it— I would think the principal would be a good place to start.

Speaker K **02:03:59**
In theory, [Administrator 1]

Speaker D **02:04:00**
But no, exactly.

Speaker K **02:04:05**
And that's, that's hugely problematic. And I can say that now that I'm no longer with the district.

Speaker E **02:04:13**
I don't—

Speaker A **02:04:13**
again, I want to be careful that—

Speaker M **02:04:15**
but our principal doesn't have the research that says why.

Speaker D **02:04:21**
But that— [Speaker K] didn't ask that. She said just explain Cowtown 12, explain DOL. And so, I mean, I don't think you need the district to do that. The principal, our principal in West Park, got that question and she had on her list, this is a DOL, this is what it is.

Speaker M **02:04:38**
Luckily nobody asked, hey, why does that work and where's the research?

Speaker E **02:04:42**
But she couldn't go any farther. She was basically more like, like, well, by hand to power, this is what we have to do. Why does it work? Yeah, hopefully nobody asked.

Speaker A **02:04:53**
That's helpful in the sense that we can think about what are opportunities for that as well. But I do think, again, I would— I'm sympathetic to the idea that it's probably the principal

in the first, including because there will be some variance over time. But you're right, again, there will be a limit.

02:05:05

At some point you're going to hit the cap of what the principal knows, so we should have structures for that as well.

Speaker P

02:05:10

I wanted to follow on to, I think, 3 different things. Um, the first was regarding GT. Um, one thing we've noticed and we've sort of gotten confirmed with teachers is that the slides for the honors students and slides for on-level or below-level students are all the same. So there's really no point in being in honors anymore.

02:05:34

So that kind of reflects what you're seeing in GT is that the whole point of GT was to take you where you were at and like let you level up. And again, if the content's all the same, then no one's leveling up. We're just all staying at the baseline level, which meets grade-level requirements.

02:05:52

But if we're trying to ever exceed meeting grade-level requirements, then that's not going to happen. The other thing was about principals. I know we talked about like giving control back to the principals and everything like that. I think that's great. At least at our school, we've had district reps at the school multiple times a week, every week.

02:06:18

Our principal wasn't able to meet with the PTA for the monthly meeting because there were district reps on campus. My daughter says they come into her classroom, sometimes they stay a while, and they're commenting on dress code, like all these kinds of things that there's no, there's no opportunity for the principal to take control because the district has their hands sort of in everything.

02:06:42

And I think a lot of us really trust our principals, or at least want to, and they aren't given that opportunity. The last was transparency. I know we talked about like the Cowtown 12 and getting to see what DOLs look like. After my daughter reported errors in curriculum and And I heard the same from some of the teachers.

02:07:01

I've tried and tried to get my hands on that just to see it so that I could see it so that I could share it with friends so that people could know so they could contact the district and say, hey, this is incorrect. Do you think we could change this? And I've had to fill out multiple like freedom of information requests.

02:07:20

I've been given the runaround. I haven't. I've sent multiple emails to the director of curriculum. curriculum, to Dr. [Superintendent] himself. And so there's like— and I'm just, I'm just a parent, like, and I cannot get this information that is supposedly my legal right to access. And I mean, what's the alternative? Do we have our kids screenshot it with their phones?

02:07:44

Like, oh, when— I know, I know. And so it's a real pickle to be in when your child tells you, Hey, this was wrong today, and you say, well, we can never prove it and they won't let us access the documents.

Speaker D

02:07:57

Well, you know, I mean, this is a perfect example that has to go to the principal. I mean, you— it shouldn't be fixed at the district. The principal should be empowered. And if you tell the principal this is wrong, that's where you should start, is with the principal. No, I know, but you, you go to the principal and say there's an error, there's an error, and the principal needs to know there's an error.

02:08:24

That's— Anyway, but that's— I wouldn't, I wouldn't start with a district. I would start with a principal. If there's an error, you should go straight to the principal with the error. That's, that's how it's set up. They are the instructional leader at that campus. And, and that's, I mean, that's our training. If there's a problem with, if there's a mistake, if there's a problem, the principal is, is where you should go.

02:08:51

And if you were to call me, I'd say go to the principal. So I mean, that is the guidance. So you, you may not choose to do that, but that's, that's the way up to get things fixed.

Speaker A

02:09:03

So can, if I could just quick, just to say just again, like, I do think again I don't want to in any way suggest it's all working perfectly. I think we know it's not. You know it's not. The, um, so that said, I— what we're— one way that I think about this is that we're trying to create processes that in general will move the district, not just your kids but your kids' kids

and so on and so forth, in the right direction.

02:09:25

So that's the piece that I would say that we— the goal is, I think we sat in a meeting today at which the conversation part was about empowering the principals, right, and empowering the teachers. And consistently— and I know you're going to react to this, so I'm hesitant to say it— but that the most important people are the teachers and the principals.

02:09:43

The, uh— and I know that's not the experience that you, you've shared tonight. The, uh— but, but that's the context of which, again, when Pete says, um, that's really something to, to the principal, it's that we're trying to empower them. Now, to the extent to which you're taking things to the principal and the principal says yeah, it totally [mild/coarse language] but I don't want to lose my job, then at that point let's figure out what's that.

02:10:03

And if it is a given, a given personality— so I don't want to suggest in any way like that's a dead— that's a, you know, go there, and if it dies there, it dies there. It's a thing. But, but that, that process I think makes sense, because if we're trying to run a 64,000-student district, I think it's going to be the case that we're not going to know— not all the parents can come to this meeting to report.

02:10:23

to the president of the board thing. So that's what I would encourage you and encourage others— please do that. And if what you hear is, what you see is, the principal is saying, my hands are tied, I'm committed to— I am obliged to post incorrect French on those slides because someone from the district told me I had to do it, then let's take that up the chain and make sure it's heard.

02:10:46

Is that—

Speaker E

02:10:46

Can I just add one thing? If this is the curriculum of the district, that means that the French class at BMHS and the French class at Pat School and the French class at—

Speaker F

02:11:00

is all getting it.

So there should be some way that someone would go, hey, hey, hey, we've got an issue, send it off.

Speaker D **02:11:06**

It may not be true every place. It could have been— it could have been a corrupted slide. And no, no, no. I mean, we you don't know what's happening at Pascal. Friends. Well, that's a different issue. And as Dr. as Dean Adye said, if the principal says I'm afraid to.

Speaker A **02:11:43**

anything. Yeah, that's—

Speaker D **02:11:44**

then you go above the principal. But well, all I'm saying from our guidance, and this is the only guidance we can give you, is when you have an issue about something malfunctioning on campus, you go to the principal. You should tell the principal.

Speaker A **02:12:08**

Yeah, so again, I guess I want to say again, I hear it and I I understand the concern about it. I guess I'm trying to think about regularized process, right? Again, imagine if each time there's something wrong with the curriculum— post— God willing, this ends sooner versus later, we're past this, schools are functioning, autonomy, God, we're living in the nirvana land— and there's something wrong with the curriculum.

02:12:31

I suspect when your friend says, in my classroom this happened, you would not tell them, you know what you need to do is go the board of managers. So that— or maybe even the superintendent first. So that's where, again, but I want to be clear, like, we are not incented— literally, it was a conversation in a meeting that we had today that if it's the case that parents are not getting the response and the feedback— and I hear you saying that they're not going to say, I'm afraid, but they're going to say, nothing I can do about it, or whatever else it is— but that, that then, then that's what gets passed up.

02:13:02

up, right? But again, but so, but if the—

Speaker D **02:13:05**

Yeah, did you give the principal a chance to address it?

Well, no, no, because if it doesn't— the question is, and as if it goes to the principal, I feel like I'm going to give you the mic so you don't have to keep your hand up.

Speaker E **02:13:17**

The, uh, so let me, let me give an example here, okay?

Speaker I **02:13:24**

We have Bluebonnet material, right? It's supposed to be for the whole district. Every single one of us can go online and look at that material. So I can go and see what the material is, and I can report to the curriculum creators that, hey, there's an error here. When I had textbooks back when I was in school, my parents could actually go to the publisher and say, hey, you have an error here.

02:13:46

So the error was reported to the creator of the curriculum, and that is where the errors should be reported. Why can we not release our curriculum Just like Bluebonnet releases it and say, oh, and here's a submit box for any errors.

Speaker D **02:14:02**

Let's just say— and Bobby, please stop. You know, we hear you. I'm just telling you the way the system is set up now is it reports up through the principal. Now you're saying that that doesn't work, right? But that's the system right now.

Speaker I **02:14:16**

So we're here, we're saying that system, we don't— you're asking for feedback and Right, and I'm here. I think that's not working. Okay, so I'm giving a suggestion on a solution that would be pretty easy. Release the curriculum and have a feedback button.

Speaker D **02:14:30**

I'm hearing that. Okay, but I can tell you to correct problems most quickly that come up, I would expect there's never been a new curriculum release that didn't have flaws.

Speaker I **02:14:40**

Correct, but that's not the principal's responsibility to fix something, a publisher curriculum.

Speaker D **02:14:45**

If our system It's report to the principal. Now I've heard that y'all don't think that's a good

idea, so we're not going to debate it with you. We're just telling you that's what it is now.

Speaker I **02:14:55**
I understand that that is the current policy and that's what you're being told to do, but you're at a listening session where we're all saying that is an unacceptable answer.

Speaker D **02:15:03**
It's not working. That's right. Exactly. So, okay, okay, folks are starting To head out. Is any— um, and I feel like we're imposing on our hospitality.

Speaker A **02:15:20**
I, I would encourage folks to take advantage of the, the sessions with the superintendent too, because again, I do— I want to be clear, like, I know, again, that's why I began by making the point about it's frustrating because you've got the two of us and we're probably actually responding too much, if anything.

02:15:34
And some of you will say too little. Yeah, but that's partially, again, this notion of kind of what we are capable of speaking to and not. So I encourage you to use those sessions too, because that's— those are much more intended.

Speaker C **02:15:47**
I mean, the biggest thing that's not working is the one-size-fits-all model.

Speaker D **02:15:53**
You're spread across 102 square miles and 60-something thousand students, and we're trying to put them all in the same box.

Speaker M **02:16:01**
It's never going to work.

Speaker D **02:16:04**
So why do we keep going down this road? Well, appreciate that.

Speaker A **02:16:11**
One more here and then—

02:16:13

Hello, Mayor, how are you?

Speaker O

02:16:17

Maybe it's appropriate that I just give a final closing statement, if that's okay with you. Um, for those of y'all I haven't met, I also serve as the mayor of Benbrook. Um, I've had years of through the system, through this pyramid, had a very robust, successful education experience for my son.

Speaker D

02:16:35

I know that.

Speaker O

02:16:36

This is not easy, but I'm doing it. So, but what I want to say is, as all this has been happening, I've been inundated with phone calls from unnamed teachers, from lots of family members. One of the phone calls that I got that was concerned was actually from Mr. Guerin early on. He said, I I don't really know that I understand the dynamic of Benbrook.

02:16:57

Can you help with that? And we've had multiple conversations about who we are as Benbrook, and Fort Worth ISD has been a struggling district. Anybody guess how many years? You want to opinionate about how many years? It's been a long time. Um, they're not lying about that. We all know that. What has always made this specific pyramid different is we recognize the struggles that the district has had, and this has encouraged family engagement year after year after year.

02:17:27

And that family engagement has encouraged people to become part of Benbrook because they see the engagement in the schools. So I can't answer to anything that they couldn't answer to either tonight. One of the things that Mr. Guerin said is we'll see at the end of the semester, we'll see at the end of the year, we'll see what the results look like.

02:17:47

The part that can't change— well, can't change for the worse— is the family engagement side of that. Had a meeting with all the PTA presidents, and they understand that mission more now than they ever have before. That transition is going to be rough. It's going to be tough. You're not going to like it.

02:18:02

I'm not saying I like it. I've been open with about my feelings about the changes as well, as a parent and as a community leader that's very passionate about this community. The family engagement Can't change for the worse. If you haven't— I'm going to give you all a plug here, presidents. If you haven't signed up for PTA, do it now so that you can really follow the communication and be engaged in that conversation.

02:18:24

Don't do it to pay your dues, do it to get engaged, because this transition is going to be really critical that our teachers are supported, students are supported, fellow family members are supported. Get off of social media if you don't like what you're hearing because it might not be true. Thank you. Get engaged face to face to face and show up to these things.

02:18:42

Encourage other people to be solution-oriented the best you can, but really pay attention to what the teachers are saying because they're not going to say everything they need to say, but you can. And I'm not telling you anything that I haven't already told Mr. Guerin about what I encourage for this community as well.

02:18:56

So that's all I have to say. I don't have any answers to it either, but I do know that the communication is there. They're eating. They're in this church. This evening because it was a better idea to make this a comfortable place, that it's not sitting in a school cafeteria and that people can speak their minds.

02:19:10

So I can't imagine how much fun you're having this evening having these kind of sessions. They're critical. It's critical that this community is heard and that everyone is. And I wish that every pyramid out there had engagement like this one does.

Speaker D

02:19:23

I'll say the same thing. I wish, you know, we've— we're having these all over the city And we have not had the kind of parent turnout at any of them that we've had tonight. We've had parents, but we've not had the kind of parent turnout we've had tonight, and I want to thank you all very much for, for coming out.

02:19:45

You know, it's— you would— you care deeply about your, your kids. It's the most important thing in the world to you, and you've got people people in a position of

responsibility with the schools. Trustees, our job is different than the superintendent's. I appreciate why you want it fixed and fixed right now, and I wish we could fix everything right now.

02:20:10

We're— the board is not in a position to, you know, fix things right now. The board sets policy, the board sets goals, But hearing this from y'all is, is so important, such an important part of our education as trustees. It's very important. And the fact that we can't fix it for you now doesn't mean we don't think it's important.

02:20:38

I— my heart— the lady was talking about her child, and y'all talking about your child being crying when they go to school. That hurts my heart. I, I don't want that to be the case. It's important for us to hear that. It's very important for us to hear that and be out here and hear it.

02:21:00

And then I thank you for coming in and sharing that. And if we could fix it, we'd fix it. But, you know, Bobby and I can't fix it. The board can't fix it. And But we're hearing you. You know, we've learned a lot, and it is in the way you've talked, the way you've answered these questions, all 5 questions, the values of this community come through loud and clear.

02:21:25

And the way you answer every question, you're answering it in terms of values, and that's our goal. Our job is to represent the values of our community. So thanks for—

Speaker C

02:21:37

Thank you.

Speaker A

02:21:37

Thank you.

Speaker D

02:21:38

Thank you for taking the time out on a, on a school night, and thanks for letting us have it. I— if I were a dad sitting here and I had the experience that many of y'all shared with me, I would have the same impatience, I promise you, and I'd have the same emotion, I promise you.

And I can tell you, our inability to address these issues It's, it's not because we don't appreciate where you're coming from. We're all parents. So, but thank you all. And I will say on behalf of the mayor, he has been a very strong advocate in communicating much of what you all have said to me tonight.

02:22:24

I visited with him ahead of time and he said, you're going to hear this and going to hear this and you're going to hear this. And so he's, he's listening. And in addition to what all y'all have shared with us, your mayor has carried that same message to me. We talked at length about teacher retention and great concern about that in this community.

02:22:45

So that's what makes Pembroke special. It's not just the parents, it's not just the teachers. Your elected officials stand up for their constituents, who include the kids in our school. So I appreciate all your candor. I appreciate his candor. And I just thank— thanks for coming out. Thanks for baring your soul. Thanks for educating us.

02:23:12

And we're going to fulfill our responsibility as best we can. And if it doesn't work for your kids, shame on us. Thank you. And Pastor, thank you so much for hosting us tonight. We kept you a lot later than we said we would. And [CM 4] thank you.

Speaker E **02:23:31**

Hi, it's nice to see you.

Speaker R **02:37:48**

Thank you.

Speaker E **02:37:49**

It's all good. I stopped it.

Speaker D **02:37:52**

I paused. I stopped it. Yeah, it's paused.

Speaker I **02:37:55**

2 minutes and 2 hours and 37 minutes.

Speaker D **02:37:57**

Wow. Well, I thought we were getting out of here at 8:15. I'm sorry. Hey, I'm fine. Really, I am proud to do it. If you have to do something like this again, you just let us know. Yeah, I appreciate it. Thanks, [CM 5] Yeah. All right.

Speaker O **02:38:13**
She's like, I was concerned about you.

Speaker D **02:38:15**
She's like doing that run.

Speaker O **02:38:17**
So glad you got to meet.

Speaker R **02:38:18**
Yeah, yeah, thank you.

Speaker D **02:38:20**
You know, I didn't— I didn't think to use the city difference between a mayor and a city manager. I don't know why I didn't. But that's— we get the next one. Yeah, when you walked in, I thought I should talk about the city manager. Yeah, it helps. Yeah, yeah, people More understand that situation better.

02:38:43
But I mean, you still get people telling you—

Speaker B **02:38:45**
Oh yeah, I'm going to go right over there and just get that thing done for them.

Speaker D **02:38:49**
That's right. Hey, would you get a stop sign out there in a second?

Speaker O **02:38:52**
Yeah, I'll work right on it.

Speaker B **02:38:54**
Yeah, all right.

No, I was sitting right in those windows going, oh, [?] doing that, that's good.

Speaker D **02:38:57**
Yeah, we had a very good crowd.

Speaker O **02:38:59**
I'll try to get my interviews done quick so I can get to the next one.

Speaker D **02:39:01**
Well, thanks a lot. Thank you for coming. All right, thanks.

Speaker A **02:39:04**
The principal owns the academic affairs of that school, right? And so we want to make sure that that principal is appropriately empowered, which again, contrary to what you're like, you know, no, they're powerless. Yeah, at least that's not what's starting to happen.

Speaker I **02:39:19**
So I guess if we had like some information on what goes to the principal versus what can you guys do, what type of— so I feel like a lot of what we went off of today, you guys We don't, but it's good for us to hear that.

Speaker D **02:39:34**
Everything y'all are saying spoke to values.

Speaker E **02:39:36**
But I'd love to know, so who specifically—

Speaker D **02:39:42**
Go to see Dr. [Superintendent] September 1st.

Speaker I **02:39:45**
Right. Yes. And we go to— and that— is that it? Is that it for all of our—

Speaker P **02:39:50**
There's 4 of them, but one of them already happened.

Speaker A **02:39:53**

Is that it? Like, is that the— You have the RSVP.

Speaker D **02:39:57**
Right. But y'all really—

Speaker E **02:39:58**
Not, not, not responsive.

Speaker D **02:40:01**
Empower the principal. Maybe somebody, you know, if the principal hears from 30 of y'all—

Speaker A **02:40:06**
Because he won't respond.

Speaker E **02:40:07**
No, they responded.

Speaker P **02:40:09**
And yeah, I actually talked with, um, but that's—

Speaker E **02:40:12**
it comes—

Speaker A **02:40:12**
that's where I'm being beaten dead horse, but like, that's where to me the principal—

Speaker E **02:40:17**
Because again, the principal didn't have a school nurse.

Speaker A **02:40:19**
Like, oh, you're saying the principal is The example is so—

Speaker E **02:40:23**
Drowning. Drowning.

Speaker P **02:40:25**

And so it didn't feel appropriate to go and be like, I'm sorry, did you know that on slide 14 you have an error? Like, because she didn't design the slides, the teacher didn't design the slides. And so when she's trying to figure out who's gonna treat the asthmatic student, and also like there was a fight and the kid got jumped, like, it's just not— it felt inappropriate.

Speaker A **02:40:45**
I just, again, I'm I know I'm saying it 50 times, but like, yeah, I really think again, if we're thinking about how we just get you one over time, I really think—

Speaker I **02:40:54**
I know you guys want it to work that way, and I understand that it makes sense to work that way, and once you guys are gone, that's the way it has to work. But I will tell you, as parents and hearing from even principals, we are trying to stay under the radar. We don't want you getting 50 emails Emails from our principal where you're like, oh boy, we got—

Speaker D **02:41:15**
but that's how the system's set up. No, that's how—

Speaker A **02:41:17**
yeah, that's a good thing.

Speaker E **02:41:19**
But the— but he doesn't send those to us.

Speaker D **02:41:22**
He won't send them to us. He'll send them to his supervisor, which is district— well, I don't even know who his supervisor is, but he works up the chain.

Speaker A **02:41:31**
Regional director. Yeah, that's the principal.

Speaker D **02:41:35**
He has to take these up, and if he hears from 20 parents, he's going to say You know, I've got to have an answer. I've got 20 parents here talking to me about this. I need an answer.

Speaker A **02:41:43**
Maybe it's important to say that at least, again, we don't speak to every single staff

member of the district, but I will say that the ones we talk to, their attitude is, you know, we're hearing this problem, we're going to address it. I'm not suggesting they're doing it every time, but again, but I guess I'd say like at least from what we know, it is the case that They said that what they hear from them may be [profanity] us.

02:42:07

He is— no, no, no, when we hear these concerns, we want to be responsive and things. So that's where again, like, you see where like me tell— if I go and I text, send a text from the car and I say, hey, I heard X, that's actually not particularly helpful information.

Speaker D

02:42:22

They're like, all right, so Bob, you heard X.

Speaker A

02:42:24

Right. Some parent at some school, because I don't know exactly which school it was, As opposed to your principal says, I've got 6 classrooms where, you know, I've got this concern raised that the French is wrong, or whatever it is.

Speaker I

02:42:37

I would just say if you could put yourself in the principal's shoes, as far as I'm a principal, this TA takeover is not what I wanted. I don't think you're going to meet any principal who was like, oh, I'm really excited about this.

Speaker P

02:42:51

Teachers are quitting on a daily basis.

Speaker D

02:42:55

Of course they do.

Speaker I

02:42:57

Of course they want to make it work, but they're also working from a place of fear.

Speaker D

02:43:02

I can tell you there's just no way that there are 116 schools and 65,000 students, 63,000, about 90,000 parents, and in the way it's just like a member of Congress or a state rep, you know, the way you get your message The way you get your message delivered to a city manager is through the mayor.

But state rep is elected and you can't control whether they are fired or not. Or whether they are focused by you.

Speaker D **02:43:34**
But the way to get information into the system is through the principal.

Speaker I **02:43:38**
In theory, if the TEA takeover wasn't happening, I would 100% agree with you.

Speaker D **02:43:43**
It's just, it's the only choice. I mean, that, that's the That's— if you want to get information, it's the principal. It doesn't sound like y'all have tried that.

Speaker I **02:43:50**
Absolutely.

Speaker P **02:43:53**
Also, let's touch on that because at a previous listening session, I spoke specifically to Dr.— or to Mr. [Administrator 3] Dr. [Administrator 3] about it. He gave me this list and told me to email people on this list and copy him, and so that he could encourage a response.

Speaker D **02:44:09**
And I understand that that's not what you're saying, No, and that's not what he's saying now either. He— that was not a good suggestion.

Speaker A **02:44:16**
Yeah, that was bad. That was a mistake. I'm just sorry. I know, I know that's frustrating. But again, but I guess again, you're killing us. Can I say, can I say, but for the table, remember, again, as I started saying to you, remember, it's super early. Like, I mean, for all the frustration, remember, we're like months into this.

02:44:30
It's not like we've been at this for 3 years and we're sitting here going, oh [profanity] what's going on? Right? So just keep that in mind. I mean, I get it's frustrating. I'm not trying to take away from that. But again, what I would say is apropos of the, if not for the takeover piece of it, I guess I would say like, to my mind, we've got to operate like that's not the context.

Because if that's it, then I hate to say it this way, then I think, I guess the governor or maybe Mike Murath is the audience.

Speaker A **02:44:56**

So you should send the French corrections to Mike Murath. I just think that's probably not going to produce much less likely to my mind to produce corrections to the slides going forward or get it right going forward, then our academic leaders are being empowered. Now if they're paralyzed, that's a problem. But the only thing I can say is that like that's not what we are hearing, experiencing.

02:45:18

Like it is the case that we want, by that I would say the superintendent wants, and the deputy superintendent wants to hear from principals and assistant principals and I believe you want to hear the feedback. Yeah, I do.

Speaker D **02:45:35**

And if the principal comes and starts saying, I'm— you know, he's supposed— if he can't solve a problem right above him, he can keep going to the next level. But, you know, I guess what we're saying, whether it's working or not, or whether you think it'll work or not, this system is set up to take information up through the principal.

02:45:57

And, you know, if 90,000 parents are texting somebody in downtown, it might feel good, but it's not going to change anything. And so the system has to work through the principal. That, you know, that's just how it's set up.

Speaker I **02:46:11**

Well, I guess what I would say as a parent, we are trying to protect our teachers and our principals right now.

Speaker D **02:46:19**

You gotta let them spread their wings.

Speaker A **02:46:21**

I just said, yeah, yeah, no, no, you protect them by empowering them.

Speaker D **02:46:25**

You don't protect them by sheltering them.

I'm not gonna—

Speaker D **02:46:29**
It's your only way to do it. I mean, if you choose not to do it that way, if you say, well, we want to protect them, then you're not going to get your message to—

Speaker P **02:46:37**
Well, that's why we're coming to a listening session to share our message.

Speaker A **02:46:44**
You told me this. What am I going to do with it? I don't know. I can send an email that says, give us the way to—

Speaker I **02:46:52**
They're afraid to talk to the principal. Why doesn't either though— why can't— what, we have a link that—

Speaker G **02:46:56**
I mean, that's what it sounds like.

Speaker P **02:46:57**
Okay, thank you. I have a question on this.

Speaker D **02:47:00**
Submit it and it goes to where it's supposed to.

Speaker I **02:47:02**
The principal can't— if it's a problem the principal can fix, 100%. But if it's a problem that the principal literally, he physically there should be a way for us to contact the people who can.

Speaker D **02:47:14**
Well, then he's your advocate.

Speaker I **02:47:17**
But why is that me?

Let's take your narrative thing. What you'd say is that there's a piece of curriculum, and you used the example of the one you do have access to. There's an issue with that. There should be a place that I could go. I actually don't necessarily object to that in per se, but I guess what I'd say is that if you ask It's not just me wearing my lawyer hat or my bureaucrat hat about what's most likely to produce a result.

02:47:42

There's somebody who's close to the ground, your kid, your future, and so forth, who actually is aware and informed and able to sort of make sure that it's not just that that got there, but it's prioritized, right? That's, I think, the challenge.

Speaker I

02:47:58

I think there's so many other things to prioritize. Automated things that are really easy work.

Speaker D

02:48:03

But this is so important to you. I mean, you all came out tonight to share this issue. You care deeply, and that's what the principal is for. You care. This is what you talked about all night long. You care deeply about it. The principal wants to know what you care deeply about. Don't protect the principal.

02:48:19

This is— that's— I mean, you said you try to protect this. Don't protect him.

Speaker I

02:48:23

I say it in that I don't— I don't I don't want to tell him to do that because I don't want you guys focusing on my school, because what you've gone in and done has made these teachers and my students miserable. So I am afraid if you see our school popping up on your stuff, they're going to be like, what's going on over there?

Speaker A

02:48:44

So when you say pop up on the screen, so the principal goes to the regional director and says, I've identified— no, no, nothing done. Just to be clear, uh, I'm getting a steady stream of errors in the curriculum. What's our plan for doing that?

Speaker D

02:49:01

But you know what I just said, what we've heard from you is you don't believe going to the principal works, and so that's what we take away.

So I mean, I think that's where we need to head.

Speaker D **02:49:09**
You don't think that works. I don't know if there's that solution.

Speaker I **02:49:13**
I would just say for things that the principal himself can't fix, I would I wish there was another way to report it. If it is something my principal can take care of, I absolutely am fine.

Speaker A **02:49:23**
And I'll say I'm super— that's why your point about the curriculum and there's a thing you go and you click and you send it with a textbook or whatever example you gave, it's— I'll say it's elegant, but I'm not sure if you say to me, is that going to get the curriculum corrected?

02:49:36
I would say less than 2% chance.

Speaker D **02:49:39**
Well, you know, less— thank you. You know, right now the system goes up through the principal, and if you choose not to do— we're hearing that you don't think that works. And so that is, you know, we've described the system to you and you don't think it works, and so we carry that back.

Speaker I **02:49:56**
But you don't think it doesn't work. I just don't think it's the best system.

Speaker D **02:50:01**
Okay. It's not a more efficient way to do it.

Speaker I **02:50:03**
A more efficient way to do it. What about—

Speaker J **02:50:05**
I am all about efficiency.

02:50:09

Yeah, and so that's but that is what that's the system now, right? And what we're hearing from you is you don't think it works. Yeah, and so that's you know that's all we can do. You don't think we're not listening fluidly?

Speaker I **02:50:25**
No, I do think you're listening. I hope you're hearing. I hope you're processing. I hope that it's why do you think we're asking? Oh, I know you guys want to be.

Speaker D **02:50:35**
Yeah, I mean, that's the only reason we're doing this.

Speaker L **02:50:38**
I know you guys are parents.

Speaker I **02:50:38**
I know you guys volunteered your time. That's right. Like, I hear that. I'm just hoping we use all the tools we can to make it better.

Speaker D **02:50:46**
I agree. I'll tell you what I ask you is try to make this work. It's not going to change anything soon as far as the role of the principal.

Speaker I **02:50:55**
I will do my absolute best, but I can see the actual teachers coming home crying every day. And this is a kid who has loved school. Loved school. I haven't made it. So, but I'm saying these the things that she's upset about aren't things the teacher controls.

Speaker D **02:51:12**
It's the setup that we have. Yeah.

Speaker A **02:51:14**
Block. Oh, I'm going to. I'm just saying that.

Speaker I **02:51:18**
That I know you're saying we're stuck with this, but I'm saying as parents, we should be well positioned. If I continue this on and I'm starting to see my daughter.

02:51:52

So nice to meet you too.

Speaker I **02:51:54**
Thank you.

Speaker D **02:51:55**
We understand your frustration. I— it breaks my heart to hear what's happening with your child.

Speaker I **02:52:01**
Um, I know you guys are doing your best.

Speaker D **02:52:03**
We are.

Speaker I **02:52:04**
I know. I appreciate it. I know you are.

Speaker R **02:52:05**
Thank you.

Speaker I **02:52:05**
And I know you're coming, and I appreciate you doing these. This is not the first time I've been the one to hear you. I appreciate it.

Speaker D **02:52:11**
Thanks, [Speaker I]

Speaker E **02:52:11**
Thank you.

Speaker D **02:52:13**
Good night, fellas.

Speaker I **02:52:14**
Tomorrow morning I have an interview.

Oh, great.

Speaker I **02:52:16**
And then With [a reporter]

Speaker E **02:52:18**
Oh, good.

Speaker I **02:52:18**
And then I'll see y'all Friday morning.

Speaker D **02:52:22**
All righty.

Speaker I **02:52:22**
Are all logistics squared away?

Speaker D **02:52:25**
You're asking me?

Speaker E **02:52:26**
With the school?

Speaker D **02:52:26**
Oh yeah, they know.

Speaker S **02:52:28**
They know we're coming, that's all?

Speaker E **02:52:29**
Yeah. Great.

Speaker R **02:52:30**
We will be outside is what I told them.

Speaker E **02:52:32**

That's fine.

Speaker D **02:52:33**

I mean, isn't that what the principal— I mean, this reporter wants us to be outside where the carpool lines are? Oh yeah, for sure. It can be, or if we'd rather go sit in the library or something and have a— I think they're not planning on That's coming inside. They're thinking—

Speaker I **02:52:44**

They're bringing those 2 around out in front, in front of the school.

Speaker D **02:52:47**

Okay, awesome. That's what they're expecting.

BBBS listening session

Auto-transcribed by https://aliceapp.ai on Thursday, 10 Sep 2026.
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Words	19,753
Duration	01:57:12
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Speakers:

Speaker A - 0.0%

Speaker C - 0.0%

Speaker D - 0.0%

Speaker E - 0.0%

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Speaker N - 0.0%

Notes:

No notes.

Speaker A **00:00:01**
No, we—

Speaker C **00:00:04**
I don't know that people would categorize me as a nice parent, but I'll take it.

Speaker D **00:00:15**
Arlington Heights.

Speaker C **00:00:16**
Yeah, and our oldest graduated from Southwest.

Speaker E **00:00:38**
Okay, that's a little— I am going to use this though because we are going to record this session. We're recording all of them. The actual raw recording will be published. You can listen to it, and the goal with that is to make sure that we're not interpreting the responses that are given. That we have them verbatim.

00:00:56

For those of you who have not been to one of these sessions, I'm going to read a little intro in a minute, and that's also to keep with consistency. But this is a board listening session. We have 5 questions that we are going to ask and would like to get everyone's feedback if we can in this room.

00:01:12

The same 5 questions are linked to on a QR code that I believe all of you received when you came in, a little piece of paper that's got yellow on the top and the bottom. And we encourage you, even though you're here, to also go please fill that out, answer the

questions in writing as well.

00:01:27

If there's something that you think about later and say, I wish I would have shared that, please do. And please also help us share those far and wide. The goal for us as a board is to reach as many people as we possibly can in the city of Fort Worth. And ultimately what we're doing as a board is we're trying to identify the visions and values of the Fort Worth ISD community as it pertains to public education.

00:01:51

Our primary role as board members, our number one job, is ultimately to hold the superintendent and his team accountable. We can't effectively do that until we put into place the goals and guardrails. The goals will be the metrics that he's expected to meet, uh, and his team is expected to meet over a certain period of time with interim progress measures that will be publicly published Uh, and addressed in the board meetings.

00:02:18

The guardrails are generally just what they mean, which is, Superintendent, your goal is X, and to accomplish that, you can't do A, B, or C. Those goals and guardrails are going to be developed based on the data analysis from the information that we hear from you all tonight, that we hear across the city of Fort Worth in the roughly 60 other of these that we're trying to do, and as well as the survey data.

00:02:46

And I think we're up to close to 4,500 survey responses. Don't hold me to that, but that's an approximation. We want to get as many of those as possible because the bigger the data set, the better and more comfortable and confident we are that we actually have data that represents the visions and values of the community, and we can see what floats to the top as it pertains to that.

Speaker B

00:03:06

Thank you.

Speaker E

00:03:07

I'll tell you, you know, we've been doing this for about 6 months, and it's— [Board member's family] in the district. I'm invested in this. I want it to succeed. I've got to have it succeed. It's frustrating. It's hard. I know some of you have very strong opinions to share. I'm not here to tell you not to do that.

I do ask that we be respectful of everyone. You know, that hasn't always been the case. It has been tough.

Speaker B **00:03:32**

Thank you.

Speaker E **00:03:33**

And thankfully my family's there to support me. [personal information about a Board member's family] . She may be regretting that now with the fact that I was up to midnight last night. I've got this tonight, I've got one tomorrow, I've got one Friday, and 2 or 3 more next week.

00:03:46

It's not because we're not trying. We've got a long ways to go. In a perfect world, there would have been a scenario where we set the goals and guardrails as we rolled onto the board, and we would have started with that. That didn't happen. I'm not going to make excuses for that. It just simply wasn't possible.

00:04:02

But we are where we are, and the best thing we can do is get these goals and guardrails in place. The timeline on that is we're meeting September 26th to go over the data analysis and set draft goals and guardrails. Those will be published for comment and feedback from the public, and then during the October time frame, finalize the goals and guardrails.

00:04:24

The reason for that time frame is it will inform the budgeting decisions for the next school year. And so obviously, you know, if we're going to put guardrails in place, they need to inform financial decisions. So that's in a nutshell why we're here. I'm actually going to skip the scripted intro if that's okay.

00:04:46

My name is Tennessee Walker. I think I met most of y'all. I'm a board member, again, [personal information about a Board member's family] I'm here with fellow board members Ross Perello, Luis Galindo, and if anybody comes in, we are— we have Spanish slides, and that's something that we've been working to do better as well.

00:05:09

But if anybody needs those, we have them. And if someone comes in, and I hope they do, we are prepared for that. And Luis, thank you for making time tonight to be here in case

we need a Spanish speaker.

Speaker B

00:05:19

Thank you.

Speaker E

00:05:20

So with that, we are going to roll into the questions, and I am going to bring— actually, where's the other mic? Oh, Frost is going to bring the mic to you, and again, the purpose of that is just for audio quality so we make sure and capture what is stated on the audio.

00:05:38

So the first question that we have is, what should Fort Worth ISD students know or be able to do? If you can only pick one or two of the most important things Fort Worth ISD students should know or be able to do What would they be? And actually, [Staff member 1] if you don't mind, if you'll roll back, um, to the one with all 5 questions.

00:05:57

I want to show these for the people who haven't been here. Um, you know, make no mistake about it, we know that a lot of people are here for question 5, which is what's not working, what do we need to fix. But we will get to that question. And so for data set purposes, when we ask the first question, if you could probably— there could be an answer to that I assure you, I'm here.

00:06:18

I've got my schedule set aside. I'll hear you out as long as you want me to hear you out, as long as the building will have us. So don't think you're not going to be able to get to those things at the end. I promise you will, but it is helpful if we just answer one question at a time.

00:06:32

So if we can, please do, and if not, I'm not going to yell at you. So, okay, so the first question is, what should Fort Worth ISD students know or be able to do if you can only pick one or two of the most important things? what they should know or be able to do, what would they be?

Speaker F

00:06:48

Well, as an ex-teacher, I'm going to say they need to be able to read, and I believe 5th grade reading level is still considered literate in our country, which you don't want to lower the bar, but if that's as good as somebody can do, they should be able to live their life

reading contracts and things like that, right?

00:07:03

They should be able to know how to do enough math to know when they should sign a contract or not, or balance their you know, their bank account, and they should be able to have some confidence in themselves from being a successful student wherever they are, right? Is that what you want for your kids?

00:07:23

That's what I wanted for mine.

Speaker B

00:07:26

So, anybody else?

Speaker E

00:07:29

All right, we'll come to you next.

Speaker G

00:07:33

Um, for the record, my name is [Speaker G] I'm involved with Big Brothers Big Sisters at the Young Men's Leadership Academy. I remember a 6th grade English class where they told— talked about advertising and the difference between advertising and nonfiction and nonfiction. And so one of the critical skills is, given the amount of AI that's out there, the amount of social media pressures out there, kids need to understand when they're being told the truth, the partial truth, being lied to, or being manipulated.

00:08:07

The second thing is, if they got a $20 bill in their pocket, they ought to be able to add up what they're buying off the shelf in their head and know that with tax they can get these items out with the $20 bill.

Speaker E

00:08:21

You know, on the first part, to maybe summarize something we've heard a lot, I want to see if this lines up with what you're saying, but it's critical thinking. The ability to think through in steps. this is what I heard, analyze it and determine, does that check out or not? Is that fair?

00:08:39

And thank you for your service to Big Brother Big Sister. That's near and dear to my heart.

And if anybody really wants to be a mentor, please, please go do it. We got 300+ kids on our waitlist, and I track that on a monthly basis. So you can make a real difference there.

00:08:54

That's a shameless plug, but thank you for your service.

Speaker H

00:08:57

Hi everyone, my name is [Speaker H] I'm a qualified mental health professional. Okay, so the 2 things that I have is self-regulation and emotional control. I feel as though a lot of the kids nowadays, they don't know how to calm themselves down. And even calming themselves down, but before you get to that point, it's some, you know, methods that you can take before, you know, things get to a behavior.

00:09:21

And then another thing that I really find challenging is, and I know they stopped doing home economics a long time ago, but if we could could teach like home management skills, even things like cooking, chores, laundry, simple things like that. Because I mean, kids don't know, their parents really aren't teaching them. So maybe the school could help.

Speaker D

00:09:40

I don't know.

Speaker E

00:09:42

Yeah, so introduce life skills.

Speaker H

00:09:45

Yeah, basically that they could use just not in school but home skills too.

Speaker I

00:09:49

Yes, ma'am.

Speaker J

00:09:53

Good afternoon. My name is [Speaker J] I wanted to add to the critical thinking. I wanted to say that my concern is what I call an assimilation architecture of education, one that dissolves students into a predetermined dominant way of looking at the world. That's my—

Speaker B

00:10:18

Thank you.

Speaker J **00:10:20**

My biggest concern for my kids.

Speaker B **00:10:23**

Thank you.

Speaker K **00:10:30**

Hi, my name is [Speaker K] I'm a parent of a [district high school student] Um, [disability information] , um, and we've received really good services for that at in 4th IC, and I do wanna acknowledge that. But the biggest thing that I hear that— I mean, I agree with everything that's been said, but his confidence in the way that he— [disability information] and then what he's able to do in the real world.

00:11:06

I think that's what we should be— we should be measuring those things. I think also critical thinking can't be measured by the tests that we do now. And And we shouldn't be measuring it that way. And so, you know, I think that we have to assess what the kids are going to— what's going to make them the most successful in society, right?

00:11:26

And how they can contribute to society the most. And what we need right now is the ability for critical thought and for these kids to feel good about themselves, because that's a lot of the emotional issue too, right? And so I think that the positive reinforcement and like also them getting curious about learning again because it should be a positive thing that they look forward to.

00:11:49

I think that the things that are happening is just sucking that right out of them and it's sad. But that's all I have to say.

Speaker B **00:11:55**

Thanks. Thank you.

Speaker A **00:12:00**

Hi, my name is [Speaker A] I have an 8th grader at Young Women's Leadership

Academy. My nephew graduated from Young Men's Leadership Academy, so thank you for what you do at YMLA. It's near and dear to my heart. And also, I help moms in Forest Hill to navigate the system through Fort Worth ISD.

00:12:26

One thing that I think, and it's just so basic, that I think we've lost along the way, and I'm speaking from students and from my niece's experience is knowing how to open a book, a literature book. And I find everything— I agree with everyone that everything that everybody has said about critical thinking, but I think that has lost its way within our students.

00:13:01

And they become frigid, cold, no emotion to their daily living. At school, um, I— my niece talks about that it's boring. She's tired of looking at the screen. She's tired of looking at, uh, PowerPoints. She attends an A school. A school, and it's an amazing school. But she's bored. She's bored. They don't have books.

00:13:37

Everything's computerized, and it affects her emotional well-being. We've noticed it because she doesn't want to have any any interaction with people at all, and she used to not be like that. In elementary school, she was a happy. little girl, and she hasn't been that. She— not that she don't care, it's just she has no emotion, no like sense of like, you know, what's going on in the world.

00:14:08

Okay, it's like whatever, like just back to looking at a screen. So I think opening a literature book, bringing the basic back, Libraries, teaching the kids how important a library is to help that— those critical thinking skills is much needed.

Speaker B

00:14:33

So thank you.

Speaker E

00:14:35

You sure can. Yep. Well, can I reset real quick? We had a— we had a— ma'am, welcome. We are on the first of 5 questions we're going to ask tonight, asking folks to share And the first question is, what should Fort Worth ISD students know or be able to do? And so we're going around and sharing on that.

00:14:55

We'll have 4 other questions after that, so if you have something to share, just raise your hand. We'll bring a mic to you shortly, but thank you for being here.

Speaker F **00:15:02**

The only thing I wanted to address was I was a teacher and librarian in Fort Worth ISD for 32 years— or 26. Yeah, anyway, Fort Worth ISD used to pay for Accelerated Reader in at every school, and it is a program where they take an initial test on the computer. It gives you a color of the books they should look for, and then they start reading those books.

00:15:26

And then once they finish the book, they take a test on it, like, you know, 5 questions, 10 questions, whatever, and they earn points on it. Now, some kids just soar with it, and some kids are, you know, very competitive and want to have the most points in the whole school and things like that.

00:15:41

But the teachers could reward them just for reading and moving up a color and that type of thing, and it really was beneficial. But when Fort Worth ISD went to not paying for Accelerated Reader anymore, 'cause it's expensive, but the schools had to pick it up. So if the schools were able to, they did.

00:15:58

If they weren't, then they had to put that money somewhere else, they didn't. So that might be something that would be beneficial, 'cause my grandson's at ALA, and he has to read, he has to read a million words this school year, and he did last year in 6th grade. And they take AR tests to verify that they can pass the test, or they don't get credit for all the words they read for that.

00:16:22

But he's a real dedicated reader now because he wants to make those million words.

Speaker E **00:16:26**

[personal information about a Board member's child]

Yeah, it's, it's a fun thing.

Speaker C **00:16:36**

I agree with everything everyone has said, and you said all the things, and, um, it's hard to think of something now. But, um, I think based on what I've seen from the start of school, um, students need to feel safe in where they are going, in the classroom that they are in,

and comfortable enough to communicate with the teacher what their needs are, and I don't think that's happening right now.

Speaker B **00:17:09**
Thank you.

Speaker F **00:17:11**
Can we like turn our chairs so we can see each other?

Speaker E **00:17:14**
Yeah, it doesn't matter.

Speaker B **00:17:16**
Yeah, yeah, yeah. Well, I was just—

Speaker L **00:17:25**
Hello, I would like to—

Speaker E **00:17:26**
Hang on, guys.

Speaker L **00:17:28**
I would like to piggyback off what she said. I think I've had kids in all grade levels, currently elementary, a junior in high school, and I think that kids should be able to advocate for themselves, say what they need, and kind of be acknowledged. I'm having an issue now where I send emails, I call, and I don't get acknowledged, and I physically have to go to the school.

00:17:54
get some type of acknowledgement. And if I feel that I'm not getting acknowledged, I don't think the children feel that they're being acknowledged when they do bring issues.

Speaker B **00:18:04**
Thank you.

Speaker E **00:18:05**
And I'm sorry, it shouldn't be that way.

And that's a problem that predates you.

Speaker E

00:18:12

Yeah, and thank you. And I will say, I talked a little bit about at the beginning what the board's roles are, and ultimately we're the accountability governance wing. The day-to-day operations of the superintendent and his team I don't say that as an excuse. I spend 40 hours a week on this stuff right now, and I'm serious.

00:18:30

I want this to work, and it's hard. But if you pass something along, I can speak for myself, I can't speak for everybody, I'm running up the chain. And what's done with that, unfortunately, it's not my full-time job. I can't guarantee fixes, but I can guarantee that I'm going to continue to raise these issues.

Speaker B

00:18:50

Thank you.

Speaker E

00:18:51

And, you know, that's probably not enough for somebody in this room or everybody in this room. All I can say is I'm going to give you my best, and the board, I think, as a whole is committed to that. You shouldn't deal with that. At the same time, you know, I can't guarantee you a fix, but if you'll— there's not an operations person here tonight, but if you'll let me know what school you're at, I'll be glad to let somebody know that, you know, there's an issue there.

00:19:13

And thank you. Anyone else on the first question? [Staff member 1]will you move us to the second question, please? Second question is just a little bit different. What describes a successful graduate? If you can only pick one or two of the most important things that describe when a Fort Worth ISD student is a successful graduate, what would those be?

Speaker K

00:19:42

Um, so again, I'm— I really feel like, um, a lot of kids are apathetic towards learning and just the world in general. It's not too exciting about, you know, it's not exciting to like be a human in the world at this moment, I don't think. Um, and so the— a successful graduate to me would be, um, instead of apathetic, would be excited about going out into the world and, you know, you know, their future and involving education.

00:20:12

You know, I think that less and less kids are, you know, even see themselves as able to go to college, or is it valuable, or even trade school. And so we have a lot of kids already starting out in a world that was harder for us, right? Because it's like cost of living, like all these things, they're more likely to live with their parents longer.

00:20:34

Who's gonna be excited about that as an 18-year-old graduating?

Speaker B **00:20:37**

Yeah.

Speaker K **00:20:37**

You know, and so I really think that obviously, like, not being apathetic, being excited about their future, and then also definitely being able to do, like, things in life that really count, you know, home stuff, things that they don't get at home, like, we should be able to give them a head start.

Speaker B **00:21:03**

Thank you. Thank you.

Speaker J **00:21:13**

[I teach at a university abroad] and when people ask me about comparing Mexico to here, my answer recently has been some people are so poor all they have is money. So I think what I would speak to what you spoke of, and I just was Googling the opposite of apathy is empathy, and I just realized that.

00:21:46

And empathy entered the English language in 1906 from the German word empfangen, which means to appreciate a piece of art. My daughter just graduated Pasco. Worst experience ever. Sent her to Spain to college, hoping that she's rescued in terms of reconnecting with things that matter. I don't think it's just a school board thing, it's an us thing.

00:22:18

So I'm not here to criticize the school board.

Speaker B **00:22:20**

Thank you.

So how do we then have this collective approach that allows for us to really see each other? And so I think that's the challenge, you know. I hope that a successful graduate has self-efficacy, you know, and that they can see the person in front of them, not the clothes or— the car they drive, but actually see the person.

00:22:51

And in Mexico where I work, I think my university is actually highly intentional about doing that, and you could see the environment. And that's why I love teaching in the US.

Speaker D

00:23:10

Yeah.

Speaker E

00:23:11

So I think Not to summarize both of them, but the word enrichment comes to mind, I guess. Having kind of an enriched life, um, not in the monetary sense, to your point, but the things that excite you and you want to explore and grow as a person, develop relationships with all different walks of life, community.

00:23:34

Oh, I know she had her hand up.

Speaker H

00:23:39

Thank you. Um, I'm actually a 2020 grad, so I graduated during COVID and that was one of like the hardest times to graduate. No, it's okay. So I actually understand, um, kind of both sides, uh, being over-determined to go and then some people just not understanding the point. Like, they're thinking we're going to rack up student debt and student loan anyway.

00:24:01

So to me, because I, I graduated in 2024 again from college, so I kind of did 4 years. I was really strict on myself. I was predetermined before I even graduated high school that I was going to be a college graduate. So that's very important, is the predetermination and the support beforehand. Because even though kids— yes, they're gonna have to get themselves to college, but it's not just them.

00:24:29

It is going to take a village, and you do have to support them in uprising. And I'm not saying that for the Thank you. I'm not saying that more for the school board, but I'm saying that more for the parents and for the people that they see every day. Now, as far as the school board, I will say junior year for me, I took the PSAT every year, even freshman

year.

00:24:46

So I really admire y'all offering that even for freshmen, because to me, what I tell my kids to do is take your SAT and your ACT by your junior year. That way you're already able to apply to college that summertime and you're not worried, you know, your whole senior year, am I going to get into college, how are my scores looking, you know.

00:25:04

So that's, that's something that really helped me was the PSAT and the SAT and ACT that was offered. So thank y'all.

Speaker B

00:25:11

Great.

Speaker E

00:25:12

Are you a teacher in the district?

Speaker H

00:25:15

Oh no, I work— sorry, I work for [a mental health service provider] We provide skills training and case management for anyone on Medicaid. So if you're, you know, low income or anything like that, please talk to me. Thank you.

Speaker E

00:25:28

Awesome. Thank you very much. Anyone else? What describes a successful graduate? Sorry, Ross, I got you getting your steps in.

Speaker G

00:25:39

Reflecting what you just said, I think there's like a 2-year transition period, like junior to senior, to when you're gonna exit the school district, that you learn what your strengths are, what your weaknesses are, you have an objective view of self, and that you've done the preparation to go on to the next step that you want, whether that be college or vocational school or just go to work or join the military or whatever it is that the high schools, those last 2 years, need to prepare you so that you understand what you're at, the consequences of what you're doing, and that you have the basic skills to do that next step and go on with becoming an adult, which took me several years.

Speaker E

00:26:31

So I think— and we've heard this at some listening sessions— but one of the things is options. Being able to— if your option you want to pursue is college, be prepared to do it. If it's trade, be prepared to do that. If it's military, be prepared to do that. Is that along the lines?

Speaker C **00:26:49**

Okay, um, I'd say, um, courage under conflict and curiosity, because our kids are conflict-averse. They learn that in public education at Fort Worth ISD, unfortunately. I always tell my kids, you get 2 opportunities to fix the problem before I come, and they don't want me to come.

Speaker I **00:27:11**

to the school.

Speaker C **00:27:12**

So, um, but in this current system, I— it's gotten— we've taken a step back from them being able to advocate for themselves because it's a stricter system and there's no time for curiosity.

Speaker B **00:27:30**

Thank you.

Speaker M **00:27:31**

It just doesn't work with our kids either.

Speaker E **00:27:38**

That's very similar in my house, I can assure you. Maybe 1.5 times.

Speaker F **00:27:45**

I do have to say that I was 30 before I started teaching because I didn't know what I wanted to do when I got out of high school. Graduated from Polyheim, Parrott, Peckham, Parrotts was all we had. But there's been so much focus on these irritating tests that children are not allowed to just learn for the sake of learning.

00:28:13

I mean, everything— they got to cover everything that's on the test. Then when the test gets here, I mean, you know how I feel about that STAAR test. It's been under every name imaginable, and it [coarse] and it should not be what our children are held accountable to.

And it shouldn't be— there's like 38 STAR days on the calendar this year, and that's ridiculous.

00:28:35

I mean, those are times we could be reading books, we could be reading stories about teenagers that have conflicts and how do they make decisions that help them, you know, take over, or I don't know, just there's so much more you can do than just test preparation. And that's what drove me out of the classroom and into the library, because, well, I was the most popular person in the school 'Cause the kids could come to me and I was like, oh, you like these books and you like these, and what do you want to read?

00:29:03

And let's find where you're reading. And, and that doesn't happen anymore because it's all about that test. And that's, that's why we're going under and why you guys are even here having to have a takeover. So I mean, y'all need to look at that and make changes in that regard. You have the MAP test.

00:29:25

which is a better test. It gives more information. But that STAAR test— and I've heard for 3 years now, this is our last year for the STAAR test, and it's still here, you know. So I mean, that's a big part of the problem because that's, that's all they practice for.

Speaker C

00:29:42

Are you worried they'll put more weight on that math test now that it's going to be gone?

Speaker F

00:29:47

Well, but that's a developmental test. I mean, you see how your kids Like when my grandson was in 2nd grade.

Speaker B

00:29:54

Sorry.

Speaker F

00:29:55

[family information] and they were tight, and he just stopped. So on his MAP test in September, I mean, he was just like the kindergarten level. Well, as time went on, he took it in January, and then he was, he was getting up there to 2nd grade level and everything, but he was just heartbroken, and we knew that.

You know, the state wouldn't know that, but we knew that. You know, and then by the end of the year, he's fine. He's doing everything like he was supposed to do. But it just gives you more information about your child and what they're understanding, what they don't understand. And you can go, hey, I need to work on this because it's not too weird for you to be able to understand it either, you know.

Speaker K **00:30:38**
I have a story about math.

Speaker C **00:30:43**
My kids would study for MAP. My kids would study for MAP tests, and a teacher would tell them to study for MAP tests, and I would say, that doesn't— that's not how that works. It's supposed to test where you are, and if you study, you mess up the results.

Speaker E **00:31:01**
Well, how do they study for it?

Speaker F **00:31:02**
Did they get a mold of it?

Speaker C **00:31:03**
Yeah, possibly.

Speaker F **00:31:04**
That's called a principle.

Speaker E **00:31:10**
Yeah, what describes a successful graduate?

Speaker B **00:31:14**
Is this high school?

Speaker E **00:31:16**
Uh, yes.

Speaker L **00:31:17**
Okay, well, I can attest to this because my son graduated last year number 4 in his class.

He graduated with his high school and his associate's degree, and I believe what makes a successful graduate is support, and he's very well self-aware. And literally the support. The support— if he found something that was an issue, he advocated for himself.

00:31:44

He came to me, came to his secondary advisor teacher. So I— me personally, I think what makes a successful graduate is basically the support and the accountability of the work that they're doing. So that's what I think.

Speaker B

00:31:59

Thank you. Welcome.

Speaker A

00:32:07

I would like to piggyback on what you said, ma'am, because I was thinking, what describes a successful graduate? And I'm thinking of my niece and my nephew. I was part of their village. I'm that aunt that has always been involved because when I came into the system, I didn't speak English. [personal information]

00:32:25

throughout my elementary school. There was no Spanish-speaking teachers. My parents were not able to be involved at all just because of the language barrier. They had to work. And so I've always remembered that I had a teacher that believed in me and taught me to, you know, that I can do something good with myself.

00:32:50

And it wasn't until 6th grade that I was able to read a book completely. So it took me that long, and that's why I'm passionate about public education, books, libraries. And my parents weren't able to be involved, so I said to myself, I will be involved with my nieces and nephews. And I have always been that aunt since they started school.

00:33:18

And for several years, I became their tía mom. Basically, I had to help my parents raise them. You know, many of our homes— our students come from multi-generational homes, and it does take a village. When we say it takes a village, it does take a village. And I found myself with barriers becoming that village through the system because it wouldn't allow me because [personal information] to be there for them.

00:33:48

But I'm helping my parents take care of them. And my parents, they live under their roof,

but I'm here being there for them. I don't know how I did it, but I did. I fought through the systems, through the schools, built relationships with the principals, the teachers, and was able to help them.

00:34:12

My nephew is now a senior at UNT. My niece is a sophomore at OSU. And I— it was support, support like she said, the support in the schools that they care. Ms. [Staff 2] at YMLA helped my nephew a lot. I had that relationship with her. at YWLA, my niece had so much support.

00:34:38

[?] my other niece. Because I built relationships and I was able to, but it means so much that, you know, starting from the administration down to the schools, the faculty, the staff build that support around the children. And I, I do believe there's so many homes in this school district just like the ones that my niece and my nephew came from, uh, single-parent homes, some parents that can't get involved even though they want to, uh, and they do rely on the school for that support.

00:35:14

And sometimes in some of these schools they don't have the support, not because they don't want to, it's because there isn't the funding for them to provide that support. So it, it really does take a village, and they should allow those that are part of the village, not to make it hard for them to be part of that village.

00:35:33

Because I did face some real challenges through the district and everything, but I fought my way through it and was able to. But I just think about all the parents that weren't able to and gave up. So yeah, thank you.

Speaker E

00:35:48

And welcome if you just walked in. Um, does everybody speak English or Español?

Speaker D

00:35:54

Native American.

Speaker E

00:35:55

Native American, well, welcome. Pardon me. Okay, all right, welcome y'all. We're on the second question, and we'll— we can go back if anybody'd like to share for the first question. Uh, we are hearing from everybody if we can on 5 questions that we're asking

across the city. Um, if you'll hop back for me, [Staff member 1] please.

00:36:13

The first question is, what should Fort Worth ISD students know or be able to do? If you could only pick one or two of the most important things Fort Worth ISD students should know or be able to do, what would they be? And if anybody— if y'all would like to share on that, please let us know.

00:36:30

And if not, that's okay.

Speaker I

00:36:37

Obviously literacy, because we do have a literacy crisis going on. Back when I was growing up in school, there was like a lot of resources in which that we were able to get more help in reading and reading comprehension. So my mom was really resourceful in finding those programs that were also connected with the school.

00:36:55

Like before Fort Worth Public Library downtown was— unfortunately had to be shut down— they would offer a lot of tutoring services there, reading, math. That's what really got me through. And just looking back, financial literacy, like it's great that we have economics in high school, but honestly, I [profanity] it. by taking, like, economics early in the summer, and, like, I didn't really do anything.

00:37:20

I don't understand it. I just know that I passed. And so, like, just actually understanding what credit/debit means, because, like, we're sending these kids into— like, telling them to have a higher education, which they really don't understand how loans, percentages, interest really adds up.

Speaker K

00:37:37

Excuse me.

Speaker I

00:37:38

And how that can affect them. And just like it's gonna be part of their lives whether they want it to be or not.

Speaker E

00:37:46

Unfortunately, that's absolutely right.

Speaker B **00:37:48**
Yes, yes.

Speaker E **00:37:48**
Thank you for sharing. Anyone else like to share on that question? Yes, sir.

Speaker D **00:37:59**
I think teachers— I think all students should be able to know how to vote. That's one thing that like I didn't know how to vote, and so things like that. So, uh, basic things like that. Also, uh, real estate on how to rent apartment, how to open a bank account. Many of these things, these kids don't even have bank accounts.

00:38:18
They're 18 years old and here they are becoming adults and they're not, they're not qualified for taking care of themselves. So basic needs, things like that, vehicles, insurance, things like that, those type of things are not just responsibilities, but those are things that I guess qualify you as an adult and a citizen is being able to support yourself.

00:38:41
You know, many of the students that I know of, they have their families, but for the ones that don't, so many of them are going to be out there in the cold, and many of them, their parents can't even afford to take care of them. So how are they going to take care of themselves?

00:38:55
So that's one of the things they need to be able to do is be able to take care of themselves, and that's why dual credit is very important for Fort ISD.

Speaker B **00:39:02**
Thank you.

Speaker E **00:39:03**
So I think I would say life skills and practical skills, more of a holistic education so that they're prepared for real life. All right, anyone else on the first question? Maybe run back to the second one. So the second question, and this is what we were on when y'all walked in, is what describes a successful graduate?

If you could only pick one or two of the most important things that describe when a Fort Worth ISD student is a successful graduate, what would those be?

Speaker B **00:39:30**
student?

Speaker E **00:39:33**
And no, I don't mean to put you on the spot. Anyone else?

Speaker J **00:39:37**
I wanted to add to it.

Speaker E **00:39:39**
Please do.

Speaker J **00:39:40**
I think before we describe a successful student, we should describe successful teachers, um, because my experience in the last few weeks of this semester has been that the teachers are super negative about the board and it's been coming through to my— through the kids. And so they will not be successful if the teachers are saying, what we're teaching you is just because it was dumped on us, not because we believe in it.

00:40:05
And that's a general message from my— and I try to tell my daughter, don't worry, there's a system in place. This has a plan, and it's not clear. There's a book called Gapology, and it identifies an acronym, KIA, and the K is for knowledge. Is the gap that we're experiencing a knowledge gap?

00:40:24
Are we experiencing an importance gap or an action gap? So, Kia, and I think— I don't think the teachers understand the importance of the things that you all are instituting, and therefore it's creating an environment that nobody believes in what's happening. And so there's really no— the road to success is shut.

Speaker E **00:40:43**
Thank you, Mr. Chairman. Yeah, it's incumbent upon us as a district Yes. And one of the speakers last night mentioned you have to have buy-in from the bottom up, and he's not wrong. And we don't have that right now, and that's an us problem, not a them problem.

So it's top of mind.

00:41:03

I don't have a magic fix right now, but I can assure you it's top of mind and it's not falling on deaf ears. [personal information about a Board member's family] Thank you. Anyone would like to answer the second question? Okay, yeah, that's fine. I'm not trying to force you to answer. I just don't want to deprive you if you have something to say.

Speaker I

00:41:31

I want to say that there are a lot of words that we no longer know the definition to, and that would really help a graduate be successful in like what they need to and how they can form sentences, form thoughts, if you will, like just something that actually helps them think.

Speaker B

00:41:52

Thank you.

Speaker D

00:41:56

I will share this. College was a blur. So I studied like the night before the test, things like that, and I don't know how I graduated. But, um, uh, so I'll, I'll be honest. I'll be honest. I, I, the night before, I'm over there taking my friends' notes, things like that. And if they took the class before me, I, I, it was on the test, you know.

00:42:21

So I, I believe like a successful graduate is retaining knowledge because a lot of us, like, I don't know, like, you know, throughout school, education is like that. I thought, well, this will never come up. out in my real life, things like that. And later on, not— a lot of things made me successful in life because it was not just, not just that, it was network.

00:42:44

Had I not made friends, uh, long-life friends, things like that, in my fraternity, things like that, in my— in school, becoming part of like the school, uh, academic classes, or I mean like teams, things like that, math class, math team, teams, chess team, things like that. All those things was important in socializing myself and then becoming like later on I was like, okay, well, I've had friends over here and friends like this.

00:43:12

Integrating my school, having things like that where people from different ethnicities, cultures, stuff like that made me a well-rounded, successful graduate because those

people I knew about, I empathized with them. And later on in life I was like, we were able to lean on each other when things got tough or whatever. Like, if our kids grew up and they were together, we were able to integrate, you know, even if we're from different cultures, different countries, etc., things like that.

00:43:41

We all played soccer together, and like, that's how I was able to meet so many people from all over the world and things like that. And so it adapt— I was able to adapt in anything, situations throughout my life. And I think like a lot of these students, They stay in their bubble, in their circles.

00:43:57

And I think it's— we should make sure that these kids get not just an education as far as books, but also an education in social and society and things like that, to integrate into also, like, not just— not to assimilate in, like, where you forget yourself and your culture, but to, like, get along with everybody.

00:44:18

And then, you know, that internet, I guess it just killed this generation because, you know, I couldn't argue with somebody that, like, unless I had talked to them up first, up front, in person. So now we have kids that are just growing up with these attitudes and these things, and it's just like, you don't even know that person.

00:44:36

You never— you didn't see where they live, you didn't see how they came up, you don't know their struggles, things like that. So in order to empathize and be a better person, things like that, it's just to graduate, I think, should be knowledgeable of other cultures and be able to understand in more than just what you memorized in a book.

Speaker E

00:44:59

And one of the things we heard the other day, I think, is somewhat implied in what you said, is civil discourse, the ability to disagree without necessarily being disrespectful or disagreeable, and I do think that's something that You know, just as a society, we have a long ways to go right now on that, but I couldn't agree more on that.

Speaker B

00:45:16

Thank you.

Speaker E

00:45:22

Would you like to share on the inventory before you leave?

Speaker A **00:45:25**
Uh, I guess.

Speaker E **00:45:27**
Well, you don't have to. You can, you can answer them on the survey.

Speaker A **00:45:30**
Yeah, I've already answered it, but also I've submitted several of these, but I really appreciate everyone that's here and y'all.

Speaker E **00:45:36**
Thank you for being here. We'll be there. Thank you. I also think she had one more to share.

Speaker K **00:45:46**
I just wanted to add on to what was shared about, um, apathy in the teachers, right? Like, um, I, I do hair in Fort Worth, and I have several teachers that are clients and were up until this year working in the school district. And these were like people that genuinely, genuinely care with all of their heart with what they're— for what the kids and what they're doing.

00:46:12
And, you know, unfortunately, because of whatever reasons on their own part, it was a choice they had to make to leave the school district before the takeover. And I just think that the value of a person that is going to be that beacon of light for a kid to, you know, say, hey, I believe in you.

00:46:35
Because like it was said earlier, like sometimes that's all it takes. It takes one time of a kid hearing that and then they are inspired, right? And they believe in themselves and that it's something that they'll carry with themselves for the rest of their lives. Like, so a teacher that is genuinely— that genuinely cares about what they do and the difference they're making in these kids, worlds are— I mean, they're just like such a valuable asset that I think that, that, you know, we need to find a way to make it to where they can teach the way that they're— they want to teach because they see— they know their kids that are in their class, right?

And I do think that that's the issue with these scripts right now with the takeover is that it's like they feel like they just have to stay to this one thing and they can't adjust to the, the people in their class because everyone's different, everyone learns different. So it's like, I, yeah, I just think like losing some of those, it just broke my heart to see some of them go, especially because one of them I could creep on my son via her.

00:47:37

I'd be like, what's he doing today? But, um, but yeah, so I just wanted to add that.

Speaker B **00:47:41**

Thank you.

Speaker L **00:47:42**

Can I?

Speaker B **00:47:43**

Sure.

Speaker F **00:47:49**

And library. Every year as a teacher, when you go to school, somebody has bought a new something— reading program or social studies or science or whatever— and we had to go through these dreadful in-services, you know, because you just got comfortable with what we had been teaching and really felt like you were doing a good job with that, and something new comes and you have to drop everything thing with that.

00:48:15

That was one thing that I remember vividly as a librarian when they came in and said, we're going to have a new in-service on this program, and somebody stood up there for 45 minutes and burped out what we were supposed to do with every— it was a reading program and you had to do these words and you had to do this activity, you had to do this, you had to do that.

00:48:32

She had sat in my library for 4 and a half hours preparing that in-service, and I was like, guys, it's not going to work. It's not gonna take 45 minutes like she just said. She spent 4 and a half hours working on this. But it's very frustrating to have to, for those of us that, those teachers that really had figured out a way to be successful with basically all the children in their classroom, you know, to have to drop everything and go with something new just 'cause the state bought something.

And I served on a book committee committee, and when I was in Everman, and we were, we were so excited. I mean, I just finished my master's in reading, so I, you know, I thought I was a reading expert already. And we looked at all these books, and we found a book that was in a 7th and 8th grade junior high, and we found it was laid out perfect.

00:49:24

You know, they had little chunks of information, they had a black sentence in front of it saying what was important in this thing that you're going to work through.

Speaker A

00:49:30

That's right.

Speaker F

00:49:31

So is it going to be an easy way to teach these kids? Say, here's your paragraph sentence, now find that information in this, and, you know, teach them how to take notes and stuff like that. And we told the guy who was in charge, he was the assistant superintendent, we said, we really like this book.

00:49:46

We picked this book, unanimous. How odd it is to get teachers to come up with a unanimous vote, you know. And he said, oh no, we're not going with that one, we're going with this other one. have anything in it like the book that we had, you know, suffered over and gone, oh, this is going to really help our 7th and 8th graders in Everman get— learn how to do this, and it will help them writing papers and everything, you know.

00:50:09

Nah, because Texas— the books that Texas picks, a lot of people buy to make big money for the state. So it didn't matter what the people that they called us specialists— didn't matter what we had to say. about it. So that's something that affects the teachers. And then plus just having to drop everything, because I have a lot of teacher friends that just quit.

00:50:31

They went, nope, no thank you. And librarians that were wonderful librarians said, nope, we saw what happened in Houston, we're not going to tolerate what's going to happen here, you know. And you can't blame them, but you sure hope that the ones, you know, have been so successful with your kids hang around.

00:50:49

So, but I do think that test is a big problem.

Speaker E **00:50:53**
Thank you. Okay, we'll move to question 3 unless anybody else has anything to add on that one.

Speaker B **00:50:59**
No, no, no, one more, one more.

Speaker M **00:51:02**
I'll end it. I'll end it.

Speaker E **00:51:05**
I promise.

Speaker M **00:51:07**
What makes a successful graduate of Fort Worth ISD? I was, I was I thought it would be something like someone who graduates on the way to achieving their potential. There isn't— there, look, everybody has a ceiling and a floor, and I think we need— everybody needs to reach their potential. And if Fort Worth ISD can can get that kid, get that student to reach their potential, that is what you want.

00:51:51
That's the best that they're gonna be. Now, not many 18-year-olds are gonna reach their potential at 18. I mean, maybe the prom king or somebody like that, but not everybody. And so that's just my thought is y'all have to be a conduit to elevate the students. That's what you're here to do.

Speaker E **00:52:16**
So I gotta hear, when they leave our care as graduates, that they're on an upward trajectory, they're climbing?

Speaker M **00:52:24**
They're on a pathway to be a contributing member of society.

Speaker E **00:52:28**
They haven't peaked.

They haven't peaked, yeah.

Speaker M
00:52:33

They're on the path.

Speaker E
00:52:36

All right, [Staff member 1] we'll move to question 3. This is, uh, in the first 2 were kind of more goals-based. It really is the information we're getting there generally, although there's a lot of value statements in the comments we got as well. This is very much a values question, which is what values must the superintendent honor regardless of pressure or politics in accomplishing the work of the district?

00:52:58

What are your non-negotiables for the superintendent and his team as they go forward and try to achieve the goals and put the children on an upward trajectory?

Speaker F
00:53:09

Sorry, um, you cannot solely focus on a test score, and that's so far whenever I've had a question and Dr. [Superintendent] has been present, he says 42. because that's the overall reading score. And I don't think you can limit— because just like with my grandson, these kids come to school on test days and you don't know if they got kicked out of their house or someone died or what, what they're carrying with them when they come to take these tests, because they're given on this date and that's it, you know.

00:53:47

But, um, that's, that's the ultimate thing for me, is he really needs to the whole board needs to not see a test score when they look at any student. Okay, and let me see, he needs to be, uh, y'all need to all be— and you have been wonderful, let me just compliment you 3.

Speaker E
00:54:05

Thank you.

Speaker F
00:54:06

You have, you have been very nice, you've spoken respectfully to everybody, and I think we're speaking respectfully back. And, uh, that's important because like, you know, all of you are invested in our children here in Fort Worth. So you have to have a demeanor that is welcoming, and you need to really listen to what all the parents and teachers and what everybody is saying, because we all bring— we're all here for the same reason.

I want every kid that goes to Fort Worth ISD to be successful in whatever way they're going to be successful, so that they can figure out what they want to do when they get old enough to have to decide. you know, and have a family and anything like that, because it goes by so quick, doesn't it?

00:54:50

I mean, my kid, my oldest is going to be 49 and my youngest is going to be 45, and it seems like last week that I was, you know, buying new clothes for them because their foot got bigger all the time, you know. But it goes by fast, and so we have to all work together for this.

Speaker E

00:55:06

Yes, ma'am. Thank you. And I will say, this is kind of an aside, It's not about my personal opinion about standardized testing. I have an opinion, but it's somewhat irrelevant. There is going to be a standardized test, and there's going to be, you know, metrics at a state level that are going to look at that.

00:55:23

And so it's impossible for us to take away importance of that, but I think there's— I think there's a spectrum there, and there's a spectrum of we have to honor the test and we have to— I mean, there's— there is some reasoning for it. But more of a holistic approach that we don't— you know, we're not judging success or failure on a per-student level on simply how you did on a test.

Speaker B

00:55:45

Did you have to—

Speaker F

00:55:46

because my daughter pointed out at the last meeting that this week too, all these test scores that came, she said they all went up, but yet all we're hearing is negativity, you know, from the test scores. Test scores, I think it was a 42 All these dark, darker ones, they're higher than what they used to be.

Speaker E

00:56:11

All right, we turned it into a game show. Thank you for sharing. And yes, they did go up. We need them to continue to go up and, you know, hopefully at a greater rate. And, you know, in this data, you You can break it down and there are certain subsections of students and, you know, emerging bilinguals and different groups that we've got a lot more progress to make and we need to.

Yes, ma'am, sorry.

Speaker K **00:56:43**

Hi, so it says regardless of pressure or politics, which I think none of us can deny that that's a very strong pressure right now. And, you know, we've got these new implementations of like having the Ten Commandments in the schoolrooms and things like that. And what I'm afraid of is— I just looked it up and we are still doing heritage months, which I think is super important.

00:57:15

But I'm afraid of this continuation towards—

Speaker F **00:57:19**

What?

Speaker K **00:57:19**

narrow-mindedness. I think that in order to build empathy, which is so important right now and just in the world, right? I think empathy is the thing that's gotten humanity through every level of, you know, when we look back in history and we're like, that was not a great look, you know, it's the thing that saves us, right?

00:57:40

Because regardless, we're all working together and there's— and we should appreciate each other's cultures. I know that there are some kids, and I just like, I can't imagine them. I mean, there are these kids going to school not knowing if when they come home their parents will be there, or if they'll be deported or whatever.

00:57:58

And like, imagine living in that reality as a child, right? And you're just trying to go to school and get an education, but there's so many real-world life-affecting things right now happening. And and so many, like, fear-based things that these kids are so probably consumed with, that I think that it's more important than ever to maintain appreciating cultures, heritage, like the patchwork and the beauty that makes the community what it is, right?

00:58:30

Because every different part of the community, culture, race, ethnicity, whatever, has contributed to who we are now, and that's what makes us amazing if we choose to be amazing, you know what I mean? So it's like, I think that I, I just worry about us heading in

a direction that is narrowing that kind of vision, and to me that's a non-negotiable.

00:58:56

Um, also it makes us worldly, you know? Like, you hear about people traveling to different countries and it's like the dumb Americans that are just like like, we're in another America. It's like, no, it's like, I don't, you know, I mean, I think that these are the, um, having that open view of the world and the people that you're sharing it with, especially in your community, is what really, it like contributes to kids having no limit and like seeing, it just opens so many doors, right?

00:59:27

It's like, no, anything's possible. I can go anywhere. I can do an international job. I can do whatever. And it's because it's not this limiting ideology of like, my neighbor is my enemy. And so I think more than ever right now, I— and I know the district itself doesn't have control over those policies, that's a state situation.

00:59:48

But I think that that's why we can just really emphasize appreciating and celebrating each other's cultures and histories and everything that makes us, us, you know? So that's it.

Speaker B

01:00:02

Thank you.

Speaker L

01:00:07

For me as a parent, I think transparency is something that I feel that they should honor regardless of politics or anything. If you're transparent, we know what to expect. We can navigate things. I know a lot of people don't like change.

Speaker I

01:00:26

I'm—

Speaker L

01:00:27

I like change if it's good change. And my job as a parent, if something is being taught at school that I don't agree with, I take opportunity to teach what I know so they have both sides. So I just ask for transparency and accountability. If you don't know, say you don't know.

Speaker B

01:00:47

Thank you.

Speaker L **01:00:49**

That's all I ask.

Speaker E **01:00:51**

Thank you. We'll come take you back there.

Speaker B **01:00:55**

I saw your hand.

Speaker J **01:00:56**

I'm gonna make a shameless plug. I [have written about this] and in my book I critique my education. I was educated [abroad] and before I started school, I went by my African name, and when I started school, they demanded that I use my English name. And I speak to what that took away.

01:01:18

And then, um, about 5 years ago, [I received public recognition] for an act of kindness that took place in my classroom space [at a university] And, um, it went super viral, this moment, you know, because [of something that happened in my class] and it was a single mom.

01:01:38

And, uh, What I've been trying to think through is why such a small human action went so viral. And in my book, so I speak to it, and it's this idea of kindness as a value. I don't think our leaders are kind, because when, when you're kind, you take the time to understand and unpack somebody else's story.

01:02:07

But when you're not kind, you assume you know. And I feel like a lot of the things that are happening in our district are coming from individuals that just assume they know. And so I, you know, how does then the superintendent, despite the pressure and everything, you know, what is my non-negotiable? I think if he's if they're— if it's kind, then it seeps through.

01:02:34

I was sitting at a bar a couple months ago. 2 senior Fort Worth ISD officials were sitting

next to me, and they just vomited their—

Speaker G **01:02:42**

their—

Speaker J **01:02:42**

this— I wish I took pictures of these 2 people. And they just vomited, you know, like what they're experiencing. And they're very senior officials. Um, and I thought to myself, if this is what's coming from these 2 people, What is then trickling down? So I think if it's kind, it goes to your transparency.

01:03:02

I think when I'm kind, I don't treat you as, oh, you little poor African that needs to be fixed. You treat me as somebody who bears a story that is worth listening to. And so I want to thank you even for what you're doing today. It's felt really right. And if this is really the spirit of what's going on, then we're headed in the right direction, but I question the politics of this whole thing.

01:03:31

That's what to me is the big thing. When you see here our state leaders and their tone, how could you be confident that our state leaders have appointed individuals that will execute with the freedom and the guts to actually make meaningful change for our kids. You know, so kindness to me is a non-negotiable.

Speaker E **01:04:01**

Thank you for sharing. And in the spirit of kindness, I love your shirt.

Speaker D **01:04:10**

I'm just going to touch on a little bit of what he's going to say. What he said, And I spoke about this before, about us learning from other cultures and things like that. But, you know, one of the things that I, I know, uh, what [Superintendent] said at the, um, uh, Arlington Heights meeting, he said something that was— that is very true, and a lot of people don't know.

01:04:33

Right now we're hearing from all the parents who care, give a damn. We're not hearing from the 85%. of the parents who don't, or don't have time to show up, or don't think that's going to count. And those are the 85% or the silent majority. Those are— and the majority of those students are Hispanic and have Native American ancestry.

And we leave that out of teaching in school and things like that. You know, a lot of people could tell you what happened. I mean, I'm Jewish, but some But I'm not going to point out the Holocaust. We could tell you what happened in the Holocaust, but we can't tell you what happened to the Native Americans and why are they gone.

01:05:14

So, so, I mean, there are things that we need to also— like, I want— and I know he cares because I've had conversations with him and we talked about things, about how there are kids that are going to— you know, we have parents that are saying the AP classes are not enough. They don't challenge their students enough.

01:05:35

And we have parents who have kids that can't even read. So we have different sides of the spectrum on different sides of I-35, and we see it every day when we cross. Many of us don't cross. I do. And so I see it in Carter Park and things like that on the east side.

01:05:53

I see there's a difference, and I, and I know because I lived north of Highmount. And so So I looked around and I go, why is it things different? Why do the cops— when I call, it's 2 minutes right after I call, they're here. And it's like, I know over there I have to wait 2, 3 hours.

01:06:09

I was in an accident, I had to wait an hour and a half. So things like that. So I looked around and where are they different? Why? And I understand why. I understand why because these people vote. These people are all educated. all these people have money. When I go over there, I don't see— education is not top priority.

01:06:31

A lot of people, like when I was growing up, I was told, you know, we lived on a reservation, we didn't have running water or electricity. And I was like, and this is in America, living like a third world country. And so I learned that education was key, and I'm proof of it.

01:06:47

Education got me out of it, and hard work, hard work. And, and so like, we didn't have the internet when I was We barely got it when I was in college. So I was learning things like that, but we had rebooks, we had encyclopedias. The encyclopedia that we spent our family's check on, like, because a lot of people, they couldn't even afford encyclopedias,

and we didn't have libraries.

01:07:08

So if you were able to afford one, you passed it around to your whole family, and that's what we learned and we did our book reports from. So one of the things I'd like to share, like, with the politics, things like that, I, even if I have differences with other people, I respect where they come from because their life may be totally different.

01:07:29

And a lot of things I, I want everybody to realize, yes, yes, we, we want this and that, but I went to Dominick Hill and some of these people don't even have food. Their kids don't even have food and some want to take an extra lunch home. So, and then when I went to like, you go to Arlington Heights, you don't see that.

01:07:47

And I'm not doubting them. I mean, they work for it and all that stuff. And I guarantee you, like, you know, some all came from some other country that didn't have it, and that's why they came here. So, but like, I'd like to, uh, I'd like people to understand, and superintendent and then administration also understand, like, don't just listen to the voices here, but also listen to the voices out in the neighborhoods, out in the streets, things like that.

01:08:12

Like, you know, You know, in the gas stations, when you see people who are struggling, you have to understand, like, you know, those people have kids and their kids are going to school and they need education and it's important. Then we need to drive that through to them. I mean, I've been a part of— I [helped start a PTA] and let me tell you, I've had parents that told me that stood on business and said, hey, I'm going to My kid's going to be here and this and that.

01:08:40

They hope their kid becomes the biggest drug dealer ever. That's what they look forward to. And I'm not for that. And so, you know, there are things that— there are people who I've seen— I mean, prostitution was going on in O.D. Wyatt, and we had parents— we had a teacher that reported it.

01:08:58

We were able to stop human trafficking over there. So, and it wasn't on Fort Worth report. It wasn't on Star-Telegram. These were things that they didn't report on. So a lot of people

can be mad at TEA, all that stuff that's going on now, but I'm gonna tell you something. There was a lot of bad things going on before this.

01:09:21

There was over 36 sex offenders going on in Fort ISD, and that wasn't— we had to get a Freedom of Information Act to get that information out there. So, uh, there are things that they're— like I said, I— but no matter what, who's running for office or who you're going for, let's remember how we got here.

01:09:41

And then that we need to also remember that we gotta listen to also the people that— the kids that nobody's speaking up for.

Speaker B

01:09:50

100%.

Speaker E

01:09:51

And if you can, or if anybody— I'll reiterate, help us get the survey out, um, because a lot of those people If they're working 2 jobs, they can't be here. If they don't have transportation, they can't be here. But if we can get those surveys to where they are on their campuses— we went to several campuses last week, passed out flyers at pickup lines, but anything y'all can do to help us get those to people, because yes, there are a lot of people we need to hear from.

01:10:14

The Dunbar pyramid, I think, is still the— we have the least number of surveys back from that pyramid. We're trying to tap into that, but you couldn't be more right.

Speaker B

01:10:22

Thank you.

Speaker E

01:10:23

You know, and I want everybody to show up. I want everybody to speak out, and everybody's entitled to do exactly that. But there are a vast, vast majority of our stakeholders we're not hearing from. And, you know, we need to keep trying and trying harder, but you couldn't be more right. Thank you.

Speaker D

01:10:39

We don't represent the Hispanic community here population-wise. I don't know what's going on with that.

Speaker A **01:10:49**
They're staying at home, they're not going to work.

Speaker J **01:10:51**
I don't think—

Speaker D **01:10:52**
yeah, I mean, but there's a lot of Hispanics that are not— that have— that are Americans that are not here.

Speaker C **01:11:00**
There's a lot of fear.

Speaker B **01:11:02**
I wouldn't come out.

Speaker K **01:11:05**
Yes, ma'am.

Speaker H **01:11:08**
Okay, so I was just going to say my non-negotiables are definitely dealing with more than ethics. So I feel as though that kids shouldn't be charged, like, things like lunches, uh, school, extra school organizations, even things like field trips, simple things like that. Because if the parent is barely making it by and minimum wage is still $7.25, what makes you think that kid is going to have money, you know?

01:11:35
So I just kind of find it disheartening when we make kids pay for things that I believe though, should be funded through the school.

Speaker E **01:11:42**
And I will say that's one of the things I think that Dr. [Superintendent] and his team have done well, which is there's free breakfast and free lunch for every kid.

01:11:54

Um, humility. I'm not seeing a lot of humility from the superintendent. Um, he has to be curious about the different communities, the concept that one size fits all. What works at Arlington Heights does not work at Dunbar. And knowledge seeking— there's a word there that I can't find in my head. But, you know, the [Principal] firing was reactive, and she was the best person for the job.

01:12:35

Um, he has said we are doing what's best for students, and her being taken away from those students was not the best. It was the best for a small contingent of the community that are not in Fort Worth ISD. So I would add patience. He needs patience.

Speaker F **01:12:56**
Humility.

Speaker C **01:12:58**
the ability to seek knowledge. But I meant— what's the other one?

Speaker A **01:13:03**
That's it.

Speaker C **01:13:03**
Okay.

Speaker B **01:13:04**
Thank you.

Speaker C **01:13:07**
Curiosity.

Speaker B **01:13:08**
Curiosity. Yes.

Speaker I **01:13:15**
Um, it's not necessarily like a value type thing or anything that's intangible like that. Um, I would say, um, honoring, uh, [special education information] My brother [Family member]
he's [in a district middle school]
He has not been receiving [his IEP services] and that goes for like the rest of his classmates as well.

They haven't been receiving those rights. And as far as like technology, iPads, Chromebooks. Their peers in general education already have those because they have to use them for testing. But from what I'm aware, him and his classmates need those tablets and Chromebooks for just daily curriculum and needing—

Speaker F **01:14:13**

what was it—

Speaker I **01:14:17**

motor labs for essential breaks. Exercise and individual seating in the class. We have reached out to the principal and the superintendent about getting [his services] going and like for the rest of the class as well, but we haven't received word. And so we thought this would be like the best way to be able to get those legal IEP rights, um, going for their class.

Speaker E **01:14:51**

Um, before you leave, remind me, you said [the school] I will probably forget that by the end of this, but if you'll remind me, um, I'll raise the issue. And like I said earlier, I can't be there, I have a day job, but make sure it happens. But, um, if it can be helpful to raise that issue, uh, I'd be happy to do it.

Speaker B **01:15:10**

Yeah.

Speaker E **01:15:15**

Anyone else on this one, or we'll move to the 4th question? [Staff member 1] move us to the 4th question, please. What are some things that Fort Worth ISD is doing for our students right now that are working and you want to be sure we keep doing? I think that would be a short, short answer.

Speaker K **01:15:39**

Um, whenever I read this question, I was prepared to say that [disability information] Um, I mean, really, it has. And like, it hurts my heart and honestly enrages me that you are experiencing that, because this is— that intervention is what has changed everything for him.

01:16:07

Yeah, I don't even— like, I'm very mad about that. For you guys. Just because, yeah, I mean, so if it's, you know, if it's happening at the level that it happened for my kid, if it's

happening where all— where it needs to be happening, I would say keep that going because we came from Mansfield ISD originally.

01:16:31

And, you know, that's like one of the top— people move there to go to school. No, we did not have near as much help as we do with him here, which I think is incredible. And so I do want to give flowers where flowers are due, and that is as far as like [disability information] all those things.

01:16:57

Even bringing in emotional stability [disability information] I mean, all of these things were life-changing for him, and he's doing the best he's ever done this year. And a lot of that is based on the emotional toll that [disability information] brings, you know. I mean, like, these kids, they're intelligent, and they see that other kids are, you know, reading at a different rate, learning at a different pace than they are, and they immediately equate that to their intelligence, which is not the case.

01:17:30

But that is what they learn to see in themselves, and it takes so much to break through that just for them to open up to learning again and believing in themselves, and it's really sad. So that's why that support is paramount. Because again, I've had to tell my son over and over again, you [having a learning disability] These things, this has no tie to your reflection of your intelligence.

01:17:54

You just are learning differently, right? And so that has been the best thing that we've experienced since moving here.

Speaker E

01:18:02

Thank you. Anyone else? Things that are working that are good that you would like to give us, see us keep doing?

Speaker H

01:18:12

Okay, before I comment on this, are y'all over the alternative school? Schools too in Fort Worth?

Speaker K

01:18:17

Like, do y'all work with them?

They're— I believe they are part of the Fort Worth ISD. So the operations superintendent, his team, yes.

Speaker H **01:18:24**

Okay, awesome. Well, I will say, so I graduated from Keller ISD, but I noticed for Fort Worth ISD with their alternative school, [student record information] . Um, [student record information] And when I went, I grad— [student record information] so the next year I had to start again.

01:18:48

Like, they didn't do any forgiveness plan or anything like that. So I want to applaud y'all for forgiving because sometimes kids make mistakes, you know. The kids aren't the mistakes that they made, and I think that's very important. And another thing that I really like, I noticed that y'all did a teacher conference and y'all usually do teachers appreciation weeks.

01:19:05

I feel as though that's very important because, I mean, without the teachers, how is the school going to run, you know?

Speaker F **01:19:09**

So keep that up, definitely.

Speaker E **01:19:12**

Thank you. Anyone else? Couple in the back.

Speaker L **01:19:22**

I came from Eagle Mountain-Savannah District, then we moved to Fort Worth ISD, and I think the dual credit being able to get your associate's while you're in high school is a big help for, for me and my, my kids because it's going to help them when they go to university. So I, I think that's a good thing.

01:19:46

And the— I have a little one that's in elementary and the after-school programs that they have, um, I, I think those are— I would like for them to be kept.

Speaker E **01:19:57**

Thank you.

Speaker D **01:20:01**

These meetings, I think these need to keep on going even throughout the year, um, and keep them going and not just after hours but maybe at the schools. I think that we should have meetings where the community is there. Like, you know, some say it's ICE. Well, then I guess we need to have it during class time where ICE is not attacking the school.

01:20:22

And if we need to have meetings, but we need to keep on keeping these meetings. These are doing good. Because we were also getting information out there, and some of us are going back online and telling the community, hey, this is what's happening, this is what's going on. And a lot of people don't know what's going on on the other side, you know, on this other school or that school.

01:20:38

And we're comparing notes and we're starting to find out it's not all the same everywhere. And so if I had not gone to the Diamond Hill one— my kids went to Pasco Pyramid and they went to, um, what, Daggett Montessori and Little B. Clayton. So, like, they were in protected areas. Like, we went through this, our kids went to the same area.

Speaker B **01:20:58**

We—

Speaker D **01:20:58**

I didn't know all this stuff was going on over there in Diamond Hill. I'm finding out they weren't getting anything for, like, the school's funding, things like that. They were— they— I mean, we had a $90,000 budget at PTA, so— and they're like, we don't even— like, we can't even get a few thousand and to raise for our students that are going to this tournament or etc.

01:21:17

et cetera. So it's like, okay, but these things are positive, you know, as long as we keep the— like, I mean, I don't want to see the same people. I want to see more people, like, you know, integrated and all that stuff like that throughout these— for ISD. But I like— these meetings are positive, I believe.

01:21:36

They're helping a lot of us understand and hear other voices, not just our own echo

chamber and not just in our own circles and stuff like that. So, I mean, we could have that. And then if we could, you know, I mean, some, some, a lot of, I think like we may even have that problem where people want to keep their anonymity.

01:21:55

So they don't want to be like, who's that? You know, and they're probably afraid they don't get retaliated on. Or a lot of people don't want politics involved, to be honest with you. There's a lot of people that said, man, I'm not trying to get political. I just want to go up there with my kid, get an education.

01:22:11

You know, that same thing like we've said before, potholes don't have, you know, a politics. It's just they need to be done. Same thing with school education. Education needs to be done. And so, uh, I think these are positive. We need to keep it going.

Speaker E

01:22:26

Thank you and welcome. Anyone else on this one? This is the positive. Are you waiting on number 5? The shortest.

Speaker F

01:22:40

Well, I am, I am positive about this testing thing, okay, because I can speak to it. I'll just share one little story with you. When I taught 4th grade, I taught at Morningside Elementary School, and I was not in the magnet program, I was in the regular program. And we talked about taking a test, we talked about doing your best, we talked about how you answer the questions and all that kind of stuff.

Speaker B

01:23:04

up.

Speaker F

01:23:05

And so they opened the test, and it was an inner-city school. Most of my boys were feeling a lot of pressure in 4th grade to try to join a gang. You know, a lot of them, their mothers— they never saw their mothers because they had to work 3 jobs, you know, and that type of thing.

01:23:19

And they opened up this test, and the story is about this— I don't know if it's a Chinese child or Japanese child, but his name started with a Q, and it took up this much space on that first First line. And so, and we talked about one of the strategies I tried to teach was,

you know, if you don't know a word, you just say that first letter and you keep going.

01:23:41

But they didn't because their eyes were popping out of their head, and they knew that there's a lot of stress on these children to do well on this test. And so it was kind of like, okay, so here's this kid who's learning calligraphy, and I can't say what calligraphy is, and I can't say you just say Q And keep going and read the story and try to answer the questions at the end because you can't speak.

01:24:03

Okay, you're not allowed to speak. That's, that's the spirit of somebody. That's one of my students from a long time ago going, hell yes, Ms. [Speaker F]tell them, you know. But I mean, we have to be really careful what we're measuring our students with, especially in this age when that is like the whole definition of a child, because they are more than a test score.

01:24:30

And every time I speak to Mr. [Superintendent]or Dr. [Superintendent]he's always, you got to give up on that other test. And I'm like, I'm not gonna, because that test that they so count on is a rotten test. I mean, I, I talk with people that, you know what they did to raise test scores?

01:24:47

Teachers would tell them the answer. I I had a principal once tell me, well, you just do this, [Speaker F]You just do like that, and then you leave 2 fingers out so the kid knows to circle in the B. And you just do 1 finger for A. And I'm like, I'm not doing that.

01:25:02

I didn't go to college, and I don't try to teach these kids how to really read and really do math and stuff so that I can cheat on the test so I'll look good. And so that's the other thing working on these things. So I I just hope that y'all will encourage him to look at, you know, evaluate the test before the kids are judged by it, because that brings them all the way down.

01:25:26

They can't read on grade level, they, you know, it's hard, but the job is to then get them on grade level or get them to wherever they're going to be able to read, however they're going to be able to read. [health information]
he's—

Speaker K

01:25:40

[health information]

Speaker F **01:25:41**

[health information] But thankfully his teachers know, know him and they've been working real well with him in middle school now, you know.

Speaker E **01:25:50**

So anyway, anyone else on what's working? And real quick, if you don't mind, we had somebody join us. So we're going through 5 questions, uh, we're currently on the 4th one, which is essentially what, what are some things that Fort Worth ISD is doing for our students right now that are working and you want to be sure we keep doing?

01:26:11

The first 3, I'm going to move along to question 5, let everybody share, then I'll run back to the first 3 and allow you to share anything you would like to on those. Thank you.

Speaker I **01:26:20**

I would say, um, so I think I heard somewhere along like the past year or so that there were talks of getting rid of like government classes in high school, but I actually think they're pretty beneficial, especially just Being able to know like what each position in government actually does. Like, I know there was like a really broad overview of what judicial, executive, and legislative branches do, but like there was never really like an in-depth into like what positions of government actually do to like help build the government itself.

01:26:56

Like, take for example November coming up, I don't know what a Texas Railroad Commissioner is. I have to go out and learn how, like, who that, what that position does, who that person is.

Speaker E **01:27:07**

It makes a lot of sense too. They're over the oil and gas operations in the state primarily. Yeah. So, you know, because that makes all the sense in the world.

Speaker I **01:27:14**

I think it'd be great, especially just keeping it in government. Like, you're gonna have kids who are already gonna be 18, ready to vote. Like you said earlier, like, kids don't know how to vote. Like, just learning, like, going more into depths of the people that create our government and keep it running.

That's what [Community member] keeps coming and talking to you about.

Speaker F **01:27:35**
It is, he's right.

Speaker B **01:27:37**
Civics.

Speaker H **01:27:38**
He's giving you civics.

Speaker E **01:27:43**
Yeah, I agree as well. The hard part about this is there's a lot of things I agree to, but my personal opinion is generally irrelevant.

Speaker J **01:27:54**
I think it looks like, um, you're trying to bring structure, and it could be a good thing. So yeah, it's exciting to see kids say, well, they don't want us to run away across to go do stuff at odd hours. They're trying to maintain that. So that's, you know, discipline I think is necessary.

01:28:16

So that's a good thing. Thank you.

Speaker E **01:28:20**
Thank you. Anyone else? Things that are working you would like to see us keep doing? All right, I think we'll move to question 5. When you think about how Fort Worth ISD is educating our students, is there anything that you think is not working and that we should stop doing? Everyone usually wants to speak on this, so—

Speaker B **01:28:46**
30 minutes.

Speaker I **01:28:52**
I think having to keep full illumination for classrooms can be somewhat of a sensory issue. So I think not having to be— being a little bit more flexible on that rule, I say, would help, or allowing teachers to be able to put kind of like, what is it, like fabric over to kind of just Help with the blue light or white light, whatever it is that they have in schools.

Yeah, just being more flexible with that rule and keeping how, like, you know, sensory issues, just keeping those in mind.

Speaker B **01:29:30**
Thank you.

Speaker E **01:29:37**
I think I know where she's going.

Speaker F **01:29:39**
No, I'm done with the test. I just remember when I started reading that the teachers were not going to be able to decorate their rooms, they weren't supposed to have things on the wall. And is that true? Yes.

Speaker E **01:29:52**
Okay, so to various levels, yes.

Speaker F **01:29:56**
Okay, so, and the first thing that came to mind was in the library where I would hang words up that I was going to be reading to a story if I I was going to read to a grade level. I would have the words up that they may not recognize those words. And I know kindergarten teachers, they always had words up all over their room, and the kids would go to the walls and they'd be learning words as they become readers and things like that.

01:30:19
And I thought, okay, I don't understand that, because if you're in a boring room like this— to me would be a boring room because, you know, the lights, some of the lights are a little brighter than others. And then that all kind of makes me think of every prison movie I've ever seen.

01:30:37
And I mean, there's nothing to look at. And I know as an experienced teacher and librarian, that is not how children learn. I mean, we do tricks all the time to teach our kids stuff. You know, we read books to them when we go to the zoo. I was talking to my grandson about September 11th today because it comes up.

01:30:56
on Friday and I started to cry because it was— I was in the library at an elementary school,

you know, and all this stuff was going on and you just felt out of control. You know, you were there, you know. But, uh, and we had teachers that had family in New York and they were coming in trying to see all this little bitty TV I had on the floor, what was going on and things like that, you know.

01:31:17

And he's like, don't cry. And I said, well, it was scary, you know. But I thought It just, things have to be more interactive with children. And then you have to always consider whatever their needs are, because we don't all learn the same. I mean, I didn't learn the same as my brother.

01:31:34

He's made a lot more money in his life than I did in education. But, you know, I just think that it's, to come in and to act like everybody in every school has been raised wrong in what they've been doing is, is not a good sign for the people who are— and I know y'all are trying to help, and you have been wonderful tonight, and I do appreciate the fact that there was some no votes at the school board meeting on Tuesday.

01:32:04

But I mean, to act like that, of course your good teachers are going to quit. I mean, they used to reach a point where you're like, I love teaching, I can't do this anymore.

Speaker B

01:32:13

Thank you.

Speaker F

01:32:14

librarians will quit, principals will quit. And I agree with you about [Principal] I mean, that's, you know, that was weird because that guy came and talked from somewhere else. He wasn't even from Fort Worth ISD and came and said all this fear-mongering about Muslims. And I'm like, that's so inappropriate, you know. That would be a point to cut that mic off and say, see you later, sir.

01:32:36

But, um, you know, it's just, you can't Halt everything and then have buy-in from teachers. And all of that affects the students. The students see that— well, they see they're sitting in groups of 2 and they're looking at a board all day and they're doing short things from this Bluebonnet thing that hasn't been verified as being useful, you know.

01:33:01

And that's— do they have story time anymore in the classes?

Speaker B **01:33:04**
No.

Speaker F **01:33:04**
No more story time? Okay, no more sharing of things that are happening at home?

Speaker E **01:33:09**
Generally across the district, not altogether. There are some schools that are doing it. There's a— there's an issue right now with clear communication campus to campus, and if things are being run differently, and that's a different issue.

Speaker F **01:33:20**
Right, but I mean, that's an important issue because that lets you know there's still good people working in some schools, and there's people who know you. You know, when you're in charge of a school district, you have to trust the teacher, and then you have to go in there and you have to see the teachers.

01:33:34
And if you see a weakness in a teacher, then you address that with that teacher, but you don't judge all of them. But, you know, just like you're not supposed to judge all the kids. So I think that's— I think that's something that you as a board can try to help everybody see, or can at least address.

01:33:54
It's kind of like If a teacher quits, because the day got longer, right? They found out the first week of school the day was longer, correct?

Speaker B **01:34:03**
Correct.

Speaker F **01:34:04**
So, uh, and, and if teachers quit, I don't know how many of those teachers have little children that they have to get and get home and take care of, or if they, you know, if they don't have health, you know, health care, because health care was never cheap with the Fort Worth ISD, you know.

So I mean, I mean, you can't just stop it and then go completely different thing and then expect the kids to adjust and the teachers to adjust and all of that. I mean, it's unfair. And Forth has some excellent teachers in it and librarians and nurses and the whole ball of wax. I mean, hopefully you're in a school where they work together.

01:34:46

And then you can use— if If you find a school that they don't work together, that's when you go in and say, okay, we need to find out what's wrong here because, you know, your teachers aren't happy teaching and the nurse or whatever, you know. The climate in the school is real important and it always goes back to that principal where she showed test scores, but my belief is maybe they wanted to keep her as assistant principal so the test scores keep going up.

01:35:09

That's all I can think of, but it wouldn't surprise me.

Speaker E

01:35:13

Thank you.

Speaker D

01:35:20

Now, my children are all graduated, but I was a part of their PTAs, or I was very involved in their education. And one of the main things, like when [former Superintendent] was here, superintendent, and like I'm talking about like 20 years ago. So 20 years ago, we were, um, we, we've been having these problems.

01:35:38

It got worse and worse and worse. a lot of the teachers were having problems with the principals. Principals were piling on duties that weren't part of their job description, all that stuff. And they were making demands, and if you didn't, you were on the principal's bad list. And guess what? Like, they wanted— she wanted— they usually— most of the principals wanted to deal with people that they were friends with, and they were all on the same page.

01:36:02

And the Fort Worth ISD, uh, Admins and stuff like that were not hearing it. And like, then when they made complaints to the to HR, it was like, "Hey, they're doing like this." Wait, what's the proof? Because a lot of principals were making it verbal where they didn't have proof. It was one word against another.

There were other things that were happening, and then there was complaints, and there was a lot like a lot of teachers had their. I'm going to run this my class, my class, my rules. all that stuff going on too. So a lot of— and then from that, we got problems with education, students not being able to read, things like that.

01:36:41

And so what they did was, I believe this is just a course correction and might have went a little bit too far. And so, and like I said, we don't have the data yet. We don't have all this other stuff. I don't I know I haven't been to all the PTAs. I haven't been around.

01:37:00

It's been too hot. I'm sorry. [health information] So, um, so I'm, I'm just— but like, once I get around, I'm able to find out more information, then I'll be able to be able to tell everybody, like, well, look, this is what's going on. Maybe we should do this.

01:37:16

And I'll be able to speak on more stuff that I know. But as far as like the, the stop doing things like that, I don't think that's what I'm saying. Um, maybe we should— I don't know, because I don't know all the outlines. Like I said, if I speak, say something right now, and if I'm wrong, then I'm wrong.

01:37:32

I apologize. But like how we correct the teachers, things like that, like when we're worried, concerned about losing a lot of teachers, then, um, we need to look at other things. Because I've already looked at it also, what other schools did. They hired, uh, companies that would Bring in talent, things like that.

01:37:50

Like, they used to call them headhunters, where you get talent and you bring them over here, like that. So those things are options, things like that. So we're not going to run out of teachers. We, we have, uh, people in college right now that are graduating today or this year, and they'll be ready for the workforce to supplement whatever, uh, job openings we have.

01:38:10

But, and then like I said, $100K, I was like, I'm retired. I said, I'm not coming could teach art, teach these kids graffiti. I'm kidding. But not kidding. More art, less violence. So, but that's just, you know, I do hear positive things. I mean, I even told my daughter, I was like, you know, whatever you do like that, so you can always teach.

And she's like, oh no. It's just like, so I was like, but— There are, there are certain things, you know, we needed to stop doing as far as like, you know, I mean, we can have leeway. I think we can have a little bit of leeway. We can, we can have some gray areas.

01:38:55

We can have, we can have, you know, an open-door policy. We can have things like that because a lot of teachers that are complaining, a lot of new principals levels, right? So there's new, you know, new dynamics there. Like, you probably was a co-teacher and now she's your boss, or, you know, things like that.

01:39:16

So we need to leave— we need to stop doing where it's like solid, it's written in stone. Those type of attitudes need to— like, we need to open up the door where we're gonna have some leeway and have some leverage and things like that for teachers and for admins and things like that to work together instead of being like— because I've heard a lot of people saying, well, I'm gonna leave, and then there's some that are gonna say, well, you know, I'm gonna stick it out, maybe we can get things to change a little bit.

01:39:47

So I'm hoping that will happen, the latter.

Speaker E

01:39:50

I think I heard you say at the end there we need flexibility in the instructional environment, both at the teacher instruction level and also the observational instructional level.

Speaker K

01:40:04

So I'm with her on the not being able to decorate classrooms. I mean, that is what, you know what I mean? Like, this is, I don't know. I mean, I feel like that with everything happening, this is what we're going to focus on, you know? It's, I know as a kid myself, that was an exciting part of like going to your new class and seeing like the vibe of the classroom, and it kind of gives you a sense of the teacher, and then it makes it more personal because like now we're building an actual relationship.

01:40:34

We're not just coming and sitting like machines and like, you know, because we're not. And yeah, my son has been like, it's like a prison. And I'm, you know, and it's funny because a lot of the older— the newer schools were built by people that build prisons. I'm not going with that. So I thought that was kind of funny, but I let him say his piece, but then I, you know, I try to be encouraging and just— it doesn't change my expectation of him, but I

definitely understand like how disheartening that is.

01:41:04

And it's, again, it's taking out the vibrancy of the atmosphere, and, you know, kids are still in the stage of like, that's okay. important thing for them, you know, the right stimulation. Like, you know, I have this thing to look at while I'm contemplating what this teacher is saying. To me, that's worth the distraction because I think that was like the whole point.

01:41:31

It's like, oh, it's too distracting. But if we're raising individuals that are going to go into society that are so distracted by like decorations, then that's a way deeper I think so. That's like a really big please stop that thing.

Speaker B

01:41:45

But thank you.

Speaker C

01:41:55

I think y'all know that I completely disagree with the instructional model altogether, and we heard a lot about the curriculum last night. So we took away children's. Phones because we were worried about how much time they're spending on their phone looking at TikTok and Reels, and we turned the classroom into TikTok and Reels.

01:42:18

Um, they're not doing long-form reading, they're doing short AI-scripted lessons that we heard all about last night, how bad the AI was and how rigid it is If you're not in the upper-level classes, if you're just in traditional-level classes, you're getting this all day long from the start of school until the end.

01:42:44

So you get your little 10-minute lesson, you get your demonstration of learning, you've got to think of it really in 30 seconds. You're forcing a kid to figure out the answer in 30 seconds, and then you're separating them by the dumb kids and the smart kids in the same room, and that is extremely hard on their mental health.

01:43:09

So altogether, and I know you will not stop doing this model because this is mandated from the top, I just wanted to say it out loud.

Thank you. No, you're good.

Speaker K **01:43:29**

I just wanted to also say that I've never been a fan of my kids being on their phones, like at home. I'm like, no, go outside.

Speaker F **01:43:37**

Like, that's the real world.

Speaker K **01:43:38**

Go out there. But the not like banning them having their phones, I [spoke to the media] when the—

Speaker E **01:43:48**

when the—

Speaker K **01:43:48**

yeah, I live [...] but I went to get my kid after the firework incident at Arlington Heights. And I, you know, said on there that like this is the issue with them not being able to have their phones is because as parents, when there's a lockdown, we don't know what's happening in the moment for obviously like safety reasons.

01:44:11

Like it can't be communicated to us exactly what's happening. The only reason I know is because because my son did have his phone. And I'm also like not a big rule breaker.

Speaker C **01:44:20**

With the location turned off at all times.

Speaker K **01:44:21**

Yes. And I'm not a— but I was like, you will be respectful, but you will have your phone. Like, I'm telling you to break this rule. You will not have it out in class, like all the things. But we were managing that really well. Like last year, at least Arlington Heights was— the teachers were doing a good job of coming up with ways on their own to, you know.

01:44:38

But I mean, I'm just going to say it, more people would have died at Uvalde had there not

have been some— a kid with his phone. And we know that. So it's like, that's a big issue for me because again, I mean, I literally— [I work nearby] and I can see— like, imagine being a parent and just seeing like cops and lockdown helicopter, everything.

01:45:01

And I can like see it right from where I'm at. And you have no way of accessing any information in real time of what's happening. And that to me is unacceptable because that's our biggest fear, unfortunately. You know, that's— so, yeah, again, I didn't mean to put y'all— beat y'all on the news.

01:45:20

I was like, and this is—

Speaker B **01:45:22**

but— Thank you.

Speaker C **01:45:31**

Going back to the '80s for emergent bilinguals is not going to work. It didn't work then, and it's just not going to work now. Um, throwing a kid in a classroom that doesn't speak English and not helping that child is cruel. Our children went through Spanish immersion. They were thrown into kindergarten, um, and nobody spoke English to them, but there There was kindness in that, and the teacher could speak their language and help them.

01:46:09

There is a model around that. Just saying that that kid will learn is not a model. And I am aware that we're not following emergent bilingual regulations set forth by the TEA.

Speaker H **01:46:26**

Thank you.

Speaker B **01:46:31**

Thank you.

Speaker E **01:46:32**

Yes, ma'am.

Speaker F **01:46:36**

I was there at the school board meeting when all the teachers at INA came and spoke and

talked about how much they loved what they did, how much dedication there was in the community to make sure these people had homes, that they had food, that the kids got clothes, And I just, I mean, it made me cry sitting there because they were all so dedicated.

01:46:58

I'm assuming y'all were there on that evening.

Speaker A **01:47:00**

Yeah.

Speaker F **01:47:01**

And then we went ahead and voted to close it with them giving you the answer to the problem. If you put every child in INA that only speaks Spanish, they would get results. And the, the real argument I had was that the board had been informed informed of STAR scores again for kids that were learning how to speak English instead of TELPOS, is the state-mandated test for those kids that are learning English as a second language, not STAR, because nobody's going to ever do well on STAR, you know, depending on how long they've been in that school.

01:47:40

And then I think they were good about putting them into a regular school once they could be successful. But I mean, that, that to me was probably the most hateful thing I saw so far with Fort Worth ISD, and that really disappointed me, was thinking they gave you the answer.

Speaker B **01:47:56**

They—

Speaker F **01:47:57**

the speech therapist gave an answer on how they could be kept. And now we're having to hire a bunch of them back, which they may not come. But, you know, I just— it was like, yeah, it was, it was unnecessary. And I think it was just a— I don't know if it was just a power grab or somebody thought that was the right thing to do, but that school had been building up that relationship for years.

01:48:23

Up what, 30 years they've been here, you know, teaching English to people who came over, and then to just close it was, was, was really wrong. And I'm sure we lost a bunch of teachers that were not— they can't be replaced because of all the things that's been

happening, not to mention what happened with the community.

01:48:43

But I don't know if you could try to get them back, but maybe that is something you could work on if, you know, if the desire truly is there to try to fix some things. Everything that's been mentioned here tonight, and that, that would be the big one, you know, to work on.

Speaker C

01:48:58

If you use evidence-based research to teach those kids Thank you.

Speaker D

01:49:12

I want to speak on the ESL thing that was going on. So I had a bad experience growing up. So as you could tell when I walked up, you thought— I assumed that I speak Spanish, but my apologies. That's what the school thought too. And you gotta remember, so from the reservation, I was into an assimilation school.

01:49:32

I was taken from my mother and I was put to a boarding school that they saw was beneficial for me, but I was actually made to work on the crops, picking cotton and spinach, vegetables. So my different experience was different. So they put me in ESL and they told me, well, you be in ESL.

01:49:52

I was like, well, I don't speak Spanish. I'm not Mexican. And so my grandparents who raised me at the time, they were— they came in there and said, well, is he speaking— they thought I was speaking my native American language. I'm [Native American] so I was speaking Diné. And so I was like, I was speaking it, and I was like, no, I didn't say it.

01:50:11

I told my grandma, I said, that wasn't— I wasn't speaking it in class, you know, because I knew better. And especially because my grandmother had taught me, she's like, don't speak your language around them, they'll kill you. And so that was— that's how I was raised, like, and that's the reason why when you hear me say— go into every room I go into and speak, I let everybody know I'm Native American, I'm Jewish.

01:50:29

I'm not going to hide no more. So I speak my language. And so they had put me in a cell. So they went back and said, well— and this is something that I'm stuck on because it's in my family, especially these kids. So they They told my mother, they told my grandmother,

they said, well, look, um, well, [health information]

01:50:51

We found out [health information] And I was like, uh, like, you know, I was like, why are they gonna put me there? In those days, they didn't have things like that. They, you know what they called you in those days if you're a kid and you're on the little bus, etc., etc. And I got picked on by a lot of people.

01:51:10

and stuff like that. And they were like, oh, and they wrote me off [as having a disability] and all that stuff because [health information] stuff like that. So I was like— but then I had a teacher and she said, you have problems reading, don't you? And I was like, yeah. She's like, can you see this?

01:51:25

Can you see that? [health information]
, next thing you know, they put me back to this thing.

Speaker J

01:51:34

I'm reading.

Speaker D

01:51:35

I want to speak Spelling bee. If [health information] how am I winning spelling bee? How am I reading? I, I got promoted three grades after that. So when I hear it brings up old trauma, I'm thinking: Is this child really dyslexic, or are they trying to move them out of the white passes?

01:51:56

Are they trying to segregate by using it as a tool to segregate, keep black and brown kids in? and they rank your kids away from the white students. And I saw that at Pasco, at Pasco High School. Then they tried to do that again to me at Pasco High School. They said, we're going to put you ESL.

01:52:12

Well, no, no, no. I was supposed to be in the AP classes. I was coming from JP Elder and the advanced classes there at JP Elder, and I was supposed to automatically go into it without having to test. The other kids at McLean didn't have to test. They automatically went into the AP classes.

So that whole hallway was nothing but white kids, not— and I wasn't allowed to go in there. So we had to test. I test, passed. They put me in the AP classes, and I had to get my parents to go up there to tell the principal, you know, I don't know why you keep on doing this, all that stuff.

01:52:45

So next thing you know, I'm in AP classes. I go to my art teacher, my art teacher goes, if it was up to me, I'd have none of y'all here. So I grew up with that. So now when I hear The ESL classes and things like that, and they're being desegregated. And I started seeing that, I was like, well, you know what, maybe that's what needs to be happening.

01:53:06

I, like I said, I don't have, I don't have a, a child in that going through that or in Fort ISD right now, but I have grandchildren on the way, and I don't want the same thing that I had to go through for them to go through. And so, and I don't know the, I don't know the research It says the research— I don't have that information yet, but I'm going to go find out.

01:53:27

But one of the things that I— that was my experience. So there's historical context because when I was— when the ESL students and I was in high school at Pasco, they didn't have to take the tax test. They didn't have— they had to turn in a photo grade in order to graduate. Many of those students that were Spanish ESL students didn't have to have— be able to read when they graduated.

Speaker B

01:53:47

Thank you.

Speaker D

01:53:47

because they were Spanish speakers. So, and that didn't change until I brought it up at the Fort Dies Dic meeting in those days, and that was 1989. So I want to give everybody historical context from my personal experience of what happened.

Speaker E

01:54:05

Thank you. Anyone else? And ma'am in the back, you're welcome to share on the microphone if you would like. There's also a QR code with the same questions. You can input your written feedback there, but if you would like to address any of the questions— [Staff member 1] will you run to the first slide with all 5 questions on it just so you know what they are?

The first is, what should Fort Worth ISD students know or be able to do? The second is, what describes a successful graduate? The third is, what values must the superintendent honor regardless of pressure or politics in accomplishing the work of the district? And then the fourth one is what we were on when you got here, which is what we're doing well to keep doing.

01:54:47

And the last one is the things that aren't— we're not doing well and we need to do better. Would you like to share publicly with any of that, or do you want to do the written?

Speaker B **01:54:56**

Yep. Thank you.

Speaker N **01:54:59**

I don't know if you're familiar with Texas A&M. They have a program, Reads and Counts. I know right now, obviously, we know that kids are really not doing good at reading. I was part of that program through work-study as a student there. Basically what we did was kind of like a partnership with the schools there in College Station.

Speaker E **01:55:22**

You're going to have to—

Speaker N **01:55:23**

So us students that were in work-study, we would go to these schools to tutor the kids in reading and math. So I don't know if that's something that could also be looked at to implement in Fort Worth ISD. I was there for 2 and a half years, and I did see how it helped the kids.

01:55:38

It was kind of like another support group besides the teacher's time. So they would continue with their lessons, and then we would work with the kids one-on-one with whatever the teacher knew that that kid needed to work on. So just throwing an idea out there.

Speaker B **01:55:53**

Thank you.

Speaker E **01:55:53**

Thank you for sharing. Okay, well, thank you all for being here. It is very important. Appreciate you're here, and by doing that, you're advocating for our students, and that's, that's your job. And like I said, come share good, bad, or otherwise. You mentioned transparency earlier, and that does involve, you know, just being honest.

01:56:17

If you don't know the answer, say you don't know the answer. If you don't like something, say you don't like it. Um, just be respectful. Again, it's the only thing we ask, but your feedback is, is valuable.

Speaker I **01:56:26**

Thank you.

Speaker E **01:56:27**

Um, it will go into the data set. And just because you were here doesn't mean, you know, don't fill out the written as well. Please do, um, and please share that for us, because the more people we hear from, the more accurate the information we're going to be acting on is. So thank y'all.

01:56:42

Anybody else want to say anything before we, before we wrap?

Speaker M **01:56:46**

Thank you very much.

Speaker E **01:56:49**

Um, I'll handle that. Don't worry about it. Thank you. We'll take the help if you don't mind, but don't feel like you have to stay and do that.

Speaker F **01:57:01**

They look like they're stacked.

Speaker M **01:57:04**

Uh, they were lined up when we got here.

Speaker F **01:57:05**

Oh, they were lined up?

They were lined up.

Center for Transforming Lives

Auto-transcribed by https://aliceapp.ai on Wednesday, 19 Aug 2026.
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Words	13,187
Duration	01:23:19
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Speakers:

Speaker A - 11.84%

Speaker B - 16.97%

Speaker C - 17.63%

Speaker D - 3.12%

Speaker E - 23.7%

Speaker F - 26.74%

Notes:

No notes.

Speaker A **00:00:25**
Yeah, we're trying to give them $4,500 and so forth, but taxes, you know, taxes.

Your personal tax dollars?

Speaker A **00:00:31**
Yeah. We're in this area.

Speaker C **00:00:34**
We're in our areas.

Speaker A **00:00:35**
Oh yes. Are you guys?

Speaker D **00:00:37**
Yeah.

Speaker A **00:00:37**
We're told to pay taxes. No, you're American. You've got the right to pay taxes.

Speaker E **00:00:43**
And we're proud to be Americans.

Speaker A **00:00:45**
Very proud. Absolutely. Same here.

Speaker C **00:01:17**
Hi, welcome.

Speaker A **00:01:19**
Straight this way.

Speaker C **00:01:23**
Welcome.

Speaker B **00:01:26**
It's probably giving it a couple minutes. We set goals. We set goals. We want them to have a stake in it. It's not me setting goals for the district.

Speaker A **00:02:17**

It's hearing from the district.

Speaker E **00:02:21**
Oh, really?

Speaker B **00:02:26**
Thank you for having such a beautiful space. Yeah, actually you have a parent here whose children will be going here.

Speaker E **00:02:41**
In the black dress, [CM 1] daughter.

Speaker B **00:02:45**
So yeah, she's got 2 kids that will be going to ISDM that will be attending here. It's beautiful.

Speaker E **00:02:54**
Come back sometime, we'll give you a tour.

Speaker B **00:03:06**
No, it's a great resource for the community.

Speaker A **00:03:11**
Yeah.

Speaker B **00:03:12**
All right, well, let me call on you again later if we get down and somebody doesn't have a space.

Speaker E **00:03:25**
Thank you so much for hosting.

Speaker A **00:03:30**
So I guess 6:05.

Speaker B **00:03:32**
Yeah, make one more pass and then—

okay.

Speaker C **00:03:35**
Sorry, I was just trying to listen to you.

Speaker B **00:03:40**
I'm gonna have her just say a little bit about, you know, just welcome our folks, have them say a couple things, and that'll kick us off. Oh, you said you will do it right away. It's short.

Speaker C **00:04:03**
Yeah, very short.

Speaker A **00:04:05**
Okay, can you handle it?

Speaker E **00:04:06**
Yeah.

Speaker B **00:04:07**
This is actually the first time I've had a video where I could do most of my job.

Speaker A **00:04:16**
Excuse me, uh, we did have another engagement. It's okay for us to leave? Yeah, whatever, 6:45 or something. Don't want to be rude, just want to make sure.

Speaker B **00:04:24**
No, absolutely. She's just making one more pass to make sure nobody was coming in late.

Speaker A **00:04:28**
No, I just want to be— we get up, just don't be rude. Okay, thank you.

Speaker E **00:04:32**
Yeah, we're good.

Speaker B **00:04:33**
We're informal here. All right, well, welcome. Thank you everybody for being here and My name is Courtney Lewis. I am the Vice President of the Point Ann School Board, and I'm

here to moderate the community listening session here at Center for Transforming Lives. I want to say thank you to our host, and I want to welcome [Participant 1] to come tell us just a little bit about Center for Transforming Lives.

00:05:00

We're thankful that they gave us their beautiful space to host.

Speaker E

00:05:04

Yeah, thanks for being here, everybody. I just wanted to take one minute if we A little bit about Center for Transforming Lives, although I see some familiar faces in the audience who know about us. We're a social service nonprofit, one of the largest in Tarrant County. We've been around since 1907, but we've been in this building for just a little bit over a year.

00:05:23

We moved into our campus last May, and we— our mission is to partner with families so that they can thrive.

Speaker A

00:05:33

That's right.

Speaker E

00:05:33

So just a little bit about us. We offer housing services for families experiencing homelessness. We offer rent and utility assistance. We offer early childhood education here on site and at 2 other sites in Fort Worth. And then clinical counseling, recognizing that if you've experienced homelessness, trauma in your background, right, let's help get you emotionally well.

00:05:58

And then also financial coaching services, small business supports. We have a co-working space on site with computers and a commercial kitchen and a makerspace, AV studios, so everything you need to launch your business. And then we also host in this building— we don't provide healthcare services, but we do host local mobile health providers like Texas Health Resources and So I'm going to leave some postcards up here and also a calendar of events.

00:06:30

I just encourage you, grab them. If you know someone who needs help, please send them our way.

Thank you very much. Um, and we have a few handouts, um, prepared here. There's a contact sheet for district contacts if you have a sort of issue We want to make sure that you get to the best person to handle that because I can tell you I am the worst person to handle most of these issues.

00:06:58

So we've got a contact sheet to help you get to the right person. We've also got a list of the district performance from 2015 until 2016, which really frames kind of why we're here and doing this work. And then the, the last handout is the STAR results between '25 and '26. While there was— there were some progress and some gains, there's still quite a bit of work to do within the school district.

00:07:26

So first, I want to say— I want to introduce my fellow board member, Lori George. Lori [personal information about a Board member's child] so she really helps us with the parent perspective. As we're doing our work, my daughter graduated from [a district high school] .

00:07:47

It's been a little while since I've had a kid in the district, but I've been a volunteer for, for many, many years, and so now I am back again volunteering. So, Lori, do you want to—

Speaker E

00:07:57

Yeah, um, so I'm Lori George, and as Courtney said, [personal information about a Board member's family] [personal information] My background is in education. I was a language center teacher and delivered professional development to teachers who gave instruction for English learning. And then I went back to school for working special education and kind of developmental disability systems perspectives.

00:08:31

And so So I am working on a dissertation right now which examines relationships between siblings where one is autistic and the others are not. I hope to be done with that soon.

Speaker B

00:08:47

Okay, so a school district exists for one purpose. The only reason a school district exists is to improve student outcomes. That is the one thing that a school district exists to do. And then your school board exists to represent the vision and values of the community. And that's— those, those are kind of the 2 things that the school district is supposed to educate

and improve student outcomes, and the school board is supposed to represent the community as the school district does their work.

00:09:18

And so the purpose of these listening sessions is we want to hear from our community as we develop goals and guardrails for the district. So we will set goals for the superintendent as he goes about his work. The, the board is a governing board. We will tell the superintendent, improve student outcomes, these are the goals that we want you to achieve, but these are the guardrails that you may not violate.

00:09:43

And those guardrails will represent the values. So that's the purpose of these questions. So they're 5 questions and those questions will— data, we're data, we're collecting data from all across the community. We will take this data and analyze it. And so that's the purpose of what we're doing and why we're hosting these community listening sessions.

00:10:05

And so they— so there, I want to make a distinction between what's board work and what's superintendent So the superintendent's job is to run the district. That is his job. The board's job is to set the goals and hold him accountable. And so those are kind of the 2 pieces of the work that we're doing here.

00:10:29

And so that's why we printed a contact sheet, because if you call me because the bus was late, I can't help you with that, right? And so it's best to always go to the person closest to the problem. And unfortunately, a lot of times people like to start at the board level, and we're so far removed from the problem, we, we just, we, we couldn't get the problem resolved as quickly as if you went to the person close to the problem.

00:10:54

And so the contact sheet is there. So we always recommend, you know, talking to your, your teachers, your principals, your school leadership, um, when, when you have an issue there. Um, so we'll So we'll jump right in. I want to make sure everybody has a chance to speak. We do have a small group here today, so hopefully everybody gets a chance to share.

00:11:16

And we'll go to the first question here. So our first question, and this is a vision question, we want to know from our community, what should Fort Worth ISD students know or be

able to do?

Speaker E **00:11:29**
I just, I meant to explain And I am taking notes, so what I'm doing my best to describe exactly as you say it.

Speaker F **00:11:37**
I am not a court reporter, but I envy a court reporter. I'm going as fast as I can.

Speaker B **00:11:42**
Speak slowly.

Speaker E **00:11:43**
Yes, but you are more than welcome to review what I've written to make sure that you, you feel that you were represented accurately. Also, there's no substitution for using your own words, which is why we have to please So we have the survey.

Speaker B **00:11:59**
So there is an online survey. All of these questions are also being asked in an online format, and so there's a QR code to fill out the survey.

Speaker F **00:12:07**
And someone had asked earlier, what if I speak and I fill out a survey?

Speaker E **00:12:10**
Will I throw off the data? This is a qualitative analysis. It's a reflexive thematic analysis.

Speaker F **00:12:15**
You will not throw off the data.

Speaker E **00:12:17**
Don't worry.

Speaker A **00:12:19**
Okay.

Speaker B **00:12:20**

All right. And so we're also asking If you could only pick one or two things, because we want to narrow it down, because the problem is if you try to do everything, you do nothing. So we're asking, what are— if you could pick one or two of the most important things a student should be able to know or do, what would those be?

00:12:38

So who wants to go first?

Speaker D **00:12:39**
Read at grade level.

Speaker A **00:12:41**
Okay.

Speaker D **00:12:43**
Ditto.

Speaker A **00:12:46**
Do math at grade level.

Speaker E **00:12:47**
Okay.

Speaker A **00:12:50**
They need math.

Speaker F **00:12:54**
I think across the board at grade level they need to be able to hit those markers. Academics.

Speaker B **00:13:04**
All right, anybody else on what a student should know or be able to do?

Speaker D **00:13:09**
Write cursive.

Speaker B **00:13:11**

Mozart.

Speaker A **00:13:14**
I'm sorry, I didn't hear that.

Speaker B **00:13:15**
Write cursive. He said write cursive. Children stop learning cursive. I didn't realize that until [personal information about a Board member's child] and I [personal information about a Board member's child] cursive. So yes, cursive is important to read all of our historical documents.

Speaker A **00:13:33**
So different perspective, I think. Learn how to get along well with others.

Speaker B **00:13:40**
Yes, very important.

Speaker E **00:13:41**
Critical thinking skills.

Speaker F **00:13:46**
I jotted down, you know, reading and communicating well, learning how to read and communicate well, and then also feel confident advocating for themselves.

Speaker A **00:13:56**
Who else said constructive disagreements in sports?

Speaker C **00:14:08**
Come on in.

Speaker B **00:14:13**
We're on our first, first question. So our first question is, what should Fort Worth ISD students know or be able to do?

Speaker A **00:14:23**
They need to be comfortable. They need to feel safe, and they need to be well taken care of. Many of our students— served on the board for 8 years— many of our students come

to school hungry, and that is why it is so important that we recognize that and we, along with other entities, are filling the gaps so that the students are— feel safe, have decent meals.

00:14:56

And feel like there is someone who cares. Agreed.

Speaker E **00:15:04**
What did you say, ma'am?

Speaker F **00:15:05**
I said agreed.

Speaker B **00:15:06**
Agreed. Okay.

Speaker F **00:15:07**
Yeah, yeah. I think that we want them to know and be able to do all these things, but I think we also have to acknowledge the inequity across the school district and the privilege that some schools have versus others. And so we want them to all meet these markers, but how you get them there is different everyone.

00:15:23

And some of those instances are feeding their breakfast in the morning.
I'm a SPED mom, so my oldest [has a disability] And so I also wrote down, for students with disabilities, it also looks like learning in an environment that's built in a way that is unique so they can reach the same goals. Like, I want them to have the same outcomes as a neurotypical child, but the path to get there is different, right?

Speaker E **00:15:43**
Mm-hmm.

Speaker F **00:15:44**
And I want to make sure that the school district gives them the support they need to be But they're meaningful and intentional about how they support them along the way.

Speaker A **00:15:53**
I think the other thing that the students need to feel is that their parent or parents, or

whoever they happen to be living with at the time, is interested and is welcome, really welcome at school. Many of our schools have trouble getting— I don't know about PTAs. Some of the schools have strong PTAs, and some of the schools have almost no PTAs.

00:16:21

And if you don't feel your parent, particularly in middle school, if you don't feel that your parent is involved, then you lose, you lose some confidence in many areas, and not even academic areas. I think we need to look at— you need to look at how do we retain the infrastructure. How do we bring the point to private schools, to charter schools?

00:16:58

Because once the parents leave, are they leaving only people who have no option? People who are working so many hours that they can't be part of school life. And how do we as a community balance that out? How do we make sure that the kids have Mary Louise Phillips, have the same kind of environment— that's my home school— have the same kind of design— your school?

00:17:28

High school. Have the same kind of environment that my children had who are now in their 50s. Everybody knew everyone. There was always a parent group. There was always mothers and fathers and family members that were welcome, but felt like they were part of it. Lots of times the only people that can do that are people who don't have to work 2 jobs and 3 jobs.

00:17:56

And have so much of a burden that they can't participate at the level that they would like to participate, and that impacts the child, right, and the teachers. Right.

Speaker F

00:18:10

So I think it's a, it's a fair question, but it's, it's fairly kind of static in the ask, right? Like, what should they be able to do? Well, our school district's incredibly diverse, so getting them to that level looks completely different for different campuses. And while I don't think [a district school] is starving in the morning when they get to school, which we went to [a district school] and then left [a district elementary school] the kids at [a district elementary school] have to have full bellies if they're going to absorb the information that we're giving so that they can meet what we expect students to know or be able to do upon graduation, right?

00:18:41

So putting these blanketed restrictions around that is going to hurt some of these students when we think about equality of think about equity, who has the upper hand, um, you've just got to take that into account. So yes, we can say here's what you should be held to, right, the board of managers is going to hold you to this, but what's all serving that up, right?

00:19:00

And if there are restrictions about breakfast time or the current rant about fridges in the classroom, whatever, if they're storing extra milk for kids that are coming to school hungry, I could die on that hill about having accommodations for some of these campuses because that is going to help them hit that mark, right?

00:19:17

Like, they can't be successful if they're starving.

Speaker A **00:19:20**
Right.

Speaker F **00:19:21**
And so I think we have to have that, right?

Speaker A **00:19:23**
Right.

Speaker F **00:19:23**
When you talk about equality and equity—

Speaker B **00:19:25**
Yes, the superintendent, not the children. We're holding the superintendent accountable.

Speaker F **00:19:28**
Absolutely, yes, yes.

Speaker B **00:19:29**
Our job is we'll hold him accountable.

Speaker F **00:19:32**

Right.

Speaker A **00:19:32**

But make sure he or she understands that that is And how important that is on weekends. I don't know if the food bank is still sending home food on weekends for the kids. Many principals are sending home food for the kids.

Speaker F **00:19:55**

We've got a market at [a district elementary school] that, um, it's called the Roadrunner Market that serves them even over break, um, that we get food for them. So Um, yes, so I think yes, we all need to be hitting basic requirements academically, but I think there's just a lot of underlying to that too.

Speaker B **00:20:18**

Yeah, so we'll, um, go to our next question, which is similar. It's also a vision question, um, that gets to, um, to help inform our goals. And what describes a successful So maybe a 3rd grader, you know, we want them reading, but when we think holistically more about, you know, the graduate, what, what, how do you describe a successful graduate if you just pick one or 2 important things?

Speaker E **00:20:49**

I am a parent to 2 young children, so I don't have experience yet with it. actual schools, but when I'm looking at what I think would be a successful graduate, we are focusing so much on performance results, on STAR testing, and again, I'm coming from a bit of a naive approach because I don't have experience in this spot, but life skills, managing checkbook, paying bills, Budgeting, what it means to sign a contract.

Speaker C **00:21:26**

You're—

Speaker E **00:21:27**

these kids are leaving at 17 and 18 and signing up for credit cards but don't understand interest rates. We're teaching life skills, budgeting. Budgeting, financing.

Speaker B **00:21:40**

How to sign a contract.

Speaker E **00:21:41**

Signing contracts, what their signature means. Kids don't understand the value of a pen. The pen that you sign your name with, that is your bond. And when you sign a contract, you don't just get out of it because you're an 18-year-old in high school. You're 18 years old, you're an adult. And I think that it's great that we can teach children math and social studies and reading and science and history, you know, but we also need to focus on real life.

Speaker D **00:22:12**
Thank you.

Speaker E **00:22:13**
And maybe not every child that graduates is heading straight to college to learn all those additional skills. So I think basic life skills that they may not be receiving at home, they may not have a parent that has the knowledge of those types of things. And so I think certainly job Just the basics outside of these things, but practical, practical hands-on life training.

Speaker D **00:22:48**
They should have a choice. Successful graduates should be able to decide for themselves if they want to go to work, go get a credential, go to college, go into the military.

Speaker A **00:22:58**
They should have a choice.

Speaker D **00:23:01**
They've got the fundamentals Knowledge to do—

Speaker F **00:23:04**
make their own decisions.

Speaker B **00:23:06**
It should be the student's choice.

Speaker F **00:23:09**
Yeah, I put down that we want them to be academically prepared, obviously, like going through our school district, but we want them to be able to contribute positively to our community. We want them to leave school knowing that they belong but also feeling like they can succeed to that same point regardless of what they choose to do post-grad, um, whether it is college or starting a family or or whatever it is, they feel empowered to hold

conversations.

00:23:33

To your point, you know, financial literacy and incorporating some of that, which I think some of our teachers are doing into some of the lessons they're teaching these days. But I think that's important. And then also just kind of emotionally prepared, right? Like, how are we helping them? I always say, [as a parent] like, I want them to be empathetic.

00:23:53

I want them to really know how to like accept everyone, you know. I think there are some schools that just don't look different. They all look the same, right? And so they're not seeing people that are different from them. And I hope that one of the benefits of [a district elementary school] is incredibly diverse.

00:24:10

So my boys are fortunate in that they're seeing kids from all kinds of socioeconomic backgrounds and quite honestly a lot of disadvantaged backgrounds in our school population now. But they have never been more In a more inclusive environment. And we left [a district school] because we had a terrible time instead And we literally had a teacher [description of a classroom incident] and I had to bring the school district in to get a copy of the photo.

00:24:36

I mean, so when I think about places that are being granted autonomy right now because they're so great, well, they can afford to be great. But [a district elementary school] Went from an F to a B campus this last year. So where's the autonomy for that? And I tell you what, that took way more work than it will ever take Tanglewood or Overton Park.

00:24:55

So I think emotionally resilient students is really important because if we're creating them in the same bubble that they've all grown up in, that's not doing them any favors. I think treating them— teaching them to be empathetic and inclusive is a big part of it too because they're going out into a world that doesn't look like that.

Speaker D

00:25:17

So, as the son of 2 Fort Dodge City teachers and a sister who works at Fort Dodge City now, I'm a perspective of giving their feedback here. I think the success of graduates is that they've had a good counselor, a good advisor at Fort Dodge City that has given them and coach them and mentor them on those next steps.

Success doesn't make fun of— I'm a Terry County College, and it's heartbreaking when you see 4,000 students can't read to register, who can't manipulate the computer to be able to register for their classes. And so I think success is a partnership between the 4th IC, A counselor, a senior instructor, to make sure they've been empowered to understand the process, to partner with them to be successful within a higher ed or job environment, communication skills, financial literacy, all those things.

00:26:26

So I think it's just not only graduates on the school itself, their responsibility to ensure that they have not mastered but be able to survive and have a good quality of life as they graduate.

Speaker B

00:26:44

Anybody else like to share on this question? What describes a successful graduate?

Speaker A

00:26:49

I think this has been talked about, but I want to kind of reiterate. Someone mentioned being able to think critically, which looks different from student to student. I have a recent graduate from [a district high school] and I have a current junior, and so the ability to have them create and synthesize information and be able to do that from their own perspective is important.

00:27:12

And that goes back to— this may not be a topic that I like to share because it's a small group. My daughter this past year has lost 4 teachers within her high school, teachers that we loved. And so to know that she's lost that connection and that mentorship from teachers is devastating because certainly there will be new teachers come in, but who's to say that she'll have that same ability to be able to connect and grow as a learner.

00:27:40

And so certainly thinking about— I will put All right, I think we're ready for the next question.

Speaker B

00:27:57

So this next question is, is around values, and these are, you know, what values must the superintendent honor regardless of pressure or politics in accomplishing the work of the district? These are your non-negotiables, your values. These are the thou shalt not. What do we not want him to violate as he goes about his work?

Speaker A

00:28:18

I don't want him to violate— I don't want him to be prejudiced because I don't happen to be the same religion he is, or the same ethnicity, or the same color. I want every teacher to understand that every child is important. And your personal beliefs and your personal politics should be left at the front door.

00:28:44

Unfortunately, the legislature doesn't necessarily agree with us, but the principal needs to understand and to talk to the— not just the teachers. Sometimes the person that gives the most valuable advice is the cafeteria Or the janitor. You say they're there all the time, but it's important that the children learn what is, what is true.

00:29:17

That the children learn that your political thoughts are not going to impact them, or your religious thoughts are not going to impact them. That my religion is between me and my family, not between me and the teacher. Thank you.

Speaker B

00:29:42

Anybody else want to share on values that the superintendent must honor?

Speaker A

00:29:50

Compassion.

Speaker F

00:29:57

Yeah, I echo both of that. I think leaving politics at the door, I think that we are a really unique district. Maybe we're not, maybe everyone is like us, but I think Fort Worth ISD is unique in just the general makeup, um, and the socioeconomic status of all the different schools in our district.

00:30:11

And so really being mindful of that and meeting each of those campuses and each of those students in each of those communities where they are are, um, and not viewing them in, you know, a light just based on pressure from the community, access, resources, you know, all of that.

Speaker A

00:30:37

So follow up on that, I think the superintendent needs to As this listening session is, involve the community in what they're doing and how they're doing it.

And he will actually be hosting listening sessions of his own, or he will be listening. Actually, he's down the street right now at Goodwill at an event where the president of the school board, Pete Aaron, and the superintendent, [Superintendent] they're at a town hall that Nicole Collier is actually hosting down the street, so he is doing that as well.

Speaker F **00:31:12**
Was that open to the public today or not?

Speaker B **00:31:15**
Yes, it was. It's, uh, down the street.

Speaker E **00:31:17**
I think we still wanted also not to confuse the purpose of what we're doing, so I think the intention— hold on, you will see.

Speaker B **00:31:27**
Yeah, and so it's— there's a separation of board and superintendent work, and so the work that we are doing now We're creating the goals for the superintendent. So the purpose of our listening sessions is we're hearing from the community because we want to craft goals that represent your vision and we want guardrails that represent your values.

00:31:47
So that's the purpose of our sessions, which don't involve the superintendent or district staff.

Speaker A **00:31:54**
I have a question. Is there— is it published anywhere, um, the mission statement for the school district?

Speaker E **00:32:06**
Is there an existing one?

Speaker F **00:32:11**
There should be.

Speaker E **00:32:12**
I gave, um, there should be. I bet we can find this. Um, but yeah, and there were— I had

someone email about previous goals and guardrails. The Olympic Board had adopted.

Speaker B **00:32:28**
Those are also—

Speaker E **00:32:29**
all that is still there. You can see what they said before.

Speaker A **00:32:33**
All that should be there.

Speaker B **00:32:35**
So if you go to the fortworthisd.org site, there's a board tab, and so that's where that information lives. Okay, um, well, our next question is around What the work I see is doing well that we need to keep doing. So what are the things that we're doing for students right now that we need to keep doing?

Speaker A **00:33:04**
The pantry. Engaging the community, local community. That we don't have kids in school anymore. We don't have grandchildren in school anymore. So, but the school is much important, and making sure that the school outrages to the businesses, but outrages to the neighbors, sets up some kind. the principal invites the neighborhood meetings into the school.

00:33:47
So the neighbors start to feel like, okay, I can understand, you know, what the process is, but making the whole community feel like they're part of the school helps the children and the teachers. Thank you.

Speaker D **00:34:09**
Totally. I think some of the schools have done a great job of creating a sense of place, school pride. Unfortunately, these students come out of challenging situations in their homes, so that school is their home in some cases. They feel comfortable and safe. So I know having grown up in this community, your school is your home.

00:34:34
Specifically, the students, the parents, and the teachers have created a sense of place, a sense of school pride.

Yeah, and I echo that. I think that, um, when we talk about underserved communities and this school really is a place, one to get fed, one to get educated, one to feel like you belong, and we've got a lot of teachers that are doing that really well. My fear is that that if we're putting restrictions and parameters around what those classrooms look like now, we have teachers taking down things in their classroom that make it feel warm and homey, and they're not allowed to have that anymore.

00:35:09

I worry that that's going to impact the student experience for them to feel welcome. So if we're trying to streamline everything and everyone's held to the same standard, that's one thing. But I think in that same regard, um, like for the campuses that are granted autonomy, If there are restrictions on the classroom layout and decor, theoretically, like, are they excluded from that?

00:35:31

Do they not have— like, can they do whatever they want to do now because they have autonomy?

Speaker E

00:35:35

Yes.

Speaker F

00:35:36

So like, I bet Tanglewood and Overton Parks classrooms feel super warm and fuzzy. Super. And then you've got a [a district elementary school] where these kids are coming from the apartment complex. And when I throw my kids' party, I have to make sure I tell them all the time, If you can walk to school, you can walk to my house.

00:35:52

I'm throwing it into summer party. I'm not going to throw it at altitude because they can't get there. I'm throwing it in my backyard. So we're granting autonomy to schools that are warm and fuzzy and they can afford to do that, but we're putting restrictions on classrooms that are so important to these kids in some of these lower-income communities, and we're taking away what they've been doing that feels good.

00:36:13

And we want them to keep doing that, but what we're doing right now is taking that away.

Speaker E

00:36:17

Thank you.

Does that make sense? So like, what are things that we're doing right now that are working, you want to make sure we keep doing? Well, I want the classroom to feel warm and fuzzy, but what I understand is that's changing and it's being taken away and removed. And so I don't even know that you could take that into account because restrictions are restrictions and parameters are being put in place.

Speaker C **00:36:36**
Does that make sense?

Speaker E **00:36:37**
Because this is such a small group, um, I won't get too far off track. Um, certainly, you know, Courtney said the difference between our role and what the, what the board does, or what the, what the superintendent does. And I think having an education background makes that hard for me personally to find that balance and not weigh in.

00:36:57
Um, but I, I, I recognize the, the research in the classroom environment and what promotes Positive outcomes and then what distracts from. And so I think from my perspective as a researcher, the intent is to promote positive outcomes.

Speaker F **00:37:18**
However, sometimes when we're so focused, we may have forgotten that, that warmth that you're talking about. Yeah, I mean, I think that—

Speaker E **00:37:29**
You're valuing—

Speaker F **00:37:29**
if I can take away the factor you're adding in— Yes.

Speaker E **00:37:33**
There's value The warm experience that a classroom can provide a student, whether they have that at home or whether they don't.

Speaker C **00:37:43**
Right.

Speaker A **00:37:45**

And that's good to remember.

Speaker C **00:37:46**

They're putting in the garden, in the garden for both of us.

Speaker D **00:38:33**

Just— and the partnerships are great. Ford actually has great partners across the city and corporate-type sponsors, so they do a good job engaging back-to-school type events.

Speaker F **00:38:54**

I also think that, um, currently, or at least at our campus, that I haven't experienced anywhere else, um, to the whole thing of just like warm and welcoming, they were really mindful about each student and who they were and the needs that they have and if they can make differences. [my son receives support services] um, and they were doing things that maybe I could have added to an IEP, but I didn't need to.

00:39:18

They were just So when we think about the departure of teachers in the district this past year, [special education information] they're like, well, we are pretty sure he'll probably land in either Ms. [Teacher 1] class or Ms. Whatever, so we're gonna go let him hang out in there.

00:39:34

And she's cool with it in her off period because she's grading, and at least he'll see the room that he's going to be in next year, possibly be in. And so they, without me even saying, were saying, hey, we're just going We're just kind to go hang out in Ms.

Speaker A **00:39:44**

of [Teacher 1] class.

Speaker F **00:39:44**

coaching him up, you know what I mean? We want him to be comfortable. And that was them thinking about how to ensure that my son has a successful academic year, and that starts by him being comfortable in the environment that he's in. And if we— and so I think that's great. Again, I'll go back to what I'm hearing, and it's all speculation because I'm not sitting in those rooms, but if I'm hearing students can't go into other classrooms that they're not assigned to, when you lose some of that just seeing the student as a person and that flexibility to help them, that kind of work really helps everyone, right?

Because [my son receives support services] so, um, if he struggles, then others struggle. But I think some of that flexibility that they have going on, or did this last year, is really important. I think if you lose that, um, I think it's going to negatively impact some students. And I'll give another story on my kid.

00:40:33

He hates sitting at community desks. Okay, it's not his vibe. Um, and we couldn't figure out why he was so mad about sitting at this community desk. And I was talking to the teacher trying to figure out the root cause. She goes, you know what I figured out? If the kids are late to school, which a lot of them are at our school, um, she's like, I'm still letting them run to the cafeteria and get breakfast.

00:40:52

And I'm like, just eat it at your desk. Like, I'm gonna start the lesson, but like, munch. They'll never let you do that this year. Okay, first of all, my son's— and Lori's looking at me like she knows exactly what this is.

Speaker E

00:41:03

I was gonna say.

Speaker F

00:41:03

He is hearing these kids Slurp next to him. And he's like, oh my gosh. She's like, it was the slurping of the cereal. And so he's like, I felt so bad. And I'm like, no, I'm like, do not stop our classmates from eating breakfast. Like, if they're hungry, they're hungry, you know. So she ended up going to another classroom, finding an independent desk for him that she set up at the back of the room for him.

00:41:22

And she's like, I know he can come reiterate anything I'm teaching. He knows all the multiplication, everything, but he needs to be a little further away and he He can't sit at a community table like that because that sound is bothering him. But even from just a social proximity, like space situation is big for him.

00:41:39

And so they met him where he was and saw him for who he was and knew that academically he does great on all the tests. And with his accommodations, he smokes them. But he couldn't do that if he was forced to be in a cookie-cutter situation.

Speaker E

00:41:54

Right.

Speaker F **00:41:54**

Or if he was forced— so then my fear is that that worked, he'll keep doing it. If what's being put in place for this school year is cookie cutter and he has to sit at that table and whatever, he's not going to be as successful as he was last year. And then on the flip side of that, I lose sleep at night thinking [special education information]

.

00:42:16

Like that he can go to the bathroom whenever he wants to, or he can go step into another teacher's classroom, right? So I came from a SPED perspective. perspective, we're all panicking that we're not building in enough into our IEP for our kids to be successful. Because my understanding is what I had this last year is absolutely what I'm not going to have this year.

00:42:33

And the teacher we thought we were going to have is—

Speaker C **00:42:38**

There's your accommodation.

Speaker F **00:42:44**

Flexible seating at the discretion of the teacher based on the academic and social skills of the student.

Speaker B **00:42:49**

Perfect.

Speaker A **00:42:49**

Well, great.

Speaker E **00:42:50**

You can request an updated RCD of any kind.

Speaker F **00:42:53**

Yes, yes, yes, yes. And we're great. They're ready for me coming down the pike. Yeah, no, we, um, so yes, so some of those things, I just, I think that works really well. If we keep

doing that, it's going to help students like my son be really successful in the classroom. So I love that.

Speaker B **00:43:11**
All right, so before we move on to Zoom, Does anybody else want to share something that Fort Worth ISD is doing that we need to keep doing?

Speaker A **00:43:20**
I'll add just quickly from my school perspective, I feel like my children are getting good counseling from their counselors. Like, they have really good support from their guidance counselor as well as from their folks at the community, at least from my children's perspective.

Speaker E **00:43:39**
Is that academic career type counseling or emotional support?

Speaker A **00:43:45**
Well, they mostly go to them for the academic career counseling. So the counseling from the course selection and then the GO Center in terms of financial aid and post-baccalaureate.

Speaker B **00:43:58**
Okay, all right, we can go to our last and final question here. So our last The next question is, when you think about Fort Worth ISD, what should we stop doing? What are the things that you think are not working and that we should stop doing?

Speaker A **00:44:22**
Teacher turnover. I agree. We've been in [a district high school] for 3 years. This is our 3rd principal. It's hard to create bonds and expectations when you have a new principal every year. Anybody else? What—

Speaker B **00:44:51**
or what ISD should stop doing?

Speaker E **00:44:56**
It feels like Fort Worth, um, I'm sure you know by now, like, I'm an educator.

Speaker A **00:45:01**

There's another, I know for sure, educator in the room who talked about it today.

Speaker E **00:45:05**

This seems like this year's already, uh, there's been some bait and switch already. Um, we were told there's like Elevate campuses and non-Elevate campuses, and as of our PD today— I apologize for being late, by the way, I was trying to get a couple extra minutes in my classroom.

Speaker C **00:45:21**

It's okay.

Speaker E **00:45:23**

We're not going to have very many minutes in our classroom. Um, sure, as an educator. So TEA doesn't make it— we are— we only have to legally have like one day in our classroom to prep for students, and that's all they've given us so far. Generally in past years— I'm about to start year 13— in past years we've had 2 days, 2 and a half days, lots of days in our classroom.

00:45:52

Right now we're about to have a half day tomorrow and then a half day I think on Friday. Is that right? Half day on Friday? That's what we were told.

Speaker C **00:45:59**

Every campus is different.

Speaker E **00:46:00**

Every day is, but so anyway, we have one, a half day here and a half day there to get ready for our students on Monday, to get our classrooms ready. Um, and again, and everybody's a little different. I have to, I'm moving classrooms, I'm moving grade levels. So we're all kind of like, you know, scrambling, um, you know, to make, to make sure everything's working.

00:46:23

Um, plus we were kind of like all told that as of right now it kind of feels like we're all Elevate campuses. So while we were under the impression that like Elevate campuses were going to have scripted lessons and scripted very scripted curriculum. It now has been told to us that all the campuses are going to be scripted, um, and that was not what we were told last week.

You know, we were told that, um, we were under the impression that we would have these resources to use, but we would be able to use resources that we know have worked in the past, resources that Whether we've created ourselves that have shown positive student impact and positive student outcomes, and as of today, that's no longer an option.

00:47:18

Whether you are a B campus, even our A campus friends are saying, "Yes, we've been told congratulations you have autonomy." But they they're while they're being very vague, they are saying our autonomy. economy is actually very— it— that in and of itself is very big. So, um, you know, as a reminder, like, this takeover is because of one campus.

00:47:42

And so our one campus that was an F has now turned into double-digit campuses, our Elevate campuses. And now it's turned into— it feels like, seems like, is like all of our campuses All of our courses have Elevate campus curriculum, right? And that includes our program of choices. As a teacher of a program of choice where parents applied to come to my campus, where programs of choices where students applied to come to campus, whether elementary, middle, or high school, you have removed their—

Speaker A

00:48:22

Choice.

Speaker E

00:48:22

You have no longer given them an option and/or their teachers an option, and now we are all doing Elevate curriculum. I don't— that doesn't feel like best practices. That doesn't feel like consent of educational needs. That feels like ignoring special education services, what's best for kids. That feels like ignoring IEPs. That feels like I think it's ignoring differentiation.

00:48:52

And it feels like, um, uh, it feels like a, a direct violation of what I know to be sound in the classroom. So, and it feels like, um, it, it feels like, uh, you're— you've waited, the district has waited Waited until a time whenever they know that if I were to say like, well, then I have decided that this is not my place anymore, which makes me really sad because I chose Fort Worth for a reason, for my children.

00:49:26

I've graduated from Fort Worth, I live in Fort Worth. If this is not for me anymore, you've decided to do that in a time and a place where now you're going to send my certificate

down to the state to put a stamp on it to say I can't teach anymore. You know, Like, it's now orchestrated in a way that now I can't do what I think I've been put here to do.

00:49:48

So I think, I think Fort Worth ISD should stop doing that.

Speaker A **00:49:52**

What's Elevate Campus?

Speaker E **00:49:54**

The Elevate Campuses and the ACE Campuses are campuses that the hostile takeover have decided need more support because they have been underperforming according to their their standards for multiple years. So, but so sometimes campuses are shut down to consolidate for things like numbers, like attendance, because we have lost students. So we are consolidating campuses sometimes.

Speaker B **00:50:23**

We're—

Speaker E **00:50:23**

but they've shut down 8 campuses. So, you know, sometimes it's like, that's also very confusing. Maybe the board of managers can speak more about that. I don't know what your campus is.

Speaker A **00:50:33**

It was [a district school].

Speaker E **00:50:34**

It was [a district school], so maybe you can speak more.

Speaker B **00:50:36**

So those— there was a list of campuses that were being shut down by the elected board, and that was going on before we were appointed. Yeah, so I understand that those were shut down before we were appointed.

Speaker C **00:50:45**

That they voted on.

It was voted on in the past. Yeah, it was attendance.

Speaker C **00:50:50**
The one across the street, one of our feeder elementary schools closed down because of attendance. I'm so sorry.

Speaker E **00:50:57**
I want to kind of see if I can capture, because I'm trying to describe. Would you say, if I was to put this in terms of a value, um, which I guess is the previous question, but I just want to— I feel I want to reflect and see if I'm capturing it— that you would like your expertise as a teacher to be valued, your experience and your— the knowledge that you bring to the table, you want to be trusted for your profession.

00:51:26
I think that's a great piece to write. I think the other piece is also that you have to decide if our teachers are professionals and you treat us like professionals.

Speaker A **00:51:44**
Okay.

Speaker F **00:51:45**
Right?

Speaker E **00:51:46**
Now, in every aspect In every world of professionals, are there bad apples?

Speaker B **00:51:53**
Without a doubt.

Speaker E **00:51:54**
You know, is everybody worthy of coaching?

Speaker F **00:51:57**
Without a doubt.

Speaker E **00:51:59**
But are there— you know, do bad apples mean that everybody that's successful— you

know, so just as an example, like, does my B campus deserve to use the same curriculum as a D campus? I, I think that if you, if you took a poll of 100 people, you know, Family Feud, survey says no.

00:52:24

But however, the district has made a blanket, you know, a blanket yes. And so that feels like not being treated like professionals. Right, so I think it's like, do you treat teachers as professionals? We don't feel like you're— like teachers are being treated as professionals.

Speaker F

00:52:49

Well, and you said something good too. You kind of mentioned kind of like the bait and switch. It feels like things are happening really quickly, and then I think for like as a parent at a school that really turned it around from an F to a B in this last year, and then the announcement is of like autonomy came out, and it could be nothing though.

00:53:04

It could be like No one even really knows what that means. Like, what's the perk that you get, right? We don't know. Like, what is that? What does that even mean? But if I'm looking at it from the outside in, as someone who was at [a district school] and is now at [a district elementary school] , I'm going like, well, that looks like a special kid situation, right?

00:53:20

Like, I could look at that and go, of course they have autonomy based on the criteria in which they were determined. But like, when was that decision made? Has there always been a conversation about some campuses will be— will have autonomy. Maybe we just didn't know about it, but I feel like some of the information coming out has been kind of very quick right before the start of the school year.

00:53:40

And I think that that kind of has parents pausing or teachers stressing, going like, what does tomorrow bring? So I think the bait and switch and just the really quick turn of distribution of information is losing our trust a little bit because you just don't know what's coming around the corner.

Speaker B

00:53:56

Mm-hmm.

Speaker F

00:53:56

You know what I mean? And I think when we talk about— when I think about a takeover,

I'm like, hey, we should all be held to the same standard, whatever. You have to recognize that not all campuses are created equal, yes, but then you do things like that and it really looks like a privilege.

00:54:09

And then you could say, oh, well, there's some charter schools in there. Sure, sure, sure, but the criteria of it, of course they're there, right? And so it makes you feel like they were handpicked and it was privilege tied to that decision-making.

Speaker A **00:54:22**

That sounds like transparency.

Speaker C **00:54:28**

So I think we need to stop doing— this is my 11th year in the district— we need to stop doing a one-size-fits-all process because in the grand scheme of things, we are a district made up of I forgot what the last count was, but over 100 schools, right? And even if you just break it down, I think the last count said 23 high schools.

00:54:56

If you just look at it at the high school level, you know, every high school is different and unique in its own way. You can kind of say every high school, every school, every middle school, every elementary school, we're all unique and different in our own way. Ways. Though we may look alike because our demographics might be the same, doesn't necessarily mean we are the same socioeconomics, cultures, everything.

00:55:23

Um, and so we need to stop comparing one school to another school.

Speaker F **00:55:31**

Stop.

Speaker C **00:55:32**

I mean, yes, it's very easy to say, oh, look at that school.

Speaker F **00:55:36**

And every—

Speaker C **00:55:37**

I know everybody looks at over to Park, Tanglewood, Rolling Hills, Waverly Park. Um, but the biggest difference between those schools and all the other schools that everybody wants to compare them to is, yes, you could say money, but money cannot buy the parent involvement and the parent support that exists in those schools.

00:56:02

Parents are the first teachers of their children. If a kid is not hitting kindergarten knowing their alphabet, knowing the phonetics, knowing to count to at least 50 if not 100, knowing how to write their name, I'm sorry, at today's day and age they've already started way behind the 8 ball and trying to get them caught up is going to take Forever.

00:56:30

I told my husband, um, and you can put this in there, but you don't have to. I was like, one of these days you're gonna have to come pick me up at the store, or you're gonna have to come pick me up at jail, because I'm literally gonna tell a mom who's got a 2-year-old with a phone or a tablet in their hand, please give them a book, because you do not understand and realize the disservice that you are doing to your child.

00:56:54

I mean, it I think it's technology has hurt, um, and I can't tell you what generation it starts with, but I mean, it could be our kids' generations. But I know for us, people walking in Walmarts, you know, Mom, I want a phone. I need a phone.

Speaker E

00:57:09

No, you don't need a phone.

Speaker C

00:57:10

You want a phone.

Speaker F

00:57:11

There's a difference.

Speaker C

00:57:11

I mean, we specifically held technology back on our children for that reason. And I'm not saying we did it right, you know. But I mean, but I can look at my kids and be like, okay, I think I can see the impact that had and the difference it made, you know. Yes, it's great that, you know, those schools have those things, but, you know, those schools have those things not because the district's giving them more money.

I think that's a really, really big misconception. They have those things because The families are stepping up and doing what they need to do in order to make sure that their children have. And that's a sacrifice that any parent can make, whatever— I mean, wherever you're at. Because sometimes it's not always money that these kids need, it's just the time and attention.

00:58:07

And that's something that money can't buy. And I think someone said it I think this couple right here said, you know, I mean, middle schoolers, they want to see their parents there supporting them. High schoolers, they want to see their parents supporting them. Everybody gives it in elementary school because, oh, the kids are so cute and it's them.

00:58:26

But then when they hit middle school, it's like, you don't need me anymore. No, that's when they need you the most, you know.

Speaker E

00:58:33

I think parents feel alienated in middle school too. And they did have a place, but we didn't ask them either.

Speaker C

00:58:42

Welcome them. I know I this last year, and I'm kind of behind the eight ball to admit my principal's probably getting it because I'll do it tonight last minute. But last year, for one of the parent conference sessions that we were supposed to have, he says, "I need your schedule for your parent conference." So someone gave me a schedule.

00:59:04

I said, I have a meeting at 9:30, I have a meeting at 11:30. I've already called all my parents. Here's the meetings that they've told me they're coming to. I'm talking to them collectively as a whole. I talk to my parents throughout the year. I call them, I text them, sometimes I go knock on the door.

00:59:19

And that's just something that, you know, it helps with the classroom management and behaviors in my classroom. But I do it too because I build that relationship. The first thing I tell the parents is, you and I are partners, you know, in your child's education. I say, and if I can't work with you and you can't work with me, they're not going to grow, they're not going to benefit, we've got a bigger problem.

So, um, and you know, yes, they need to feel welcome, they need to feel invited. Not every parent does it, you know, but I think we as educators, administrators, If we teachers, district employees, don't do our part to reach out and help make them feel invited, how else will they know?

Speaker E **01:00:03**

I'm glad you said that, because when you look at the curriculum, how much time does it give you to build relationships with your students?

Speaker C **01:00:09**

That's a whole different conversation. I think we—

Speaker E **01:00:13**

I mean, that we know, like, what are the— how many of us have had terrible jobs before? Terrible jobs. What is the best part of a terrible job? The people you have your terrible job with, right? I remember working at Olive Garden where we had to wear all white, and if we got like a little stain of like spaghetti sauce on us, we were like in trouble.

01:00:32

And what was the best part of that job? The other people that also had a little spaghetti sauce stain on their shirt, right? And we would laugh and laugh and we would joke, and we're like, oh, that guy's gonna get spaghetti sauce on our shirt. The best part of the terrible The best part of our job is the people we do it with, right?

01:00:48

The best part of our classroom, they're the kids. I say it all the time, the worst part about being an educator are the adults. The kids are the best part of the job. But when you look at this curriculum and it is so scripted, do you know how much time I have to build relationships with my students?

Speaker C **01:01:03**

I don't.

Speaker E **01:01:03**

I have no time to build relationships with my students. And when I tell you that I still get emails from students that are in high school Outside that have already graduated. I started as a third grade teacher. I now teach seventh grade. I get emails from here. I just got a Facebook message from a kid that I taught in fifth grade.

He's now graduated, and she was like, "Oh my gosh! I found you on Facebook finally. I've been looking for you. You're amazing." That's because I built relationships with this kid. I don't this new curriculum that's so scripted. Gives me no time to do that anymore. And my favorite part of teaching is spending time with kids.

01:01:45

And Fort Worth ISD, this new curriculum has robbed me of my favorite part of teaching, and it has robbed my students of what could be their favorite part of learning. And that's the time we get to spend together, and that's doing the biggest disservice. And they will— they will— they're not They're not going to learn like all my other— my other classes have.

01:02:08

They're not— they're not going to. My other kids and I have like— my other kids know I would walk over hot coals for them. Not to say I won't this class, but they're not going to think I will. They don't know that I would because I don't get to spend that time building those relationships with them.

Speaker F

01:02:26

Yeah, I think that's so important. And that I think it's, it's overlooked because I think to the whole point of like, just because it's a more like autonomous school doesn't mean the district's not giving them more money. Like, no one thinks that, but the makeup of that parent population, they can afford and have the privilege to be able to better prepare their kids for school.

01:02:46

And at our school, a big problem is that a lot of the parents don't speak English. So if we're asking them to show up to school and be able to count to 100 and do these things, Yes, ma'am. They can barely communicate with the faculty at the school, right? So the relationship that the teacher builds with that student in the classroom builds that partnership and the faith, and, um, they feel comfortable and safe with them, and they're telling their parents that, and their parents are coming to try and be involved.

01:03:10

So we have a lot of parent involvement. I'm not bilingual, um, talk about a full-bored millennial, but I have to like have someone's child come up and translate my meetings for some of my PTA meetings for me. Because I want them to know that we want them to help. And then they'll send their kids up to me to say, oh, my mom said she knows how to make blah blah blah, if you want her to bring it for teacher appreciation.

Like, just let her know what you want her to do. And so yes, we want them to all show up with, you know, whatever knowledge before they even get there. But we have to also acknowledge that some of these kids' parents don't have that. Um, and so we have to keep that in mind.

01:03:43

And we also have to understand for some of these students that relationship Our school gets a Secret Santa who gives them free gifts every Christmas, and I'm telling my kids' teacher, I don't need those free gifts, please go stick them in a closet and give them to someone later, you know. And she's like, no, no, everyone gets the Santa's bag.

01:03:57

And I'm like, well, we've got strep, so we're not even at school. But this teacher drives to my house and is like, I just wanted to hug [Child] and wish him a great Christmas break, and I brought him his bag of toys. Like, those teachers matter, the ones that we remember to come back to a year later.

01:04:11

After year, we don't give them an opportunity to do that. With what we're implementing now, we lose that, and that's so important.

Speaker A **01:04:19**

I have a question. I've been out of public schools. I served on the board from 96 to 2004 under the worst superintendent you ever met.

Speaker B **01:04:33**

That was my time in Fort Worth. But was it? I was in South Carolina.

Speaker F **01:04:38**

I got here in 2001.

Speaker E **01:04:39**

I know your doctor.

Speaker A **01:04:40**

Yeah, you know who I'm talking about.

Speaker B **01:04:42**

There seems to have been a lot, several superintendents.

Speaker A **01:04:48**

What I'm hearing, a lot of the changes, is the curriculum scripted at every level? Do the teachers not have the flexibility?

Speaker B **01:05:01**

So what— when the question was asked, there is a place to ask questions on The official answer from the district was that scripts are provided but teachers aren't required to use them in non-elevate campuses. That was what was shared by the district.

Speaker A **01:05:17**

I can remember at Waverly Park, the principal there— I can't remember her name— and she had mentioned a lot of deaf students that she would not use scripting and she had the best scores in the district.

Speaker B **01:05:36**

I've been told they can use them if they want. They're for teachers that need them is what I was told when I asked is what is the scripted lesson.

Speaker E **01:05:44**

You were told today that everybody's using scripted lessons. That's what we were told today. I'm just letting you know what we were told.

Speaker C **01:05:50**

And I think it's— I think it's the how, you know, in listening, you know, to my colleague here talk about curriculum and everything, I took a pause and I thought, you know, teaching— I teach every source middle school math, and, um, I was blessed and I feel honored that 4 out of my 9 students passed.

01:06:13

They're my people. Ask, you know, or talk. I mean, I— there's so much that I get looked over because my kids are so low, and so it's like I I'm the 20% that's expected not to pass. And 4 out of my 9 passed. And it wasn't at grade level, and I have those conversations separately with them because I have my belief about grade level and passing and whatnot.

01:06:37

But at the end of the day, like, a win is a win. Well, a pass is a pass, and they passed, you

know. And I used Bluebonnet faithfully last year. I used the book.

Speaker E **01:06:48**

I used the pages.

Speaker C **01:06:49**

I tailored it to their needs, where they were at, met them where they were at and everything else. And I look at what we are doing this year and the way, the way it's chopped up and everything. It is scripted. It is scripted. But I think it's the how and everything is being presented because literally the last 4 days, and this is what I told my, um, a former AP who left our school, but still she's like a mentor.

01:07:17

I said, it's the how. It's like, here's this script if you have, like, for first-year teachers to the district, first-years to Bluebonnet, whatever. Here's what this is. Now I know, and you know, when you think about the Cowtown 12, the classroom routines, the— I should know them already, but I don't. But anyways, it's like, here's the routine.

01:07:39

routine that the district has outlined, you know, and this is how things will flow. Open doors, this, that, whatever. And it's like, um, you think about your routine and what you've done and you're like, oh, well, all of a sudden my routine's not important. But it's like, if I were a principal, I'd be like, okay, John, you know, I know this is here.

01:07:58

I like how you did this. Charles, I like how you did that. Susan, you did this really great. But I'd like for you to give us sit down. This is what the district has identified and outlined as an exemplar, a good way to do it. Are there things here that you could possibly use?

Speaker B **01:08:16**

Would you like to tweak or whatever?

Speaker C **01:08:18**

It's all in the approach. It's all in how it's presented and what we're doing. And I think that's where a lot of dedicated, strong relationship-building educators are getting lost because it— in how it makes us feel. And so, I mean, you turn around and it's like, if we were to do that to a student, how would it make that student feel?

You know, that all of a sudden this student says, oh, what's this? I did this math problem and I That's great, but you didn't do it my way. I mean, that shuts them down. I mean, it's, you know, so I think that's kind of where we're at right now. And in my heart and in my gut and for my sanity, I want to believe that there is some truth.

01:09:14

My colleague just texted me and she's like, can you change the slides? And I'm like, I intend to until Until it doesn't work, and then I'm just going to go back to the book because I'm like, at the end of the day, if I know what I can do with the book and I know what the kids need, I'm going to do it for the book.

01:09:32

Will I get the high T-TEST ratings and make the extra money as a TIA teacher and all that stuff? Probably not. But I told my principal, I don't care about all that. All I care about are my kids passing.

Speaker A

01:09:46

Sounds right. Excuse me. It sounds like the board of managers needs to tell the superintendent that he needs to listen to some of the issues that the teachers raise. And you made a comment at the very first that if somebody called you because the bus was late, that's not your job.

Speaker B

01:10:13

No, I said I'm the most ill-equipped person to help you with that problem. Yeah, I can't make your bus get there.

Speaker A

01:10:20

Yes, you can. That is your job because you know who to call and they don't.

Speaker F

01:10:29

I don't.

Speaker B

01:10:30

It's on that sheet. That's why it's on this sheet.

Speaker A

01:10:32

This sheet is absolutely worthless. It doesn't say who does what. It doesn't say what their responsibilities are. I wanna know about school choice. What are you talking about with

school choice? Do we have a magnet program? Do we not have a magnet program? How about accelerated students? Where do they go? What do they do?

01:10:53

Who? Who? This is too formal for everyday parents.

Speaker C

01:11:00

I think over the years, Like everything else, time evolves. Back in the day, because I came, I came up through Fort Worth ISD, I remember, um, the superintendent when I was in school was [Administrator 1]

Speaker A

01:11:16

He was not a superintendent ever. He was in charge of the magnet program. [Administrator 1]was never a superintendent.

Speaker C

01:11:23

Well, maybe that's why I know his name, because I came through the magnet program. So I was like, literally was one of the first magnet program kids.

Speaker B

01:11:29

That's fine.

Speaker A

01:11:30

Okay, but—

Speaker C

01:11:30

Well, that's fine, but I mean, I came up new and back in the— and times were different where community was much more involved. And, and I think somewhere within that time frame over the years, the board members became probably more involved than what a board member I think that's something that every board member should be involved in.

01:11:57

I've sat on boards. I've done all kinds of board trainings. I get it. I sit on the board for [a local nonprofit] right now. And had someone reach out to me, a disgruntled employee, and was like, you know, just telling me all this stuff, and I'm like, I can't do nothing, breathe.

01:12:14

And I don't— I didn't answer, whatnot. But for me as a board member, I did go to the person person in charge, and it wasn't telling them how to do their job or what to do, but asking those questions. Because at what point do I as a board member allow a CEO to sit at the helm of a company that is going to tank it and cause it to go bankrupt and no longer exist?

01:12:41

And so I will say, for me, the frustrations that I've seen with the board. And the challenge is, is that the question— at what point do the questions get asked? And, you know, maybe they are asked and we just don't see it. But when the district loses 25% of its workforce, either through resignation, quitting, or firing— it doesn't matter what combination— losing 25% of the workforce, that's like a blow.

01:13:11

What happened? And I got that math from the numbers that [Admin 2] and [Superintendent] and everybody threw out last week when— and it wasn't— and I loved how it progressed because it went from 20 open vacancies to 20 uncertified teachers to 100 and something to 364, and then that got [Admin 2] to get to the 500, and I think it's actually really 550 based on the 4,000-plus teachers that we have.

01:13:39

And so then I started doing the math myself. Well, if we have 4,000 teachers, we've lost 1,000 just keeping it around. That's 25% of our workforce, 25% of our educators that had to be replaced, you know. And it's like, whoa. And, and I know if I were a board member, I would ask what— like, do you know what contributed to this?

01:14:02

What's the plan that you have in place? You know, I mean, I want to see what his, you know, not necessarily explain to me, like, but just what's your plan?

Speaker E

01:14:14

So I'm— if I could kind of phrase it as a guardrail or a goal, would be something around the— along Along the lines of teacher retention and teacher satisfaction, holding someone accountable to a certain level of a metric to teacher satisfaction, or you will not have more than blank teachers resign per—

Speaker F

01:14:45

or something that allows us to hold him accountable for what I'm hearing here. So, so what happens if—

excuse me—

Speaker F **01:14:54**
he doesn't—

Speaker E **01:14:54**
he's Well, that's gonna be my next question.

Speaker D **01:14:57**
Do you guys know, based on what you're doing here, what you're going to put in place, what the guardrails are going to be, do you actually know you have the authority in 2 years to vote them out and then they just get replaced by somebody else appointed?

Speaker A **01:15:19**
I don't know.

Speaker E **01:15:20**
Do we know that we have the authority to fire the superintendent?

Speaker D **01:15:24**
Yes.

Speaker E **01:15:24**
Do you know y'all have that authority? Yes, absolutely.

Speaker B **01:15:27**
We have the same power as the elected board. The appointed board, elected board, it's the same power. We have one employee to manage, and that's the superintendent. We have one employee, and that's the superintendent.

Speaker A **01:15:37**
I just want to—

Speaker B **01:15:38**
this works. One of 2 years, you can say.

Speaker E **01:15:45**

Yes, right.

Speaker F **01:15:46**
But when I—

Speaker D **01:15:47**
Dr. [Superintendent] you're not feeling it, right? And then I guess you turn to what's his name up at TEA and say, send us somebody else.

Speaker B **01:15:53**
Well, no, we would, we would, I guess we would have to go through the hiring process. We all came, we all came at the same time. So Dr. [Superintendent] and all of us, we were all, we were appointed the same day. It's an arranged marriage, right? It was an arranged marriage. So if something happened and if we would go through the same process of superintendent selection.

01:16:12
Hopefully we don't.

Speaker A **01:16:13**
I mean, so you did not select— have any input in selecting the superintendent? The current one?

Speaker B **01:16:20**
No, under the intervention. He is from Broward County.

Speaker A **01:16:23**
He's from Florida. Florida. Uh, does he understand Texas? Does he understand what the needs of the community are? He may be a wonderful man and he may be a wonderful superintendent.

Speaker C **01:16:44**
You know, I'm willing to bet if you reached out to him and asked him to meet with you, he would, he would meet with you. And I think those would all be all great questions, a great conversation for you to have one-on-one, because I, I think it would be very interesting. Well, I think it would be interesting too.

Speaker A **01:17:03**

Hired superintendents, and I understand that, but does he know his principals? Did he appoint the principal? Did he and his staff appoint the principals that are in which schools?

Speaker B **01:17:15**
Many of them, yes. Many of those principals, yes, he hired them.

Speaker A **01:17:20**
He hired them.

Speaker B **01:17:22**
So there were 900— well, 1,142 teachers were hired. I don't know how many principals were hired.

Speaker A **01:17:30**
hired. But that's your responsibility.

Speaker E **01:17:33**
My responsibility?

Speaker A **01:17:35**
No, no, no, no, no, no, no.

Speaker E **01:17:36**
We may have a fundamental disagreement on that, but I would say that we all, um, we all agree that equity is a value that's very important, right?

Speaker A **01:17:45**
And we care about the kids.

Speaker F **01:17:46**
Right.

Speaker E **01:17:46**
And I would say that if, um, I could call, um, well, I don't want to use names. Um, so you know, my PTA, right, [a parent leader at my school] Yeah.

Speaker F **01:17:57**

Could call me.

Speaker E **01:17:58**
Absolutely. Anytime because they have access to me.

Speaker A **01:18:02**
Absolutely.

Speaker E **01:18:03**
But not every parent has the same level of access, but every parent deserves access to the right information that they need to make informed decisions for their kids.

Speaker F **01:18:16**
Correct.

Speaker E **01:18:16**
And that's what we want, a working system. I think the, the points on the, on the, the chart are excellent. That gives more information and more access for every parent to see, but it is inefficient, and it is, to me, a privilege and elitist to rely on special access to a board member because we're buddies, you know.

01:18:46
Because I'm an introvert and I'm I have like 4 friends and I'm at home pretty much all the time. I don't talk a lot, but, um, but my point— I mean, I'm joking, but my—

Speaker A **01:18:55**
not really.

Speaker C **01:18:55**
Well, but I think I, I understand your point, and I think in the past there have been board members who have kind of muddied the waters. I don't want to say— but they may be helpful. I think it was out of malintent, right?

Speaker A **01:19:11**
Not at all.

Speaker C **01:19:11**

I think because it's like, oh my God, Or even, and even whether or not you knew the person, and this kind of goes to what [Participant 2] was talking about, you know, the little lady at the street, and she's like, you're a board member, you're gonna help me do this, you know.

Speaker F **01:19:29**

I do also just think that that comes with like, you signed up for it, and so you should expect that people think you can control the bus too.

Speaker B **01:19:37**

Well, I want to, I want to wrap it up.

Speaker A **01:19:39**

Yes.

Speaker B **01:19:39**

Um, just kind of next steps. So we are conducting these listening sessions. Our goal as a board member is for each one of us to arrange 7 of these and also be the board member 2 for another 7. So they're— ideally I will do 14 of these. We will take all of this data and we will analyze the data, the online survey.

01:20:02

We will take all of this data. We are looking at heat maps of where we're hearing from because we want to hear from the whole community, not just the privileged community that can access us. So we are making sure that we are reaching all parts of the community with our survey and our listening sessions.

01:20:17

We will take all of this data, it will be analyzed. Lori is our data analyst person who can help guide us. We're using Qualtrics. We will, we will analyze all of this data to come to find what are those Top visions, top values. We will create goals, guardrails, and we will hold the superintendent accountable for that.

01:20:39

In good governance, a board has one employee, and that one employee is the superintendent.

Speaker A **01:20:43**

Are you getting feedback from parents?

Yes, yes, [?] is.

Speaker F **01:20:48**
To be clear, I am a research scientist.

Speaker E **01:20:50**
I'm not—

Speaker B **01:20:51**
I didn't just volunteer for that role.

Speaker F **01:20:53**
I know how to use—

Speaker B **01:20:55**
that's what she does.

Speaker E **01:20:56**
And we will use a reflexive analysis and work with the university.

Speaker B **01:20:59**
And I don't even know what that is because I'm an anchor.

Speaker F **01:21:01**
Do you feel like you're getting enough data to even like— I mean, I'm looking at this room going like, we're not on the best side of town, but like how many parents are actually like current active Fort Worth ISD parents? Like you could hold 17 of them, but if this is the turnout at all of them, like am I concerned about that?

Speaker E **01:21:15**
No, there have been some where there is huge, you know, but honestly this is— I love this.

Speaker F **01:21:19**
I love hearing from you and like getting to know And y'all work on MARC. Yeah, and that's—

Speaker B **01:21:25**

I think that's awesome.

Speaker E **01:21:27**
Um, I, I would— I think Courtney would agree with me, and she's using a great— she's like, give this, take this, and then tell 5 of your friends. We desperately need to hear from some more, um, Black and brown families and community members.

Speaker A **01:21:42**
Desperately.

Speaker F **01:21:43**
And then from an implementation perspective, like school starts next week, so when we talk Talk about like kind of firewalls and putting this into practice. Like what it—

Speaker E **01:21:51**
there's a timeline posted on, um, on the board home kind of— it's not its own website, it's a like board homepage, and it'll say community listening, and there's a timeline on there. So by tomorrow we are supposed to have all of our dates set.

Speaker F **01:22:08**
Um, some of—

Speaker E **01:22:09**
most of those dates, if they are open to the public, They will be posted on a calendar and you can attend a session, another session, use this, etc.

Speaker F **01:22:19**
Some of them might be—

Speaker E **01:22:20**
we're asking if we can come into someone's space as an outreach, and they may tell us no, you're not welcome here and you can't come in.

Speaker F **01:22:30**
And they may—

Speaker E **01:22:31**

or they may say yes, but nobody else can. So some of them aren't open to the public, I guess, because those community members don't feel comfortable. And that's their right, and that's okay. But the ones that are, are published, so they're here, will all be completed by the 15th. The survey will close on the 15th, and then analysis will wrap up, and then we will present a draft.

01:22:54

Kind of, did we get this right? Does this feel like it reflects our community's vision?

Speaker F **01:23:00**
And when is that? What's the date for that?

Speaker B **01:23:03**
The sessions will be until September 15th.

Speaker F **01:23:06**
Yes, so what did I say? Just not August 15th.

Speaker B **01:23:08**
September.

Speaker E **01:23:09**
Yeah, no, no, sorry.

Speaker C **01:23:11**
60 sessions in 2 weeks.

Speaker E **01:23:12**
Good luck.

Speaker A **01:23:13**
Go.

Speaker F **01:23:14**
So wrap session September 15th, and then you're gonna have to time your process.

Como Community Center

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Speakers:

Speaker A - 50.01%

Speaker B - 49.99%

Notes:

No notes.

Speaker A **00:00:00**

Well, good morning. Thank all of you for being here this morning. My name is Pete Guerin, and I'm the, the president of the Fort Worth School Board. [Staff member 1] to the front.

Speaker B **00:00:15**

[Staff member 1] to the front.

Speaker A **00:00:21**

And this is Luis Galindo. Mr. Galindo is also on the Fort Worth School Board. school board

with me and appreciate very much all of you taking the time to visit with us today. The school board that we have now, it's unique. Never had this before, but the—

Speaker B **00:00:41**

[Staff member 1] to the front desk. [Staff member 1] to the front desk.

Speaker A **00:00:46**

Last year, the state decided to take over the Fort Worth Independent School District because Of a long history of the school district not giving our children the support that they needed. Kids weren't achieving the academic outcomes that all of us hope for, expect for our kids. And so the Texas Education Agency appointed a new school board, appointed 9 people to serve the new school board, and they also hired A new superintendent.

00:01:17

A new superintendent. And the role of the school board, you know, we don't tell the teachers how to do their jobs or the principals how to do their jobs or superintendent, but we are the governance body. Our goal, our job is to set goals and guardrails for the superintendent and all the people that work for the superintendent.

00:01:42

And we're going to hold him, Dr. [Superintendent] accountable for accomplishing those goals and for staying within those guardrails, making sure that the superintendent and all the people that work for him support the vision and the aspirations that all of you as parents have, have for your children and others in the community have, have for our schools.

00:02:07

So in order to Yes. And to develop those goals, the school board and the 9 of us are going all over the community and meeting with parents and others. In many cases not parents, it might be grandparents, it might just be other community people who care deeply about the community. And we ask you a series of 5 questions.

00:02:30

And we're gathering information on those 5 questions.

Speaker B **00:02:33**

Yes.

Speaker A **00:02:33**

I need those to be taking notes, and also I'm recording your answers as well. And in late September, the board is going to take 2 full days. We're going to sit down with all this information, and based on this information, we're going to develop goals and guardrails that we are going to use to guide the superintendent and to hold the superintendent accountable for accomplishing for our kids what we expect from them, what we want.

00:03:07

We're right now, Fort Worth ISD is one of the— it's the lowest performing big city school district in the state of Texas. The lowest performing. And for so many of our children, particularly our lowest income children, we're way behind. We're We should be. And I know I speak for Mr. Galindo, myself, and the other 7 board members.

00:03:31

We don't think that's acceptable. And we don't think that we can sit around and move slowly either. A child's only in the 3rd grade once, only in the 4th grade once, and every year that we waste, that means thousands of children didn't get what they deserved that year. So we're, we're in a hurry, and status quo wasn't working for our kids.

00:03:57

And we want to put goals in place, and we want to hold this superintendent accountable to make sure that the year that starts on Monday is better for our kids, and the year after that is even better, and the year after that is even better. And so I've got 5 questions I'm going to ask you today.

Speaker B

00:04:16

Okay.

Speaker A

00:04:16

And I'd like each— and I'm going to read through them real quickly, but then I'm going to go through them one by one. And I'd love to have your input on every one. And if you want clarification on some of those questions, please ask me. This is a discussion, not a— you know, we're not scripted, we're not having to stick with everything, but I do want your input on these very specific questions.

00:04:41

'Cause that's what we're going to use to make the goals and that's what we're gonna use to hold the superintendent accountable. Now I'm going to read through the 5 questions real quickly. Good morning.

Good morning.

Speaker A

00:04:53

Oh, and Ms. [Staff member 2]is passing out some information to you that— Ms. [Staff member 2]will pass out these questions, but I'm going to read through them ahead of time so you can anticipate what's coming. And then at the end, I want to give everybody a chance after we've gone through it once and you've asked— answered the questions, you may have had some additional thoughts at the end because I know anytime I listen to others talk, it makes me think of some things I may have not thought of the first time around.

00:05:31

But these are the The 5 questions that we're going to go through, but I'm going to go back and go through them one by one. What should Fort Worth ISD students know or be able to do? If you could only pick one or two of the most important things you think our kids should know how to do, I want you to share that with us.

00:05:49

What describes a successful graduate? What do you want to see in our 18-year-old young men and young women that is going to prepare them for life? What are the most important values of our community? What— where's our heart? What do we care the most about? And no matter what the politics are, no matter what other considerations are, what do you want the superintendent to honor?

00:06:15

What are the things that the Fort Worth ISD is doing now that you want it to keep doing? This is great, keep doing it no matter what. And then the last question is, what do you think we're doing that we need to stop? And we might need to get some more chairs. I know this— I guess we have chairs here.

Speaker B

00:07:18

We got 2 empty seats right here in the front, right here in the front.

Speaker A

00:07:23

Yeah, and there are some chairs in the front that are open.

Speaker B

00:07:48

Okay.

Okay.

Speaker B **00:07:50**
Again.

Speaker A **00:07:51**
You know, could you talk a little louder?

Speaker B **00:07:57**
We heard something that we was trying to find out if it was true or not.

Speaker A **00:08:02**
Okay.

Speaker B **00:08:03**
What? Okay. Are the grades going to be from 80 to 100? The Bs are going to be from 60 to 80? And the Cs are going to be from 40 to 60?

Speaker A **00:08:23**
No, to my knowledge, the numbers are not going to change, you know, but they're A will still be an A, a B will still be a B. Uh, that, that's— there's no plans to change.

Speaker B **00:08:36**
Okay, but what about the numbers? The percentage?

Speaker A **00:08:40**
You know, I don't know the answer to that. I'm sorry.

Speaker B **00:08:42**
Okay, but that's what we heard. Yeah, no, I don't— Can y'all let him go through— let him go through his, his bill, and then, then we'll save all these important questions y'all have for him afterwards. Okay, okay.

Speaker A **00:09:00**
Yeah, yes ma'am.

Speaker B **00:09:03**

Why did they take away cursive writing? What is up with that?

Speaker A **00:09:07**

You know, that's a good question. I, you know, I don't know when that happened. It came long before me, and I, but I don't know the answer. I'm sorry, I don't know when or don't know why.

Speaker B **00:09:17**

That's one thing that I think needs to change. They need to start teaching cursive writing again.

Speaker A **00:09:22**

You know, it's interesting you bring that up because we've heard that in other, other meetings as well. In fact, we had a meeting yesterday on one of the centers on East Lancaster, and that was brought up and discussed at some length. But the question was about cursive writing. Well, let me start with the first question.

00:09:43

What should 4th grade students know or be able to do? If you could If you could only pick one or two of the most important things Fort Worth ISD students should know or be able to do, what should they be? Let me say, you know, you might think about it in terms of elementary school, middle school, high school.

00:10:03

What should Fort Worth ISD students know or be able to do? Yeah.

Speaker B **00:10:08**

Read and fill out applications. Yes.

Speaker A **00:10:12**

Read and fill out applications. And then I heard someone say read and understand.

Speaker B **00:10:23**

Or like, like business management, like how do they, how do they realize what they need out in the real world if they don't give it to them before they get there?

Speaker A **00:10:34**

Yeah.

For instance, like how they say, like, to fill out applications, maybe like job interviews, or like, like, what is, what is the next step? Because sometimes some kids don't go to college, they just go straight into doing whatever they feel like they're, you know, important. You got to pass this test.

Speaker A **00:10:56**
No, that's— thank you. And I don't know if everybody can hear in the room, but what are they— Fill out applications, be able to know.

Speaker B **00:11:06**
I graduated Arlington High, and they showed us how to do like resumes. Yeah, like resumes. They showed us how to do stocks, like how to figure out what you know stuff like that, and we were interested in and stuff like that. Obviously, they showed us how to write personal, but there's things that they're.

00:11:30
I feel like the kids would know because when I got out of school, it was like, wait, hold on.

Speaker A **00:11:37**
And I was—

Speaker B **00:11:38**
I graduated and I was on my own. Like, I was a math kid, so I was having to learn on my own.

Speaker A **00:11:46**
Yeah.

Speaker B **00:11:46**
But I taught myself, you know what I mean? But the school— when I left school, I didn't know what my next step was.

Speaker A **00:11:54**
Yeah. Thank you. You be prepared for those next steps. I went to— graduated from Arlington Heights High School also, maybe a few years before you.

Speaker B **00:12:04**
Go Jackets! Also, I'm thinking too, uh, so in this time, an era of socialization, more, uh,

Critical socialization, how people can interact with each other as groups, because kids getting conflict resolution, I think those things are important. With my grandchildren, seeing them walk through that with conflict and then just getting sent home of things that I think would be simple if we could talk it out with families instead of just sending our kids home and being at home for If we keep our kids at home for a week, then we get— you get reprimanded or write a ticket, right?

Speaker A **00:12:53**
Yes.

Speaker B **00:12:53**
But the school can send you home, and I don't know about y'all, some of the stuff that my grandson got sent home was really stupid, simple stuff. And, um, and I, I just— I'm just— that's just, to me, that's something that could be an easy fix. Or if you just don't want to deal with our children, or the teachers help you, or they want— or they You teach because— well, I know it's not because of money, but anyway, that's my thoughts, y'all.

Speaker A **00:13:18**
Thank you, that's so important. Let me go over here for a second. Did I see a hand up over here? Okay. Yes, sir. I had a problem with my son being bilingual. Bilingual students are being treated differently, I want to say, because the Spanish-speaking students are learning English in all of their classes, in all of their classes, and they teach it to them.

00:13:54
But our students are not learning Spanish, and then that gives them an edge.

Speaker B **00:14:02**
Yeah.

Speaker A **00:14:03**
as they grow older because they're able to, you know, get jobs by being bilingual. I see. Yeah, you think being bilingual is an important goal for all our students? Yeah, thank you, great point. Yes, ma'am.

Speaker B **00:14:21**
I just have a question since you're on the board and everything. I have a friend, she's not here today because she didn't— I didn't invite her, but she She has a son who is autistic, but he is a high-functioning autistic guy.

Yeah.

Speaker B **00:14:33**

And they have no classrooms for high-functioning autistic. Like, he can walk, he can talk, he can communicate with others, he can play. He's just— he's on the spectrum, but he's high-functioning. And they want to throw him in a— excuse my— I'm sorry if anybody— I'm not trying to offend anybody, but they want to throw him into a class with a bunch of people, kids, children who are very low and very, you know, on, on the spectrum but down here.

00:14:59

Like, they can't do anything. They want to drool on themselves, they potty on themselves, they bite each other. And he's not there. He's autistic, yes, but he's high functioning. He's capable of learning, but there's no classrooms in Fort Worth ISD that will take the time to teach him. Yeah, thank you. Autistic until there's an issue, and then you can get him a 504 plan.

00:15:25

My son is in regular classes right now, and they told me not to have to wear his nonverbal talk or go to class, and he's in regular school. He's been in regular school since he was 3. You don't have to tell him everything until it becomes a problem. This is always more.

Speaker A **00:15:39**

Okay.

Speaker B **00:15:39**

Because people think by telling him, oh, he's autistic, it's going to put him on a different pedestal. No, ma'am, it puts him in a box. Yes, okay, okay. But people consistently look at him as being an autistic child. He will never get to his full potential because put my baby in a regular class, he talks nonstop.

00:16:00

Yeah, yeah, yeah. You guys in the same building? I mean, he talks nonstop. He's very functioning very well. His communication with other kids, he even communicates because the first seat was solitary. But you don't have to let them know everything. Let them think they're maybe shy. I just really think it's the schools because I know when I lived in Westwood Village and they had the schools and any autistic kids was in my children's classes, I mean, they would just get pulled to the side if they were being disturbing to go to the 504 classes.

Yeah.

Speaker A **00:16:35**
Well, thank y'all. Well, thank you all so much for raising that issue.

Speaker B **00:16:42**
Can I get—

Speaker A **00:16:43**
I'm going to stand over on this side of the room and ask these people, what do you think our children should be able to do for their elementary school? And someone said reading. I don't know, we want to know what kind of priority can be put on Math, on reading, on other issues that [Participant 1]talked about, you know, to deal with crisis.

00:17:12
But do you all have thoughts on what should our children learn to do? What do you expect?

Speaker B **00:17:20**
I'm just going to say, like, overall, I don't solely blame the schools. This is telling I don't want to offend anybody, but everything starts at home. That's my perspective. So I feel like kids should come to school—

Speaker A **00:17:34**
One second. Could you all please, you know, you don't mind listening to the speakers because the acoustics in here are not very good.

Speaker B **00:17:41**
Thank you. I was just going to say, I believe that kids should come to school with basic skills. Kids, I feel like, not supposed to come to school like don't know anything in the schools. A lot of parents put all the pressure on teachers. The way I was It's the teacher's job to teach the kids.

00:17:56
It's parents' jobs to educate your kids. And it takes me back when I was thinking about her when she said, like, teachers help kids fill out applications. Like, now my kids go to doctor's appointments, don't excel, but I'm having them fill out their basic information. And the way I teach my kids, because if the Lord takes me today, my kids know everything.

They're not learning it from nobody else. And that's just my perspective on life. So a lot of stuff parents need to I have to hold myself accountable too. A lot of parents, you know, we work, I understand, a lot of parents, but at the same time we got to raise our kids too.

Speaker A **00:18:26**
That's good.

Speaker B **00:18:26**
Stuff that your kids are not like, we have to do okay with our teachers, but what do you see their struggles in and not work on it at home too? I'm not leaving it all with the teachers because that's a lot of pressure. These teachers got more than just your kid in class, so I do understand that too.

00:18:41
But there is other stuff that can be, you know, put in place. I just feel like teachers Teachers should communicate more with the parents and stuff like that. But parents gotta see— we can't take them as, oh, you know, like defensive, or, you know, because we got a lot of parents. If a teacher tell you your kid is this, your kid is that, a lot of parents get guarded and they're just getting blind to the fact, my kid, my kid.

00:19:00
We gotta listen to what these teachers actually saying too.

Speaker A **00:19:03**
We gotta help them out.

Speaker B **00:19:04**
I feel like that can really help, especially being honest with them. There's a lot of sharing. Yeah, it's a partnership.

Speaker A **00:19:15**
Can we make sure we give every person an opportunity to be heard?

Speaker B **00:19:20**
I feel like these students should have monitors. I used to work for North Texas Job Corps, and we were like monitors. So we used to have to monitor every student behavior, and when there was a problem, that person specifically was to reach out to that parent, tell them what they And evaluate the situation, not just based off of what the teacher is

dealing with, but what the monitor is dealing with, like seeing what's going on, you know what I'm saying?

00:19:44

So I feel like if it was a little bit more, um, assistance with these students— because I know specifically when I had put my daughter in, um, [a district high school] last year she— this is her first year there, and it was all hell broke loose because it's more, um, majority of Hispanics there than it is, you know, African Americans and, you know, white students.

00:20:07

So the classroom is way bigger in there and the teacher can only see but so much. You get what I'm saying? So if she had an extra— if they had a budget for an extra monitor in the classes to see exactly what's going on, I feel like that would make the classroom a lot better space.

00:20:26

Because it will be more monitored than just what the teacher is seeing. Yeah, you get what I'm saying?

Speaker A

00:20:32

That's a great point. Let me mention one change that's going to happen this year in all the schools across the district— elementary, middle, and high school. The principals now— and I've attended some of the principal trainings— they've told the principals you're not supposed to be in your office, you're supposed to be in the classroom, in the hall.

00:20:49

And the principals are become instructional leaders. Same with the assistant principals. So they're going to be in the hall, they're going to actually be in the classroom. So it's going to be an extra support, uh, adult in the average room. But that's a very good point.

Speaker B

00:21:06

She was being bullied and I was on— I was there often.

Speaker A

00:21:10

Yeah.

Speaker B

00:21:10

Yeah.

Okay, so what, what would you want your children to do by the end of elementary school? What skills would they What do you expect your child to have? Reading and writing. Reading and writing.

Speaker B **00:21:24**
And math.

Speaker A **00:21:26**
Reading, writing, basic math.

Speaker B **00:21:28**
Math was going easy for a lot of kids.

Speaker A **00:21:32**
Could you say a little louder? I said they have school way too much now than they really had. Everybody, please, let's let every speaker be heard. I think, I think that's also another urge to better themselves because maybe the student or the kids, they have a parent that will supply them a phone, clothes, food.

00:22:08
So they don't struggle, and they— all they want to care about is the quick fix, like watching YouTube or playing video games. And I think some places where they struggle, where they're hungry, like physically hungry, that's when the mentality mounts. They don't care about video games. They just want to know how to make a meal.

Speaker B **00:22:28**
Yeah.

Speaker A **00:22:29**
And those kind of— like, from that kind of lifestyle, Those people can go on and, you know, maybe they want to go to school. My kids don't want to go to school. They don't care about reading and writing. There's no necessity. And so I wish there was a way, a bill, something that can instill this kind of like values, the want to go to school and learn.

00:22:59
Good for that, but they don't see that. Thank you. Very important insight.

Speaker B **00:23:06**

Can you repeat that? Because I don't— did y'all hear what he said? He basically is saying that the kids don't have the initiative or the oomph to actually want to go to school and learn, which starts at home. If you give your child the encouragement at home to want to actually be able to learn and excel in life, they'll go to school and actually learn something and put that change Hold into some of their education.

00:23:28

And I also think they need to take phones out of schools. They don't need to have phones. Okay, I'm sorry, but there's something that I'm like, I don't understand. I can understand them leaving it in their locker or leaving it in their backpack, but these schools don't inform these parents. My child has been in 3 shootouts and [health information] when she was there the first Her senior year, and I didn't even know they was on lockdown.

00:23:53

I had to find out online that it was an active shooter on our campus. But if my baby had her phone, and then you don't find out till two three o'clock when they coming home, and my baby been traumatized and sitting in the room all day with no food because they don't let them out the room, and they're scared to death.

00:24:13

That's not okay.

Speaker A

00:24:14

Thank you.

Speaker B

00:24:15

And I feel like that. Taking the phones out because these teachers getting caught, getting busted doing stuff they ain't got no business because these kids important. Not necessarily, because you go on social media, you see that majority of these kids when they posting stuff, they're standing directly in the classroom. They're on TikTok, Instagram, all of that instead of actually doing their work, instead of actually paying attention in class, instead of actually taking in what the teacher is trying to tell them.

00:24:40

And now the teacher got to go combative back and And the whole class deserves— all of that, all of that.

Speaker A

00:24:50

Well, I appreciate that. Somebody over here raised her hand.

Pardon me. Yes.

Speaker A **00:24:57**
You know what I might do is ask if you don't mind standing up because I think you 6 aren't so busy. Would you mind standing up and being No, I'm fine. So I would say just like kind of like what we're doing in here right now, we could be in here all day discussing on this one topic.

Speaker B **00:25:16**
Yeah.

Speaker A **00:25:17**
Our children, when they in school, they doing exactly what we doing right now. I see a lot of people already pull out their cell phones and really not kind of paying attention. Their mind is all over the place. Our youth is doing the exact same thing. So they're seeing us doing it, so they don't want to do it.

00:25:34
So we got to figure out a way how to be better at that. Also, we got to figure out a better way to communicate for us teachers, communicate with the parents as well. We all got to be on one accord with this. I would say, in a sense, I do a little fun activity with my children, and I will— this is how it works.

00:25:52
So every time I pick them up from school, they become the teacher and the student. I challenge them to teach me what they That's how I try to continue to keep my kids engaged. We got to try to figure out better ways to make it fun for them so they can come home and be able to teach us what they learned.

Speaker B **00:26:09**
Yes.

Speaker A **00:26:10**
And then as a teacher, we need to have this communication. Let's say if we do it like, like 4 times a year, hey, this is what my child learned, this is what they came home and talked about, what is— what's going on in school, making sure that we all on the exact same page.

That's a great idea. I wish I would have told you that when my kids were little. But that's a great idea.

Speaker B **00:26:34**
It is.

Speaker A **00:26:35**
Yeah, I know when I'm picking my child up, what did you do in school today? Nothing. I'm not teaching this stuff. How was school? Fine. That's a great idea.

Speaker B **00:26:46**
Thank you.

Speaker A **00:26:47**
Any other responses to what should Our children need to learn or be able to do. Do you mind standing up? Because I do think the acoustic is kind of hard. I was thinking about the phone issue. The phone issue to me is still related to what I was thinking about—the kid being willing to want to learn because we give them, we take away the phone, we give them the computer.

00:27:13
The computer is basically a small version of— or a bigger version of a phone. You can go on the internet, it has a camera, it has a keyboard, you can play video games on it, and that's what my son does.

Speaker B **00:27:28**
Yeah, he plays video games.

Speaker A **00:27:29**
And there's a way to block that out from the network, but he knows how to unblock it. And so what I think The thing is, my son, my 2 girls, they're smart. I used to read to them when they were little. My oldest, she likes to read. For some reason, my other 2, they don't like to read.

00:27:53
My youngest, my other girl, she likes to do math. And my oldest does not like to do math. And my son, he's pretty much okay across the board. I have a question. Now, my girls, I can talk to them and reason with them. But my son, I'm having way more difficulty. And

yeah, so I think taking away the phone is no point because we're giving them computers.

00:28:28

And the computer, they have a network, they go on the internet and cheat. And do anything they can't do, they don't want you to do on the phone, you can do it on the computer. Do you mind standing up again? I want to make sure everybody can hear.

Speaker B

00:28:42

But what if they could have a resource to where they do take away the phones from them, but have some type of source where they can communicate with their parents on the laptops instead of having to raise their hand and be, well, I'm trying to contact my mom. No, it's right there on the laptop.

00:28:56

You can go through the laptop. Communicate with your mother there.

Speaker A

00:29:01

Okay, now one last— okay, we're still on the first question. We're going to move to the second one, but what's better?

Speaker B

00:29:06

Oh, go ahead, go to your second one, baby. You got time.

Speaker A

00:29:08

We ain't got to waste time. Okay, go ahead, move on with your program. I don't know, are we— we have an hour, I believe. Is that— do you know, [Participant 2]

Speaker B

00:29:18

Um, yeah, I think an hour.

Speaker A

00:29:21

So we, we are going to have to— we got to move I'm going to move a little faster through the questions. Having a discussion is so helpful. But what describes a successful graduate? What do you want when your son or daughter, your grandson or granddaughter graduates at age 18? What's a successful graduate?

00:29:37

What do you hope to see in that young man, that young woman? Would you stand up

for— To have the knowledge to get ready for college. Knowledge to get ready for college.

Speaker B **00:29:55**

Well, I want mine to go to college so they can work, but during the summer. But I want them to have the knowledge to get ready for college and pursue a career, not just have a job. I want them to have a career and some to look forward to something in life, not just have a job and say, oh, I'm tired, I got to work, I'm tired.

Speaker A **00:30:22**

Thank you. Yes, ma'am.

Speaker B **00:30:25**

There are some kids that just can't, you know, make it in life or whatever. They should have an option to like do trades. Like there should be like a trade school option like it's taught in high school now.

Speaker A **00:30:41**

Yeah. Okay. All right. Okay. And I apologize, I kind of let the time slip away, so I want to make sure we get through all the questions. So I'd like everybody to think about this because it's so important. What's a successful graduation? When your son, daughter, grandson, granddaughter, or your neighbor graduates from high school, What do you want that young man, young woman to be able to do, be prepared for?

00:31:10

I'll stay, though. Okay, Mr. [Participant 3] Good to see you, Pete, and all the families that are here. It's funny, I was just here to help with the backpack drive, and then I heard it was a listening session. I work for Academy for— it's mentoring, but really, y'all, those soft skills as well. Like, you want them to know how to read and write, but you want them to be able to be in the rooms with Mr.

00:31:32

Garrens and look at them in the eye and be able to talk to them, or wherever they matriculate in life.

Speaker B **00:31:37**

Exactly.

Speaker A **00:31:38**

So those soft skills are important, and they learn those things, y'all, through mentors. And that's what we get to do in our program. So I want to see our kids still getting mentors, you know, in the schools, so then they can matriculate through life, because they have to know people who care about them and all those things before they start doing that, that work.

00:32:02

They have to know, I'm here for you, you can do this. And, you know, and the parents—nobody loves their kids more than the parents, but they have, you know, 2 and 3 jobs sometimes and multiple kids. So that's where those mentors come in and they're really able to lift that student up.

00:32:17

That's great. Thank you. What should our graduates be able to do? Would you stand up? I'm sorry, I'm just confused because they're not very—

Speaker B

00:32:26

They should have great communication skills. They should be able to articulate and be able to express themselves. They have to also be great listeners. And I think that when you have children that enter high school from the very first start as freshmen, when they grow to be seniors, they should be equipped with all the essentials that they need to be successful.

00:32:47

And that comes from teachers embracing students, understanding the sensitivities and special needs of students, and garnering those relationships. A student-teacher relationship is so important because it's through the teacher that they get that motivation. That parent was speaking about 2 children who aren't motivated. Well, what comes with that motivation is The teacher showing them interest.

00:33:15

Once kids know that people care about them, and the ones that they look up to, the ones that they spend all day with in class every day, if they have that sense that that teacher really cares and wants them to be successful, they will.

Speaker A

00:33:29

Thank you.

Speaker B

00:33:30

That what they get at home and what they get at school should come together.

Speaker A

00:33:34

Yeah, thank you very much. Okay, what should our graduates be able to do? Young man, young woman graduates. Next day, you want your children to go to college and be ready to go to college. Any other thoughts on that? What your expectations are of Fort Worth ISD? We've done our job if your child can do this when he graduates.

00:34:01

I think that's a good point. Okay, um, what are the most important values of our community? And our question is that the superintendent must honor, but the question is also we as your representatives on the board. What are those values that we must honor regardless of pressure or politics? And what are the things that are most important to you when you think about the school district, when you think about the leadership?

00:34:29

of the school district? What are the non-negotiables? Do you mind standing up?

Speaker B

00:34:38

I just think that, like, I know a lot of people have mentioned this, but I think it's really important that the teachers and the school officials or whatever are on the same page as those students' parents. Like, say, you know, um, if you're trying— if you want your I want my child to be able to have like the core, uh, like math, reading, and writing.

00:35:00

Yes, that's, that's great. But they also have, you know, morals that, that we as parents teach our kids, you know, from day one, you know. Mm-hmm. And they go into school and they're not, you know, they're not expected to continue like even good little manners, you know. I mean, there are so many kids and I mean, they are very disrespectful, you know.

00:35:20

And that starts at home, yes, but that should be like helped out in school too. I'm not saying I'm articulating that correctly. I don't know if I am because I'm nervous. I don't like to see you fumble. But it's like if you start out like telling them please and thank you and yes ma'am and no ma'am, they need to be saying that kind of stuff at school too, you know.

00:35:40

And the teachers need to be doing that with them as well. They can't be just, go stand in

line. No, can you please go stand in line? And if they don't do it, that's one thing. But I mean, they should start out being, you know, kind.

Speaker A **00:35:53**

Thank you. Yes, ma'am. Okay, don't worry about it.

Speaker B **00:36:00**

My thing is, I've worked with the district for over 30 years, and I feel that background checks are very important because Because if you watch the news, you'll find out that there are teachers with cameras doing things they shouldn't do. Some of the teachers are not even qualified to teach in the fields that they're in.

00:36:24

They need to be qualified and their background checks need to go back not just 2 or 3 years because there might have been something further back that they have done or something and they pick it up and it's not right. We got our— we send our babies out there. They need to be taken care of.

00:36:41

They need to be reassured that, hey, uh, my baby's being taken care of. These teachers are all who they say they are to teach my child, not— okay, no, no, no, no, no. I've seen it over 30 years of my teaching. It's ridiculous.

Speaker A **00:36:58**

And you were a teacher for 30 years? Uh, Los Angeles. Thank you. Okay, what are other values that matter so much to you and you want to see those values protected by your leaders? She said safety. Safety.

Speaker B **00:37:19**

I got one, Pete. Yeah. Uh, I, I've watched over the years the superintendents come and go, and I don't know if we're giving them enough time to try to I'm glad to make the change, but what my biggest problem is, is working from budgets and stuff. We have to pay them out that salary.

00:37:37

We paying them out half a million. We paying them out all this money. All 3, the last 3, we've had to pay them out.

Yeah.

Speaker B **00:37:44**

And that money comes from our taxes from the school district. And that just really bothers me. Is anybody else not noticing we had to pay this last lady out? Was it $60,000?

Speaker A **00:37:55**

$600,000.

Speaker B **00:37:57**

The one before that, it was $500,000, half a million. The other man— I watched all 3 of them because, you know, I like to watch the money roll. But I'm going, oh, is this— what are we doing different? Are we giving them enough time? Superintendents, if they're coming to a non-effective, uh, uh, school district, are we giving them enough time to make changes?

00:38:18

That's just Question.

Speaker A **00:38:19**

That was a question. Yeah, it's a great point. Great point. Great question.

Speaker B **00:38:23**

So I've been trying to contact the school board for entire years through emails, calls, and everything, right, about transportation, right? Okay, so I live in a 2-mile radius of the school, right? Which school? Uh, [a district high school], right? And where I I live, there's no sidewalks. I can't get transportation. I got to make sure that I pick up my daughter every day and drop her off, right?

00:38:53

But the thing is this, I've been trying to see if I can get a bus to— or even— or any type of transportation to just drop her off near the school because there's no sidewalk at all where the— where the school is at, like outside of the school. I understand.

Speaker A **00:39:10**

Would you put your— I mean, you've given me your name and contact, but if you would write a note really about the transportation issue, because we, the superintendent, in our board meetings often have questions. I've got some of their contacts. Yeah, and so, but he

doesn't— he connects you to somebody that can answer those questions.

Speaker B **00:39:29**

Okay, yeah.

Speaker A **00:39:30**

I'll do that. So make sure— okay, what are some of the things— we got 2 more questions. I have 2 questions. One is what we're doing right and the other is what we're doing wrong. What are some of the things that the Corinth ISD is doing right now right that you want to make sure with all these changes that are happening that those won't go away?

00:39:51

What are some of the things that you— and some of you are parents, some of you are grandparents— what are the things you see that the district is doing right and you think, my goodness, with all these I sure hope this doesn't stop. Do you have any ideas on that? Yes, ma'am.

Speaker B **00:40:10**

I would have to say I do think that the uniforms are all right because it does help with— well, it teaches them a little kind of structure because sometimes when you go to career shops or whatever, they have a dress code, and these kids are not picking on other kids or bullying other kids when it comes to the type of clothes they wear.

00:40:36

So I do think the uniforms are something that's being done right. Yeah.

Speaker A **00:40:41**

Okay, I'm loud enough. I think putting the kids first and making hard decisions, because nobody is really going to be happy, and that's what, you know, compromise is. And I don't know all those changes, but I know it's a lot. And I know, like, hard things like closing schools if there's not enough students there.

00:41:00

So I think, you know, just making those hard decisions because it's education, it's also a business, it's all those things. So I think y'all are doing that right, but it's hard. And I don't envy y'all's job. I've been to school board meetings and that's— those are rough. But who can share that? We appreciate that people do show up, and we're emotional about our kids.

Absolutely.

Speaker B **00:41:28**

I think youth and for me, Como Elementary, Como Leadership, when they change their their role model, what they their concept. I think they have a good because they care about our children, and I see they didn't come up from. Where their grades were once Dr. [Principal] took over. And using those kind of schools as roadblocks.

00:41:51

So they're effective, they're doing something right, and I know they care about our children and they're investing in our children. And they get to know us, they know our children, they know us. So I just want to say that.

Speaker A **00:42:01**

Yeah, that's important, knowing our children.

Speaker B **00:42:02**

They know our children.

Speaker A **00:42:03**

Any other observations on clubs or after-school learning?

Speaker B **00:42:10**

Did everybody sign in? So I have a quick question for you though. Are they taking away the foreign, uh, classes, the foreign language classes?

Speaker A **00:42:17**

No.

Speaker B **00:42:18**

They're not? Okay. They're going to keep them? I think maybe like in high school or something they should have electives to learn politics because there's a lot of Hispanics and minorities that don't, like, you know, elect for anything because they do not know, like, what their options are or what that real world is.

Speaker A **00:42:48**

Yeah, you're really moving to the next question, which is things that we're not doing that you—

so you think teaching government What they would want to vote for, they want to be cool with their crowd, they don't know, so people don't vote, and then they can't vote for what's right because they don't know. They do have government classes in high school, they're open to them so they can better understand and have the concept of what's going on.

Speaker A **00:43:26**

Other things that you think they're doing that we need to— well, in kind of a reverse of what that lady said, is right now they're not doing enough to teach civics and government and politics, and we need to do more of that. Other things that you think that the district is doing that needs to be done?

Speaker B **00:43:44**

I have a son that struggles, and it took a very long time for them to Place a 504 plan for him. He got approved at the very end of the year. The next month the school was ending, so that process there took so long. I want them to be able to have a shorter process for struggling kids because now this plan that he has now won't take effect until this year, but he was struggling all of last year.

Speaker A **00:44:16**

So I'm so glad you brought that up. If any others in the room have an issue with that, I know—

Speaker B **00:44:24**

You have to stay on them. It's about your communication with them. These people have— how many people do you hear from? Like you? Millions of kids in school right now, and everybody's trying to get their kids on a 504 plan because they feel like it's going to automatically help them. It's not. That's making your child sorry.

00:44:45

For a lot of them, I'm sorry. It doesn't apply to everyone, but it does make these kids lazy.

Speaker A **00:44:51**

Yes.

Speaker B **00:44:52**

Y'all are informing them that they can get a 504 plan and, oh, they don't have to pass no classes.

Yeah.

Speaker B **00:44:58**
Oh, you don't have to take no tests.

Speaker A **00:45:00**
Yeah.

Speaker B **00:45:00**
Oh, you don't have to go to class every day because I'm still going to pass you. Yeah, that's right. That's not holding them accountable. And then in the real world, that's why they can't hold a job. Yep, and that's why they can't have everyday living.

Speaker A **00:45:12**
Yeah.

Speaker B **00:45:13**
A follow-up floor plan should be introduced once you voice a concern or your child is showing a complication. Then the counselor should bring that person in and talk about a follow-up floor plan, not just everybody randomly, oh, I need to get my grandma a follow-up floor plan, just because you don't want to do the work at home with your child to make sure They're doing their homework.

00:45:35
These teachers can't hold your child's hand at home and do their homework. You have to sit down and do it with them. Everybody got a job. Okay. Everybody got extracurriculars. It's about how you prioritize the things that are important to you. All right.

Speaker A **00:45:47**
Thank you. Any other questions? Y'all go ahead.

Speaker B **00:45:59**
Free tutoring, because I do have 2 jobs, but I do sit there with them too. But it's hard for him to understand for me, like he shuts down with me, but with other people he does absolutely so well. So I end up surrounding my own, but I didn't know that there was like any resources for free tutoring.

Speaker A **00:46:23**

Yeah, well, there are Resources for tutoring. And I suggest that you reach out to your teacher and ask about that. But depending upon how your child did on the STAAR test from 3rd grade on—

Speaker B **00:46:41**
That's what he's wearing.

Speaker A **00:46:43**
Depending upon how the child does, if the child is in the does not meet category, the child is eligible for Yes, ma'am.

Speaker B **00:46:55**
Yeah, but the resources for that— because I have a child that's in 504— but the resources for the pre-tutoring is the waiting list is extremely long. They only have it for the kids that are like early, you know, they get out of school early in age, they have slots for them. But the older kids, they don't have slots for them because it's, uh, tended to the evening hours.

Speaker A **00:47:15**
So they don't have Okay, so the resources for the free tutoring are not sufficient.

Speaker B **00:47:21**
You can't stretch out something like that. Schools is put in place to help these kids, but if you stretch somebody thin or to their bitter limit, they don't have nothing to go around. You have to be have certain qualifications to help a high school kid, as opposed to these younger babies. You don't really; you just need to be able to communicate.

00:47:39
You know, teach them basic skills. It's a lot. Harder when they get older and older, and those are the people that are taking advantage of this program and really making it hard for the people that really need it.

Speaker A **00:47:49**
Thank you. Yes, ma'am, please. Could you stand up? I'm sorry, we can't hear.

Speaker B **00:47:57**
But like, even with my son with the speech, I found that it was better when I go to speech with him because they can't— they They don't only teach your child, they teach you how to handle it.

Exactly.

Speaker B **00:48:12**

That's what I was doing with him. But if you're having a hard time— They won't even let you come in. Like, my son, they won't let me sit in with him. Like, he's easily distracted, and I know that from working with him at home.

Speaker A **00:48:27**

But, um, I see. If you don't mind, pardon me one second because we're about to run out of time. We only have 5 minutes. I want to make sure that everybody has an opportunity to share what we're not doing right. Is there anyone who hasn't spoken yet? Can we? Yes, ma'am. You're not standing up.

Speaker B **00:48:48**

I apologize. So what are the plans for the district to improve the students? What are y'all—

Speaker A **00:48:55**

Could I just make— I'll answer that one. Are there other— you know, we're about to run out of time and I want to make sure we have response to that question. Are there things that you want the school district to quit doing that it's doing right now? Yes, ma'am.

Speaker B **00:49:11**

I just— I mean, teachers and you with the STAR test, you mentioned the STAR test, and they— but they only are teaching the STAR test. Like, that's what they teach throughout the whole year, this just STAR test. test preparation. And they need— I mean, yeah, they need to be able to teach everything, not just the STAAR test, because that's all they're learning.

00:49:33

That's all they're learning is to be able to pass the STAAR test. That's it. I mean, they talk about, you know, I didn't have the STAAR test growing up. I mean, I graduated in '97. I didn't have the STAAR test, you know, growing up. They didn't teach only STAAR tests, you know, like they taught general everything, you know.

Speaker A **00:49:48**

Yeah.

Speaker B **00:49:48**

But they're teaching Just the test, and I don't— I mean, that's why a lot of our kids are getting—

Speaker A

00:49:53

Well, the law requires every school district in Texas to teach according to a program that teachers have developed called TEKS, Texas Essential Knowledge and Skills. In the curriculum for every grade, the state has decided every 4th grader needs to learn this, and your question. Beginning in August, you know, you have a little bit of it every day, every week over the course of the year.

00:50:20

And the STAR test is designed to measure whether or not you've learned everything that needs to be taught. Okay, well, I'm going to ask this— answer this lady's question, and I can't answer it completely because I'm not the superintendent, but are there— I want to make sure 5 questions. Students know or be able to do, a successful graduate, important values, what are we doing that we ought to keep doing, what are we doing that we ought to stop doing.

00:50:51

Does anybody want to just real short answer to those 5 questions, and then I'm going to try to address the questions that you guys have. Any other input on those 5 questions? Yes, ma'am.

Speaker B

00:51:03

I think that's a good question. Are you familiar with what the rule is for parents being able to visit the school, the actual classroom? I understand I can go to lunch, but some of these schools are deciding to say, oh no, we're not letting parents in. I understand they got to get acclimated in the beginning, but I should be able to come up to this school and walk in and walk up to that classroom with my visitor pass because you already did my background check.

00:51:32

And check on my child. You shouldn't be able to notify your teacher that I'm coming because then your teacher's not going to act the same as they do on a regular basis.

Speaker A

00:51:41

Yeah, I don't know what the rules are, but I'm thinking— who should I ask that? I'd ask your principal. The principal at your child's school.

They're lying. But see, it's like that love.

Speaker A **00:51:52**
They're protecting themselves.

Speaker B **00:51:53**
Because in the beginning, the principal was like, no, talk to me.

Speaker A **00:52:22**
I'm part of a nonprofit organization called [a local nonprofit] right? So what we do is we have mentorship around children. In order for you to be around them, you got to take this class, a certificate class that you got to get certified in order for you to be around youth. They provide this for the parents and saying, okay, if they get certified, get their certificate, why not the parent cannot go up in their classroom?

00:52:45
Because they're certified to be around the youth.

Speaker B **00:52:47**
Yeah.

Speaker A **00:52:48**
understand what I'm saying? There's a track record that has that this parent has took the certificate— I mean, took the class. She is certified. She can be around the youth, because it's about protecting our youth, right?

Speaker B **00:53:00**
Yeah.

Speaker A **00:53:01**
Give us that. Give the parents that leeway of saying, you know what, let me take this certification where the school board can see that I am certified to be qualified to be around the youth, and allow some The parents at least, you know, once or twice to be able to come up there and be able to see their child.

Speaker B **00:53:18**
But I feel like that's what the background check is for. I've never had to do a background check. My oldest is in college, so I'm just starting over. Right. Okay, so all this new stuff

about getting a background check for me to check on my child, I don't understand, but I do it anyway.

00:53:33

Yeah. And then you still stop me at the front door and say I got to protect my teacher and give them 24-hour notice that you're coming. No, ma'am. No, sir. Right, right. So in a sense, because I've already received word from another teacher that this teacher is mistreating my child, so I'm trying to get up here, right?

00:53:49

Because you have teachers that will advocate for your kids.

Speaker A

00:53:52

Okay, we're gonna have to run to the start leaving, so I want to go ahead and I'd like to answer this lady's question. Okay, the lady asked the question, what are some of the changes that are, that are happening in And the school board members, you know, we're not education experts. Our job is to set goals and hold them accountable.

00:54:12

But what we've seen is what you can expect Monday morning. A big change is the role of the principals and the assistant principals. In the past, the principals and assistant principals, they were really administrators.

Speaker B

00:54:27

Right.

Speaker A

00:54:27

You know, the principal spent most of her time in the office dealing with with buses and air conditioning and all the things with running that school. Under the new plan, all of those responsibilities are moved away from the principal, and the principal will now be an instructional leader. You'll see that change Monday morning.

00:54:47

The principal is going to be in every single classroom every single day, and that's a huge change. He's going to be coaching the teachers and being the It was great. Thank you so much.

Speaker B

01:00:08

Yes, sir.

Speaker A **01:00:09**

Yeah, I'm [Participant 4] I work with [CM]

Communities In School

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Speaker A - 15.32%

Speaker B - 12.28%

Speaker C - 5.97%

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Notes:

No notes.

Speaker A **00:00:00**
Okay, well, let's go ahead and get started. Um, before we do, just do a few brief introductions for anyone who doesn't know us. Can you hear me okay? Do I need to get real close?

Speaker B **00:00:11**
Real close.

Speaker A **00:00:12**
You do have to? Okay, real close. Okay, we'll see how this has to stay. Um, all right, so I'm Laurie George. I'm a board member. Um, and then I'm going to introduce Tennessee. And Tennessee, would you tell us a little bit about you? Um, before we do that though, I want to introduce Our president, Pete Guerin.

00:00:30
Pete, would you like to say a few words?

Speaker B **00:00:34**
I didn't know I was going to have the opportunity to do that.

Speaker C **00:00:38**
I have a mouthful of food.

Speaker A **00:00:39**
I have great timing.

Speaker B **00:00:41**
I guess I should use that sooner.

Speaker D **00:00:42**

There you go.

Speaker B

00:00:44

I'm Pete Guerin, and I'm the board president. And you should know, lots of CIS folks. Thank you all so much for hosting this. This is a critical part of our service as board members. Our largest specific responsibility is developing goals and guardrails for the district and merging listening sessions all over the city, as well as doing— encouraging people to complete surveys.

00:01:12

We're collecting that information, and we're going to be collecting that information through September 15th. And then we are going to gather all that information together and use that information to develop goals for our building. Um, we're all— the point is, as most of you probably know, I've worked for 16 years in education, not for a nonprofit.

00:01:38

My primary area of emphasis is public education, and this is I've spent the last 10 years specifically working in the field of literacy more than any other single issue. And one of the 9 people that TEA appointed to this board take responsibility very seriously. We're trustees for the kids, fiduciary responsibilities for the kids, and we can't do our job Our job is to learn values and vision of this community and then build goals and targets that honor the values of this community.

00:02:27

So thank you for being here. All right, thanks.

Speaker A

00:02:32

Okay, Tennessee, you want to say a few words?

Speaker C

00:02:34

Sure, uh, Tennessee Walker. Thank y'all for being here. Thank you, Pete, for being here. We're on a mission to hear from as many people as we can across the city. With that, and Lori will talk about this in a minute, but we have these QR codes up here and there's a link. We're going to have 5 questions tonight that we'll get your feedback on, but feel free to give us feedback tonight and also provide it in written form.

00:02:56

And feel free to share this far and wide with your networks. We want to hear from as many people as possible. Like Pete said, we were appointed, but before that we all applied. The

[personal information about a Board member's family] which is beneficial because it is a full-time commitment.

00:03:12

So at least I can look at her and say, [personal information about a Board member's family] so I've got to go out the door again. But [personal information about a Board member's family] We're both products of public education, so for me, this is— I'm very, very invested in this work.

00:03:28

[personal information about a Board member's family] I intend for them to attend Fort Worth ISD and graduate.

Speaker E

00:03:32

Thank you.

Speaker C

00:03:33

Front full with ISD, and so we've got a lot of work to do and there's a lot of room for improvement, but the children that we're serving include my children. And also, I'm an attorney by day, and that's my day job. I also chair the Big Brothers and Big Sisters organization for Tarrant County.

00:03:49

With that, we have mentees that attend just about every school in the district, so also the best interest for them regardless of what their zip code is or what school they go to. The mission of this work is a few years down the road, hopefully providing a high-quality education that's turning out people that are ready to take on the future from every high school across the district in very, very high percentages.

00:04:13

So thank you all for being here.

Speaker A

00:04:15

So as I mentioned, I'm, I'm Laura George. [personal information about a Board member's family] , and [personal information] . I'm a former teacher in the district. I taught language acquisition and then I'm finishing up my PhD in special education focusing on lifespan outcomes for students with autism.

So that's kind of my My interest is a systemic approach to nurturing children and families towards success while affirming who they are and who they will be. So we're going to get started, and our approach here is that everybody gets the same experience. So I will be reading our script so that you will hear what everyone else has heard at other sessions, and then we will present you with the 5 questions.

00:05:22

We'll give you a bit of a roadmap as to where we're going, and then we'll start asking the questions so we can hear from you.

Speaker C

00:05:29

The only thing I wanted to interject with is we are recording this, and so when you get your turn to speak, please speak loudly and project. I'm going to bring the microphone around so you'll have it, but speak loudly. The point of the recording is, again, we're asking the same 5 questions. We want the data.

00:05:43

I don't want to Interpret what you're saying, put it in a data set. I want it to be exactly how it was stated. I say I— we as a board want that and need that. So we record it, it's uploaded, and there will be a data analysis done of the feedback we get tonight along with all the other feedback we get from these sessions as well as what the Regents are doing.

Speaker A

00:06:04

Uh, okay, so thank you for taking the time to share with us tonight. Your voice is very important. The board is committed to ensuring that Fort Worth ISD students have the capacity to live purposeful, choice-filled lives. That requires providing clarity to the superintendent regarding the main thing. Far too often, and not just in Fort Worth but across the country, school districts have operated as though everything is important.

00:06:29

When everything is important, nothing is important. When nothing is important, our children struggle. We are committed to not only providing this clarity regarding the main thing, but to meaningfully track the district's progress towards achieving it. To accomplish this, we must first identify the most important things that our community wants Fort Worth ISD students to know and be able to do.

00:06:52

It's critical we think deeply to understand our community, our community's vision for our students. We must also understand what our community values. The non-negotiables that

the district must honor while pursuing this vision. This is why we're here today, to listen deeply so we are clear about our community's goals, our vision and values, so we can translate them into goals and guardrails.

00:07:18

This means tonight is not about solving individual concerns, but if you do have questions, we're happy to answer what we're able to. Able to once we're done with this session. We're always happy to provide knowledge if we have it. Okay, we've talked about the survey, so let's get to the questions. Okay, so we will— there are 5 questions, and I'm going to show you ahead of time so you kind of know where we're going.

00:07:51

So first we're going to ask you what What should Fort Worth ISD students know or be able to do? So you can think of this as kind of a baseline. What are your priorities? If you can only pick one or two, what should they know or be able to do? Then we'll talk about a successful graduate.

00:08:07

So if you could think of your ideal graduate for Fort Worth ISD, what does that look like? Next, we'll go on to values that our superintendent must honor, and this is specific To our community regardless of politics or pressure. Then what's working for Fort Worth ISD that you'd like to continue to see, and then we'll close with what's not working that you would like to see change.

00:08:32

So let's kick it off with the first question: what should Fort Worth ISD students know or be able to do? And if you need to narrow it down, if you could just pick one or two things that are the most important What would they be? And if you want to jump in, raise your hand, and we'll— I think Tennessee's going to bring the mic on over so we can get you clearly.

Speaker G

00:09:00

Hi, I'm at Kindergarten A daily, and I see the many rules that have changed. Um, these down to We can't even get snack time anymore. We have to sit there from 7:40 to 7:05. There's no playtime, there's no anything.

Speaker H

00:09:21

Except for recess, right?

Speaker G

00:09:23

That's the one rule that I'm glad hasn't been taken away, that we still get recess time. It's pretty ridiculous what has been done. It seems like they don't even have kids of their own.

Speaker A **00:09:36**
So as a— you said a kindergarten aide. As a kindergarten aide, what I'm hearing is kindergarten students should be able to act like kindergartners.

Speaker G **00:09:48**
Yes.

Speaker A **00:09:49**
Okay, what does that look like? Playtime? Um, what do you think?

Speaker I **00:09:53**
They don't even get to—

Speaker A **00:09:56**
they—

Speaker G **00:09:56**
we have no center time.

Speaker A **00:09:58**
Okay.

Speaker G **00:09:58**
They, they eat at 10:40 and they starve until then.

Speaker A **00:10:01**
Okay, they're little kids. Okay, so paying— students should be able to get their needs met where they're at for their age.

Speaker J **00:10:11**
Yes.

Speaker A **00:10:12**
Movement, food, circle time, or, um, centers.

Uh, we— they don't even get hall passes anymore.

Speaker F **00:10:20**
Okay.

Speaker G **00:10:21**
All this got taken away.

Speaker A **00:10:22**
Okay.

Speaker H **00:10:24**
The parent—

Speaker G **00:10:25**
Parents can't even walk kids to classes.

Speaker H **00:10:27**
Well, that's for security, but the, the teachers are expected to be able to take the kids out of class one by one if they have to go on a potty break. And these little ones are— some of them, it's their first year of school, so they cannot hold it and expect at exactly 10:15 and at exactly, you know, 11:40 they're going to be able to pee on the dot, you know.

Speaker K **00:10:51**
Oh, yeah.

Speaker H **00:10:51**
You know, and so I know that that has a lot to do with everybody has like all the jobs are filled, all the teachers are there. I understand everybody's busy, but and they can't for security reasons be just walking 12 kids and they don't have time either. So I don't know what the solution would be, but these little babies don't understand any of that.

00:11:13
And then I mean it goes on up from there, but the little ones are the ones that that that don't understand.

Speaker F **00:11:21**

Okay, okay.

Speaker A **00:11:23**
Someone else, what should Fort Worth ISD students know or be able to do? Know or be able to do? They should be able to like express their concerns if they don't understand a— the same math problem without getting in trouble for raising their hand in the middle of class. So I think that's one of the issues that I'm having with my kids' school.

Speaker D **00:11:53**
Okay.

Speaker F **00:11:54**
And as well with the bathroom, um, [health information] and he's not allowed to go use the bathroom until whatever time they give.

Speaker C **00:12:06**
Okay.

Speaker A **00:12:06**
And I think that's a little concerning, not only for myself but for other So students should be able to seek help when they need it and take care of their body needs.

Speaker C **00:12:21**
Yes.

Speaker A **00:12:21**
Okay.

Speaker H **00:12:23**
Um, this year we're not allowed to do anything but send the plastic bottles to school, and unless I send my daughter— she's 10 in 5th grade— unless I send my daughter with 3 bottles of water, she can't like go to the water fountain and fill it up. It's nothing like that. We used to be able to send one and she could fill it up, but there's no time to do any of that anymore.

00:12:46
That's probably why they took it away. Maybe kids were taking too much time to get it done. But last year, even she complained, even when she had one, she couldn't fill it up

enough.

Speaker B **00:12:56**
Mm-hmm.

Speaker H **00:12:56**
[health information], so she really needs water continuously you know, throughout the day. She needs to She should be putting that in her mouth [health information] .

Speaker A **00:13:06**
Students need age-appropriate downtime to take care of their needs.

Speaker H **00:13:11**
Yeah, and specifically with the water needs.

Speaker A **00:13:14**
Okay, what about academic needs? What should Fort Worth ISD students know or be able to do academically?

Speaker F **00:13:27**
I'm not an educator by trade, and I know that sometimes when I'm sitting down talking to parents, it's shocking whenever I hear parents say, well, I don't know how to read this form because when I, you know, went to school, I just kind of dealt with the press. I really stopped learning it, you know, in 7th grade.

00:13:52
And they're under pressure. I don't want an adult sitting in front of me at 40 years old saying this. So my hope for all 4th and 5th grade students, regardless of if they, um, regardless of where they are intellectually, that they are at least able to be able to read and do math at a level where they can function in society and be successful in society.

Speaker A **00:14:16**
Okay, so functional reading and I completely agree.

Speaker I **00:14:22**
Completely agree.

Functional reading and math for all students. Okay, um, someone else?

Speaker D **00:14:27**
Some—

Speaker A **00:14:28**
something that 4th A students should know or be able to do?

Speaker I **00:14:31**
I have a really loud voice. Okay, I think my voice is louder than the mic.

Speaker J **00:14:36**
My voice is louder than the mic.

Speaker I **00:14:39**
Yeah, um, so I think focusing on what's developmentally appropriate at each grade level Like she was saying, for kindergarten, if you go back and look at research, kids sitting in desks and doing worksheets all day long in kindergarten is not developmentally appropriate. And last year before this, I mean, there were still tons of worksheets.

00:14:59
I brought a stack of worksheets to a board meeting and the amount of worksheets that these kids are doing is developmentally inappropriate. The AI slides are not Or whatever, the bluebonnet, whatever. The slides are not accurate. My first grader, I pulled up a picture the other day and I said, what's this? And she goes, oh, that's the slide I saw in school today.

00:15:22
And I said, what's wrong with it? And she goes, each hand has 6 fingers. How is that teaching better education if we're on this trek to teach kids better and to teach that learning is supposed to be better, how is showing them things that's not vetted, not researched, not looked at beforehand? I mean, anybody could have looked at that slide beforehand and said it has 6 fingers on each hand, and that's not— so making sure they're getting developmentally appropriate and accurate educational material.

Speaker A **00:15:59**
Students should be able to learn from high-quality Yeah, I think all of you. Okay, yes.

Please do use the mic though. We just found that the recording varies.

Speaker J **00:16:12**

So one of the things that, um, as a, as a parent, I know I want my child to be able to do is advocate for themselves. And you know, that is a lifelong skill. And one of the things that That's concerning to me about some of the very specific examples that I'm hearing, and I always try to be fair.

00:16:36

Um, when you have so many kids, it's hard to allow for tailoring, for raising your hand, which—

Speaker F **00:16:46**

that's sad—

Speaker J **00:16:48**

for I need to go to the bathroom now, not on a timed schedule. But my concern is that those 2 things are at odds. I'm concerned that there's so much standardization and sterilization— I've heard that term used, you asked— a lot, that how can a student learn from an early age to be empowered and advocate for themselves in that sort of learning environment?

00:17:16

I'm just posing the question.

Speaker D **00:17:19**

Okay.

Speaker A **00:17:21**

Someone else, what should 4th ISE students know or be able to do? If we're ready, we can move on to question 2.

Speaker B **00:17:28**

Let me, if I could, I'd like to use it. You know, we have so many people in this room that work with kids in the schools every day, and [Speaker J] talked about developmentally appropriate Appropriate growth. I don't want to miss the opportunity to hear from you. What are the— what kind of growth do you want to see in children?

It's— no, we're not so much looking at the practices. The board has tried to set goals, and what you all have said, very helpful so far. But I would really like I'd like you all to talk about what you want to see happen in elementary school, middle school, high school. What do you want— not what we want the teachers to do necessarily— what do we want to be the outcomes of what the teachers and the principals and the assistant principals and everybody that's all part of the educational mission— what are the outcomes that you all would like to see for our kids?

00:18:36

When we set a goal, We'd like to know what the outcomes are, and what y'all have given us so far, very helpful. But I don't want to miss the opportunity for many of you who are professionals in different aspects of child development. What are the outcomes you would like to see for our kids in the Fourth ISD?

00:18:56

And I'd love for the law enforcement officers to chime in as well. You deal with a lot of youth and people in different circumstances in life. So I don't want to miss this opportunity to hear from you. What are the outcomes that you would want a child in the 4th highest state? You mentioned be able to advocate for yourself.

Speaker J **00:19:18**

I have one mother.

Speaker B **00:19:19**

Okay, well, we got—

Speaker J **00:19:21**

all right, I'll hold the microphone if you let me.

Speaker E **00:19:28**

for kids to, um, to know that they can be our future leaders, because the kids that are in our schools right now are the individuals who will lead our communities, who will set the precedent for what's next for us. I mean, that's, that's what I've done with my children, and I feel like that is a big piece of what public education is, and learning to have the academic ethics behind it and having a good foundation to know what our communities are, how our communities function, and how we should all be working together.

00:20:04

I think that's a very important piece.

Along those lines, I would say what they'd be able to do is they'd be able to explore education. Sitting in a class and just listening to a lesson is not just learning. You need time to practice a skill. You need time to interact with others and use that skill. I think about reading.

00:20:26

It's great to sit there and learn to read, but I want you to have a love of reading. I want you to feel like, I found something I like to read and I get time to read that daily. And then school, for a lot of our students, that's their only access to multiple levels of reading or different types of books that they're going to have.

00:20:43

And we would love to see I think we need to see more kids develop a passion for education, not just to look at it as a career, which we need. We definitely need— Texas needs teachers. But we need people who want to go on and either pursue a career that's going to require them to continue to learn either a new skill or a new certification, or go on to higher education, or however we need them to look for our future.

00:21:08

But they have to have that passion. I think that's a great point. You want them to like it.

Speaker E

00:21:15

Yes.

Speaker I

00:21:15

To be driven.

Speaker A

00:21:16

I would add what students should be able to do is go to school and know that they're safe and know what safety measures are in place to keep them safe at school and have a clear understanding of what those measures are, why they're in place, and how they can assist in keeping school a safe place to go.

Speaker I

00:21:36

To go on to like outcomes, what Peter was talking about is like being a good citizen. But part of learning how to become a good citizen is being able to interact with the people around you. So having that time to work out like kindergarten, that's all part of— major part of kindergarten should be learning how to interact socially with each other, learning out, learning how to share a toy, learning how to give and take, learning how to solve a

puzzle together, solve problems.

00:22:07

But if you're sitting at a desk by— in a row, A, B, A, B, A, B, and you're just doing your little worksheet, there's no opportunity to learn those social skills. And we're looking at the outcomes of, you know, kids not learning how to get along with one another, be kind to one another, interact with than one another, and that escalates as they get older and older.

00:22:31

And then as they feel pushed out of education because their pathway isn't as easy, then it causes other social problems along the way.

Speaker K

00:22:44

Um, I—

Speaker E

00:22:45

it—

Speaker I

00:22:45

the outcomes are staggering of kids that don't feel plugged into their education, their education home. They don't feel safe. They don't feel safe to learn, or they don't feel safe to ask questions, and they just start to pull away. And it starts with a kid who doesn't ask questions because they're afraid to ask.

00:23:04

They're afraid to look dumb. They're afraid to step out. And then they start— and then they start— then they start acting out. So the teacher yells at them and doesn't want to interact with them at all. So that's the next step. Then the next step is they They start coming in late to class and they start causing big disruptions and they get kicked out of class.

00:23:24

Then they just start skipping class in middle school, high school, and then they just stop coming. I watched an interesting documentary about it, about Rikers Island and about dyslexia, and more than 50% of the men in Rikers Island are undiagnosed dyslexic men. They got those services once they were in prison. So I'm—

so it's the—

Speaker I **00:23:47**
it's the path. It's all of— it's a pathway of if they're learning how to be kind, they're learning how to interact, they're learning how to, um, have those interactions at an early age, and then they feel confident to interact with their peers as they get older. They get— feel confident to ask questions, to engage, and then it keeps going and it creates that level of learning.

Speaker J **00:24:09**
I want to be respectful that you probably at some point need to move on to the next question.

Speaker F **00:24:13**
Last one.

Speaker J **00:24:13**
Other thing, tagging on to what [Speaker I] was saying, what should Fort Worth ISD students or any student be able to do? Um, the term that keeps coming up in my mind is engage in civil discourse. And even though that sounds like something that's for older people, it starts so young. I saw this wonderful, um, video example and I thought, are we doing this in our classrooms?

00:24:39
Practicing with a child. You said practice.

Speaker H **00:24:41**
Yeah.

Speaker F **00:24:42**
What's your favorite vegetable?

Speaker J **00:24:44**
And you say broccoli, and I learn to say something besides, ew, gross. Um, I ask questions. Why is that your favorite vegetable? Okay, and I listen to you and I say, well, my favorite vegetable, without passing judgment. These things start at a very early age, and I remember too, and again, I still wonder, Are they still doing this?

You know, my husband is a university professor, and he will tell you that he does not feel that the purpose of college is to get that degree. Unpopular opinion, you know, hashtag. He will say, I believe that people need to be here to learn how to engage in healthy dialogue with different perspectives.

00:25:25

I think that should be starting at a very early age. You know, one of the practical times I remember getting that practice in school, in public school, was in reading our novels. We were to come prepared with some statements about the novels, and we had to sit in a circle— a little intimidating— and allow our peers to critique our ideas and engage in a healthy way to defend our position.

00:25:54

I hope that that is something that our students are learning to do is engage in civil discourse with varying ideas. Because in society, I don't see that that's the direction that we are currently moving in as a society, and it starts with the individual.

Speaker B

00:26:09

Let me just— thank you for raising that. I mean, I know that is so lacking in our society today, and we've all been to a lot of listening sessions and And I maybe heard it raised one time, but an outcome, a goal for public education would be to create young men and women that can engage in civil discourse.

00:26:33

So I really commend you. And I don't want to clog the microphone, but— I'd like more people to pitch in on that because it's, you know, you not only do you say a goal, engage in civil discourse, but then you suggest that these are some ways. That you get promoted. So, um, got that goal, and then here's some things we can do.

00:26:54

If more of you have opinions on outcomes, then you can talk to them about how to achieve those outcomes. But our— We prefer reading, we prefer civil discourse, and curiosity, and different experiences that we want to participate in. Anyone else have outcomes that we would like to have for our children?

Speaker F

00:27:21

Yes, ma'am. Secretary [?] I hate to say this, but I am always jealous. And on the news, they report what's going on in Dallas compared to what's going on in Fort Worth. And so as far as us becoming an A-rated school district. Um, I know, you know, that that is, that is

a hope of mine.

00:27:49

Um, when I think about each individual student child, um, I don't know, um, I, I don't know how significant it is, but just overall, just big picture, um, I would like to See Fort Worth ISD become a A-rated school district. I think that we can get there. I know that we can get there, but I will admit you know that when we got the ratings back this earlier this fall and our school was rated a B, I mean we all were celebrating.

00:28:31

You know, we were so proud of it, but at the gains that we made. But I do think we can do more. And so for me, you know, what would be a, you know, outcome, a goal, you know, end goal would be to become an A-rated school district. Now, how do we get there?

00:28:53

I think that the things that they said My daughter's school that they put in place. It was interesting. I was there just today for something unrelated to my daughter. Something going on within the school, and and I was walking the halls, and in my daughter's high school, she's a senior this year, and I know sometimes when I would pass by some.

00:29:22

Of the kids in the hall, like I would cringe because they may be cursing or something like that. But when I passed by, even if they weren't speaking inappropriately, when I passed by them, they cleaned up their language. And so those are the kinds of things that give me hope, you know, that this is— that we can do this, you know, that if we set the expectation, then we'll follow, you know, the students will follow, you know.

00:29:54

And so having a high expectation, I mean, I think that that is, that is one of the things that will help us get there, is if we set some high expectations and stay the course. So, so that's my—

Speaker B

00:30:09

We'd like to assist our officers You all— we had one speaker mention Rikers Island. You all deal with young people, other people who make some very bad choices. And do you think about what you want a child in the school system to learn and being able to do? What are some of the qualities that you would like to see to reduce the risk that you end up encountering.

Critical thinking skills would be number one on this. Too often I encounter kids that aren't thinking. For example, I saw the kid who's doing almost 80 down the pole vault the other day because he's about to run out of gas. Does that make sense to you guys? No, drive faster, get to the airport without a pass.

00:31:09

So that ability, whether it be driven through something other than these assignments you were referring to earlier, something that's going to challenge the mind, get those critical thinking skills burning in the brain. I understand it's something that's called a page, but the same fact is that to me needs to be something that's part of the school curriculum.

Speaker C

00:31:31

Yes, sir.

Speaker A

00:31:32

Okay, um, all right, I'm really into this topic of problem solving and critical thinking, so— but I'm— this is not the listen to Laurie session, this is a me listen to you session. Um, so let's get to number 2. What describes a successful graduate? So if you can only pick one or two of If you had to think of the most important things that describe when a Fort Worth ISD student is a successful graduate, what would those be?

00:32:06

So if they're— it's your child walking across or a friend walking across, what have they accomplished?

Speaker D

00:32:16

They have options available to them and they know and feel confident confident in trying them out. They feel like, I can make a choice and I can try this out, and if that doesn't work, I can go to Plan B.

Speaker A

00:32:30

They have options, they can make a choice, they can pivot. Okay, someone else? Something that a— what does a successful graduate look like?

Speaker F

00:32:42

Well, I mean, I've got 7 15-year-olds, so I'm living this every day. So, you know, my hope for my daughter— and I actually, I just want to give you all just a little background too, because my daughter had some friends that were, um, she was friends with some seniors from last year, and unfortunately they did not get— they had hopes of being able to go to

certain schools, and they were not able to do it, not necessarily because they didn't get into the school But because their parents didn't understand how the financial aid process worked, and they might have missed some deadlines because of that.

00:33:21

They didn't understand that it's not just about applying for college, but you also have to apply for housing if you're going out of state. So here are in-state. So them being fully aware of if the dream is to go to college, these fully aware and entrenched in what that is and what that is going to look like for them.

00:33:45

Because I mean, for me, it took me even after I got out of college to figure out what I wanted to do. But the good thing is that at least I had the opportunity to go. So if college is the goal, then my hope would be for them to be able to pursue that, know the resources, know step by step.

00:34:09

I'm saying as a parent who, you know, holds multiple degrees, that even for my daughter now, it's been a challenge to try to navigate college and figuring out how the whole process works. And so I really think that there— I know that, you know, the TCU has a program at most of the high schools where, you know, they're holding the students' hands, but it still is going to take more than that.

00:34:35

And I know that at our school, our counselors— we've been told as parents that that's not something that the counselors do, that the people that do that are the folks at the GO Center that handle that. So I just, I really think, like the chair said, Because the process is so complicated, like I said, if the goal is college, but even if the goal is not college, even if it is that they're interested in pursuing an HVAC degree at TSI, you know, at the school there in Waco, and you know, for them to be able to do that, for them to know, and for them to get the support that they need in order to fulfill whatever it is.

00:35:20

Is their goal, even if it changes once they step on the grounds of, say for instance, UTA, you know, even if that changes, but at least they got there. Or even if they, you know, go to the school in Waco and work and think that they want to do HVAC, and then they decide they want to do welding once they get there.

00:35:42

But to be in a place where they don't know how to fill this form out, how to do this. Um, you know, I've been called multiple times, oh well, like say for instance the Common App. I mean, I don't know if any of you all have heard of it, but it— that is a nightmare.

Speaker A **00:35:58**
Oh yeah.

Speaker F **00:36:00**
And so, you know, to try to— so to have people there at the school to support us as we try to, um, as the kids try to pursue their dreams Of going to college, doing whatever they want to do. That, that, that is what I would describe as a successful graduate. Someone who decided that this is what I want to do, um, and then at the end of the school year they were presented with the opportunity to do it.

00:36:29
So if they decided that they wanted to go to college, they wanted to go to Tarleton State, that at the end of the school year they at least got accepted to Tarleton State.

Speaker C **00:36:37**
That's right.

Speaker F **00:36:37**
If that was their goal, or if their goal was to go to, like, say, the school in Waco, that at the very minimum, that's the least that they're going to be able to do. Or if they decided, no, I want to just stay at home and I want to go to TCC, okay, well, that is complete so that come August 1st, you'll know where you're going.

Speaker A **00:36:56**
Set a goal and execute the goal.

Speaker F **00:36:58**
Yes.

Speaker A **00:36:59**
And I heard you mention the GO Center. Who else has a Go Center on their campus.

Speaker I **00:37:05**
Ours got removed.

So your Go Center got removed?

Speaker I

00:37:08

Yeah. So I'm a senior that grad— well,

I have a son that graduated last year from [a district school], and I have a daughter that's graduating this year from [a district school] and they have both lost their college counselors for budget cuts. So I think you touched on a really good point. If you want them to be successful graduates, having somewhere, someone at the school that is their sole focus is helping set these children up for success and also understanding this extremely complicated college.

00:37:38

You know, there's been— yeah, funding is nearly impossible. Finding scholarships is really— people make it sound like it's really easy, like, oh, just fill out this form and you'll get a scholarship. That is not the case. It is like a full-time job. So having people put back in the if I were to add something to a budget, it would be these college counselors specifically, because [his school] had one counselor for the whole high school that was serving, you know, 300 boys, and trying to get everyone to college was their goal.

Speaker A

00:38:14

So, um, having these options available is exactly right.

Speaker B

00:38:18

You still have some more. I'm not going to be as nice as you.

Speaker E

00:38:23

So when I look at this question, I think about the profile of a graduate, right? And I think that's where you guys are trying to get to with the profile of a graduate. It's one of the things that we're actually looking at in our district to revamp because times have changed, right? So looking at self-efficacy, we're looking at being able to properly communicate with individuals I mean, these are all the skills that will help them get to those places.

00:38:51

There's a whole list. There's empathy built into there. There's being able to advocate for yourself. There's, you know, confidence. There's all kinds of things that you can look at as you're building the profile of what a successful graduate is. But in this world of AI and technology, it's continuing to change. Because they think they can blend these things, but they really cannot.

00:39:16

So how do you manifest that into what it looks like for what, what's next for them? So I mean, those are, those are really interesting questions for all of us to consider. Um, and all, I mean, all the school districts really around Texas are, I think, grappling with what this looks like next.

Speaker B **00:39:35**
Sergeant?

Speaker K **00:39:36**
What are you looking for in a high school graduate?

Speaker L **00:39:43**
Someone that's adaptable to the world around them. Like we said, pivoting earlier, thinking on their own. These are things that we need people in society to be able to do these days. I've got kids in private school. I feel like their world's ahead of public school. No offense to anyone in this room, but as far as The programs that my kids are on, I feel like they're faster paced.

Speaker B **00:40:06**
They're starting earlier.

Speaker L **00:40:07**
They're getting the topics that they need on a daily basis. So that to me is what my kids need.

Speaker A **00:40:16**
Okay, anyone else before we?

Speaker B **00:40:19**
I know there's somebody at that table.

Speaker K **00:40:21**
I'm not sure which one has something that they want to be in a high school grad.

Speaker A **00:40:53**
So they're already kind of setting themselves up for failure that way and not having the education of what that looks like to go further on, a vision of their future.

I think there's 2 people at that table. I can just read the body language.

Speaker A **00:41:12**
What will come out of your mouth if you flip the mic right?

Speaker K **00:41:22**
I mean, I think about it more from like someone who knows like that there's always help out there. So like a successful graduate to me is someone who is gonna do something, try it out, fail, but also know that there's always going to be help in any regard in the community. There are mentors like at a lot of different levels.

00:41:46
And so just knowing to like just simply ask for help and what resources are available, I think that would make a successful graduate, just knowing that someone's always going to be there and there's resources to help out with that.

Speaker F **00:42:03**
Yeah, yeah.

Speaker A **00:42:05**
I teach undergraduates and that's, um, I have to remind them I'm here to help, it's okay to ask. That's what I'm here for.

Speaker C **00:42:14**
I think part of that is exposure. It's exposure to success stories so that they can see success and strive for success. And also exposure to the supports being there, because a lot of people don't know that, and it's important for us to be able to show them that.

Speaker J **00:42:34**
Mr. Walker?

Speaker C **00:42:35**
Yes, ma'am.

Speaker J **00:42:36**
Pete wants me to I've read your mind. So I hadn't, I hadn't thought this one out as articulately, but, um, I want them to have a vision. And I don't want to get into too much like personal storytelling, but, you know, neither of my parents had their degrees when I

was in high school.

00:42:59

They did that much later in life. And I grew up I know, that's all right. I just grew up feeling a struggle in our household, and I saw how that manifested. And I saw, you know, and I was a free and reduced lunch child, um, after my parents divorced. It was, it was always very clear to me what I wanted and what I didn't want, um, and I had a path in front of me to have a different type of future.

00:43:36

And that is to me a successful graduate. See previous comments for how you have learned hopefully to interact with the world. But I just want them to have a vision for themselves for a better life. And I don't know when that starts and how early that starts. To me, it doesn't just have to be college.

00:43:56

There are so many technical, uh, wonderful, well-paying technical jobs out there to get certifications in. I think there are multiple paths to success, but I want them to have a vision for themselves beyond what has been— what has gone before them in their household. So again, and that goes back— of course, I gotta give props to CIS.

00:44:14

We're sitting in the house of CIS. Somebody has to be in their life to cast the vision. help them take steps to live that vision.

Speaker B

00:44:24

[Speaker D] you know what a successful graduate looks like. I just know it.

Speaker D

00:44:29

Like the actual picture of the successful graduate? We talk about what is success because that's part of our mission statement, like for success in life. So what does that set somebody up? And it is all of these things we're talking about.

Speaker E

00:44:40

It's that resiliency.

Speaker D

00:44:41

It's knowing that I can try something, I can fail. It's knowing that I have these Options. I

can go to college and I can try college, and maybe I go to college and I find out actually I need a 2-year degree. I have a new career path that I want to go in, and I'm going to go now and do this.

00:44:56

Or I started off as a certification and I moved into an HVAC position, and now I want to become an engineer, and I can go to college and I know how to get those resources, and I can reach out and ask for that. So it is a person that feels capable of moving forward in their life.

00:45:11

And And they are going to be the ones that determine the life. That is the piece. I would like for them to be practicing members of society, you know, people that can hold down a good job, that can contribute to our society by paying taxes or just participating in this type of work, right?

00:45:26

We want civil civic engagement. We want them to be able to know what their rights are, know who's here and how how we have police, how we have firefighters, how we can have all these. Things that keep our great society together. So all of that requires them to feel like they have a place first and foremost, that they graduated and they have a place.

00:45:46

And it's a great place to start with, I want to get past 10th grade because my mom didn't make it past 10th grade. It's a great place to start with, I would like to be the first person in my home to go to college. But it's still more about what I want my life to look like, and I feel like I can make my life look better.

Speaker A

00:46:04

Loss of self-control. Okay, let's look at question number 3. Uh, what values must our superintendent honor regardless of pressure or politics in accomplishing the work of the district? So we will give our superintendent, once we analyze the data and we get community feedback, our goals and learning guardrails. The guardrails portion is, this is, this is what we need you to do, these are the goals.

00:46:37

You can— you're the professional, you lead your team to get these goals accomplished, but you absolutely must stay within these boundaries. You may not go over here. So what are, what are those values that are absolutely dear to you that The superintendent must

honor.

Speaker D **00:46:56**
Telling the truth.

Speaker I **00:46:57**
Telling the truth no matter if it [mild/coarse language] no matter if it isn't— doesn't put us in the best light. I sat in the board meeting that day after school started and there were many mistruths spoken, and that is so hard to hear if we're trying to put our trust into what's happening and the changes that you guys are trying to still and you want our backing, then there has to be truth.

00:47:24
You can't start off saying this was the best first day we've had, I'd give it an A+, when there was guns on campuses, there was, you know, there was a whole laundry list of things that were not wonderful. And so I think telling the truth, no matter if— you can't polish a turd.

00:47:41
Like, tell the truth.

Speaker A **00:47:43**
Truth and transparency.

Speaker E **00:47:45**
Yeah.

Speaker A **00:47:45**
Okay, um, someone else, what's a— um, but it's not the only time I've heard that even today.

Speaker B **00:47:53**
It's a memorable laugh.

Speaker A **00:47:55**
Um, so someone else, what's a value that the superintendent must honor?

Speaker D **00:48:01**

Okay, I'm gonna go just a little social worky here. Um, we as social workers respect that the client is the expert on their life. And so recognizing that, yes, not everybody is going to be able to be pleased, but everybody's voice matters. And when you have enough voices that are expressing that this population or this school is experiencing this and it is different than what is being experienced by another campus, that needs to be recognized.

00:48:28

Because the expectation of that campus that is experiencing something different will not meet the same expectations as other Absolutely. If you're just trying to say, well, I'm going to set the bar here and they're going to hit the bar. Well, we're still not hitting the bar because this campus has other needs that need to be met.

00:48:45

And so recognizing that when these parents are making these outcries or they're saying, hey, this is what's been going on, it is not to say you're doing a bad job. It is to say, why is this happening here and I'm not hearing about it in other places, and how can we intervene here?

00:49:02

And change those interventions so that we can get them to hit that same bar. It doesn't mean lower expectations, it just means how do we help them reach that.

Speaker A

00:49:11

Okay, so let me see if I can phrase. Recognize— well, you didn't just say parent, but recognize voices.

Speaker D

00:49:20

Yeah, that they're the expert in their situation.

Speaker A

00:49:23

That they're the expert in their life, their surroundings, and we need to listen to them. Okay, um, someone else? I would add on to telling the truth, but just transparency, not just public-facing but internally within the district as well. And just like have an organizational structure chart that is public with people's names on it and the roles that they occupy and what their job entails.

00:49:48

There's a lot of confusion of like who to go to for what within the district. district and just being able to— people can advocate for themselves a lot if they know who they're

supposed to go to for the answer. And even within the district, there's a lot of confusion of who is in charge of what, what responsibilities falls to who.

00:50:06

So I would say transparency, yes, probably a quarter step, but also with the office district, it's so important. Yeah, transparency.

Speaker I

00:50:15

Um, and I think that goes— I mean, I sent an email I sent an email last week.

Speaker C

00:50:19

Mm-hmm.

Speaker I

00:50:20

I sent an email last week and I, I sent it to [Administrator] because that was who I was told to send it to, but then it got sent to a completely wrong department. So it felt, number one, that my question was blown off or not important. Um, it felt like I was disregarded or just pushed aside.

00:50:41

And so then I reach out to somebody who, you know, I also reach out to Lori as well, um, because I don't know where to go. And I think that's a really good point. I think staff needs to know where to go. I think parents need to know where to go. It wasn't— there we go.

00:50:57

Parents need to know where to go. And so having a clear— I know positions are still being filled in district, and so that's a constant change, but Yeah, having a very clear— because when questions aren't answered appropriately, appropriately, then it makes it feel like it's not being taken seriously.

Speaker D

00:51:19

Okay.

Speaker A

00:51:19

Our vice president likes to say, I'm the worst— you would never want to go to me. I'm the worst person to solve a late bus issue, you know. So if we're doing our jobs right, you, you will never— everyone gets access and knows where to go. You don't have to have your special buddy Laurie.

or your special ed in Tennessee, right? We're here to represent or listen to concerns, but you know where to go when you've got a question. Yeah, transparency.

Speaker J **00:51:46**
Somebody else?

Speaker A **00:51:47**
Oh, right here.

Speaker G **00:51:48**
Yes.

Speaker F **00:51:48**
I mean, just going back to the emails, what you were saying, I mean, I've sent an email to [Superintendent] just kind of a— I sent it at the very beginning of the school year. school year, and I sent it to him and I did not get a response. Ironically, I sent our principal an email about a week ago and I didn't get a response.

00:52:17
It took about a week, a week and a half to get a response. And so as I reflect on that now, I realize that that Needs to be that needs to be a value that we're going to respond in a timely manner as well. You know, as well as being transparent and being honest, but also responding in a timely manner.

00:52:40
You know, letting an email sit for a whole week. You know, and I my question was not confrontational at all. It was just kind of a yes or no. No, but to just let it sit there, I just I think that that's and like I said, the principal. I'm thinking that perhaps that's part of the culture.

00:53:04
If he does it, then she's doing it, and then somebody else is doing it. You know, and so I just so communicating time.

Speaker I **00:53:15**
And and that I mean. Couldn't respond to my email right away. She did email me right away and said, give me a moment, I will think about this and get back to you, and did get back to me. And so I think that is what needs to be— even if you can't respond right away,

there needs— it's awful to feel unacknowledged.

00:53:33

Yeah, it's not a good feeling.

Speaker A

00:53:35

Communication, professionalism, respect for the stakeholders. Okay, anything else?

Speaker B

00:53:45

Yes. I'm going to push on this just a little bit as well. We're looking to understand the community's vision and values, and what you all have said already about this is so helpful in that regard. And much of what you said early on too, the frustrations, the outrage that you've experienced, that's reflecting your values.

00:54:08

I've been treated this way and I react negatively to it. It offends my values. So I really would— this table, I know somebody over there has some good insights, but this is really about values. And what are the values that we want? Perhaps say the same thing for board members, but we're not asking you that.

00:54:32

What are some of the values that you want the The superintendent to uphold absolutely no matter what comes up.

Speaker C

00:54:39

What are—

Speaker B

00:54:40

in Fort Worth, Texas, in your family, in this community, what do you look for in leaders? Honesty was the first one. I, I think what I would sum yours up is the golden rule: treat others as you would have them treat you. Um, if I would just like to spend a few more minutes on On this one, because this really gets at the heart of values, and we want to make sure that we have guardrails that are going to be in place there to make sure when you start bumping up against our values, our community's values, they're the hard stop.

00:55:15

So, um, may I ask others to share their values with you and what you— how you expect to be treated? Sergeant, you're thinking about something.

Yeah, hard work.

Speaker B **00:56:21**
Honor, integrity, hard work.

Speaker I **00:56:23**
Okay, I feel like I'm talking a lot. I'm sorry.

Speaker B **00:56:26**
This table over here. I just.

Speaker I **00:56:27**
Okay, here's one.

Speaker G **00:56:31**
Yeah.

Speaker A **00:56:32**
I guess maybe putting yourself in other people's shoes.

Speaker I **00:56:35**
My opinion at last year they did have a program for Bible lessons that. Yes, I think mine kind of goes along with that, is understanding what you're asking them to do. Um, I think truly like putting yourself in someone else's shoes. So as admin, you know, El Paso adopted a new like where the teacher or the admin go in, the superintendent, everybody goes in and works in the classrooms for a minimum of 8 days to truly understand how these slides are going, how the lessons are going, how it functions, how it flows.

00:57:43
Um, to go into kindergarten, I know there was no time for greetings, to learn classroom procedures, to understand, you know, just being a kindergartner and understanding how that really isn't effective. But you don't know unless you're actually in the classroom You can see it on spreadsheets, on slides, on PowerPoints, or whatever, but until it's actually functioning in a classroom with 22 5-year-olds, you don't understand how that will function.

00:58:11
So actually putting— I think putting the groundwork in is a good— you know, you don't

want to ask anything— anybody to do anything you're not willing to do yourself.

Speaker G **00:58:19**
Okay.

Speaker B **00:58:24**
[Speaker J]you're [a leader] of a large organization values-based organization. In a leader, what do you think the non-negotiable values are?

Speaker J **00:58:40**
Well, we've said transparency, we've said safety and trust. I was actually getting ready to chime in on that because I have some, some personal thoughts to share about that. Um, but I, you know, I think people also want to, to believe and be inspired. Um, you know, a leader of any organization has to be able to, um, cast a vision and then empower the people around them to make it so.

00:59:12
And, you know, I think we're still waiting, right? We're still waiting for that to happen in, in Fort Worth ISD.

Speaker F **00:59:21**
Um, I, I want to be careful and I want to be respectful.

Speaker J **00:59:25**
I don't want to hurt feelings, but I don't know that a lot of people would say they're feeling overly positive and inspired at the moment. And honestly, let's also say too, I mean, it's hard to in, in the wake of a state takeover. Um, But, but here we are, and I think I, I don't want to see, um, any— I don't want to see a leader who rules in fear, in intimidation, in threats, um, or in, you know, painting things in one way that very clearly are not.

01:00:01
Um, you know, people want to be inspired. They want to, they want to believe, and I think a really positive and hopeful approach and an empowering approach, inasmuch as one can when you're also having to do things according to a certain playbook. That's what we all want to see in a leader, right?

01:00:24
For my part, you know, thank you for sharing. I feel a little safer sharing my snippet. I'll try

to be brief. Thank you for sharing [personal information]. You know, it was never my plan. It was never my plan to not have a child in public school because my husband and I are both products of public school.

01:00:50

[personal information] And to this day, and the phrase that I have used over and over again as I've had conversations Um, is I want the district to be worthy of my child. I'll give them to you if you can show me that they will be safe and loved and be able to go to the bathroom when they need to, and [personal information] , [health information]

01:01:25

[health information] and so every year that goes by, I ask myself again because I drive him [a school outside the district] and every year I get so tired of doing that.

Speaker F

01:01:39

I am. I'm.

Speaker J

01:01:40

It's a struggle, and I shouldn't have to. But you know, every now and again, I'll dip a toe in. I'll call the district, and I'll say, "Hey, you know, I'm kind of wary of driving this." Child back and forth to [place] Maybe this is the year we stick them in Fort Worth ISD and see what happens, like a social experiment.

01:01:57

And, um, you know, and, and, you know, the most recent thing was I said, well, where will he go? But I know the answer, it's [a district middle school]. That's our feeder school. That's where I live. And, you know, he would go into [a special education program at a district middle school] And I said, yeah, no, I don't think so.

01:02:14

Uh, what about Lee Benbrook Middle? And I was immediately told why that wouldn't happen. So I just— and then I went through the voucher process. We didn't get a voucher, but it, it was a good experience for me to go through the whole process with Fort Worth ISD start to finish and to see how incapable they were of meeting the state deadlines of Of [special education information]

01:02:47

It didn't happen. It didn't happen. I ended up abandoning that and going to [another district]

and barely got it done there on time. And so I am over and over again, and then I go home and I tell these stories to my husband and I say, hashtag, this is why. This is why.

01:03:04

I want to have trust in the district. District to give you my kids, [personal information] and I just think that ship has sailed. I don't see that happening. So, you know, I've been trying so hard to sit here and think of a word, a good word for a value.

01:03:19

Is it trust? Is it safety? I don't know, but that's what I would need to see to give you the [Speaker J] boys. Please, please make that happen. I'm tired of driving.

Speaker B

01:03:30

Okay.

Speaker A

01:03:33

Yes, you can. So please do.

Speaker F

01:03:37

Another value, inclusiveness. Inclusiveness. On every level. And this is just an example of it. We typically get, I would say, 2 to 3 messages on Parents Square. I don't know if you all school these parents, but we typically get 2 to 3 messages I would say every 2 days. None of them are translated into Spanish that are coming from the school, which is so concerning because our student population is predominantly Hispanic.

01:04:15

And so I don't know why the light bulb has not gone off that there needs to be a Spanish translation of the messages that are going out on Parents Square to parents. But it's as though it's a little thing like that, which is a huge thing, you know.

Speaker B

01:04:33

Which medium are you talking about?

Speaker A

01:04:36

The app, the one unifying app that we have.

Speaker C

01:04:39

Parents?

Yeah, I think they're getting it right.

Speaker F **01:04:43**
Oh, thank God.

Speaker C **01:04:44**
Yes.

Speaker F **01:04:45**
Okay, okay. But still inclusive.

Speaker C **01:04:47**
But what I don't know is I don't know the answer to that, but I know when I sign up—

Speaker A **01:05:00**
Sorry, I can answer. So when you sign up for both— when you enroll your kid and then whenever you do the sign-up process in ParentSquare, you can select— I mean, it's up to like 70 languages. It's a ton of languages. Yeah, it's a lot. And like, so when the parents select that, whoever is writing the message will write it, put it in there in English, and then it goes— the reason why you don't see it in Spanish is because it goes out in the language that they chose.

01:05:34
There's just simply not enough people at the level we're sending that communication out who speak all of those languages. So parents, that's why you're—

Speaker D **01:05:43**
that's why you're not seeing it.

Speaker A **01:05:46**
Yes, you could put that under the things going well category.

Speaker K **01:05:53**
Yes, love it.

Speaker A **01:05:56**
It's okay.

Um, but just talking about the inclusiveness part, I think one of the biggest needs I think that I've seen on different campuses has been like the diminishing of the bilingual campuses that serve a large population of the students that are now in the other schools. And so adding to inclusiveness, I think— I mean, there are these kids like, I would love to get to an A, and I would love to improve in academics and things like that, but the truth is that there are not enough teachers that are Spanish speakers, or there are not enough supports or translation services to help these kids get to where they need to be.

01:06:31

And so So I, I just wanted to piggyback on the inclusiveness part because I think that it can apply in different areas, and I feel for those kiddos because like, I mean, I'm sometimes on these schools and, you know, I want to sit there and tutor and help out, but it's like I can't do that for everyone.

01:06:44

Um, and so I would say that's kind of like an area that should be highlighted and definitely considered.

Speaker A

01:06:50

Okay, okay.

Speaker D

01:06:57

They're explaining to one student that speaks English, and then they're having them translate to the student sitting next to them, either if it's in Spanish or Swahili, and they're the one— the student's still learning, and they're processing at the same time. How are they supposed to translate it to the student next to them?

Speaker A

01:07:13

Well, in translations— Yeah, let's talk to this former language teacher. So yeah, okay, let's go to— I'm I want to be respectful of our amazing hosts and the time that they have allowed us. Um, so what are some things that Fort Worth ISD is doing for our students right now that are working and you want to be sure we keep doing?

01:07:37

So one unifying app with 70 languages is one. Uh, you're, you're not— now that we cleared that up, you're not the only one who thinks that. You can tell I do too. I love it as a parent.

Speaker C

01:07:48

I love the app.

Yeah, it's amazing.

Speaker A **01:07:51**
Yes, and you could color code for your school. Yes, someone else. What's something that's going well? Okay, sports are motivating, so you're glad that there are sports. Okay, from from coaching sports gives structure with. Coaching.

Speaker C **01:08:15**
Okay.

Speaker A **01:08:15**
And help each other. Helps with social skills.

Speaker B **01:08:18**
Yes.

Speaker K **01:08:18**
I feel like I've seen a lot more like admin involvement this year as far as like being in the hallways, being seen, being present. And I think that that's something that I appreciate, um, in what I see this year.

Speaker C **01:08:31**
Okay.

Speaker K **01:08:31**
Whereas before they would be in a lot of meetings, they would be off campus, maybe their presence wasn't really— maybe people knew that they were the principal but didn't really, I guess, have any authority.

Speaker B **01:08:39**
And so I do appreciate that.

Speaker K **01:08:41**
I think it's helping with behavior incidents in the hallways and just the overall— yeah, overall.

Speaker A **01:08:51**

I can expand on that just a little bit, that one of the things that our new leadership did was kind of flip, I think, what— and if you're still in the schools now, you maybe could speak to this more, but when I was in Fort Worth ISD Our admin was more administrative, and now they are definitely— the focus is on instruction.

01:09:14

You are the model instructor in the building, and so they're in the classrooms coaching and things like that. So it's good to know that you're seeing that.

Speaker D **01:09:22**

Yes.

Speaker J **01:09:24**

I, I want to give some props and applause to the literacy conversation because I feel like that's definitely one of those you gotta name it to tame it and you gotta start somewhere, right?

Speaker E **01:09:34**

Mm-hmm.

Speaker J **01:09:34**

So I think that that is something that I have seen the district and the city embrace as a clear issue that needs a lot of people aware of it and actively working on it. Um, again, there may be a lot of work still to do around that, but you, you have to start by acknowledging that it's an issue, right?

01:09:55

Um, so I, I think I've been very proud of the literacy discussions and the forums, and I felt like it's been, again, kind of going back to things that people can get on board with and rally around. I think the literacy— let's call it the literacy movement— has definitely been something that's been exciting to get on board with and to say, okay, what can you do?

01:10:16

What can you do? You know, all of us ask ourselves, you know, how can we be supportive of that effort? And try to find a way to get involved because it's a citywide issue and needs a citywide solution.

Speaker A **01:10:28**

Yes, I think Carolyn James says, what would happen if an entire city embraced literacy? What would that do for kids? So that kind of gets to that.

Speaker D **01:10:37**

Yes. I love hearing the intentions behind— and I know some of this came from just like the model of the takeover— but adding these positions that are doing the copying and making sure that the teachers have the materials that they need ready to go in the classroom. Yes, we still need to be checking materials, but at least recognizing, yeah, it's a lot of work for a teacher to get ready and try and teach and have everything done.

Speaker A **01:10:59**

So you've seen that done?

Speaker D **01:11:00**

Yeah, we're hearing— we are hearing about the positions. I am saying that some of the positions are split between campuses, and I've heard that there's some, you know, scheduling and communication, but the intentions are there, the places are starting, and I think that's a huge support. And along those lines, like seeing the raises that were given to teachers, the intention behind who we're hiring, how we're trying to hire teachers and pay them at a rate that— for the amount of work that we're asking for.

01:11:26

I think that is a good step forward.

Speaker A **01:11:28**

Yeah, what about you?

Speaker H **01:11:30**

Um, pre-Kers got specials this year. That's a big deal because they used to have to sit in their seats like they do now this year. Okay, but that kind of, kind of I kind of contradicted that at the same time, but it's a big deal that they got specials with the big kids.

Speaker A **01:11:43**

Because they're fully invested in the school community.

Speaker H **01:11:47**

Yeah, and I think they only had to take about 15 minutes away from every other grade, which I know that sounds bad, but 45 is still a lot in this Texas weather. Half the time we

can't go outside anyway.

Speaker A **01:11:57**
Okay, okay. Yeah, something else that's going well. All right, let's, uh, yes.

Speaker F **01:12:04**
I mean, I would say that our school has embraced parental participation and involvement. You know, whenever— because I'm a member of our PTA at our high school— whenever we approach the principal or the administration about possibly working with them on whether it be breakfast for the teachers The doors are always open. They're always willing to communicate with us.

01:12:36
Might not be, you know, as fast as I would like it to be, but I am excited and elated that even with all of the changes that we're not put on the back burner, that they still have time for us with all the things that they have to do.

Speaker A **01:12:52**
Okay, so time for parent engagement and participation.

Speaker D **01:12:55**
That's for the next question.

Speaker A **01:12:57**
Okay, okay.

Speaker I **01:12:58**
All right. Transportation has been better this year. I will say that. I've worked on that at board meetings. Transportation has been better.

Speaker A **01:13:05**
I heard quite a bit went into that. Yeah, the starting of the warming of the engines.

Speaker I **01:13:10**
That's a big deal.

Speaker A **01:13:12**

Yes, that's good to hear.

Speaker B **01:13:15**
That's huge.

Speaker I **01:13:16**
Yeah, yeah. I mean, I had kids that were waiting hours.

Speaker A **01:13:19**
Yeah, I mean, I will say, uh, The second day I had to go deliver some [forms] for my child , and I am typically on time, but I don't know that I beat myself up too much if I haven't been. And I saw the effects of kids trickling in late.

Speaker G **01:13:34**
Oh yeah.

Speaker A **01:13:35**
It had, it had never really hit me how detrimental that is to the environment.

Speaker C **01:13:40**
Yeah, I mean, I was going to expand a little too. Yeah, the superintendent, obviously that is something that he is very big on, on his team, is We've got to be there on time. They've got to, you know, provide the meals. They have to have a well-nourished body to be able to go learn.

01:13:53
So there's a lot that goes into that. And with moving the admins to more of the instructional leaders on campus, you know, they now have those points of contact, which, you know, pointed out we need to do a better job within the community and also member-facing. But the admins do have— if the AC goes out, they make a phone call and it's somebody else's issue.

01:14:11
That's their responsibility. they can go back to working on instructional leadership. And the initial data we're getting back in terms of the number of service calls that need to be made because there was planning that went into this, you know, there are less buses down, there's less ACs down, there are less maintenance issues.

So those are all good things. We have a long ways to go there, but they really are making strides there, and that does free time for instruction and learning on the campuses. So that's been something And it's been good to see the initial data come in. It is bearing itself out that we're making more time for instructional leadership.

01:14:44

We're limiting the number of peripheral issues that are important, but they're not direct, you know, instructional issues from taking time away from instruction.

Speaker B

01:14:53

I just want to share, I attended some of the principal training, and I happened to be sitting next to the person that's head of operations. And the focus when I was there was starting class at 8 o'clock. Oh yes, we did. And she said the focus we were seeing now to make that happen is something I had never seen.

01:15:19

And I said, well, tell me more about that. And she said it starts with the maintenance workers in the bus park, and we're focusing on making sure they have what they need, and they also understand how important they are. First day of school, [Superintendent] began at the bus park, and she said, in the bus drivers, we have expectations about their being there, being on time, and we've got HR policies that are supporting that.

01:15:50

And she said, the person that does the routes, because they redo the routes every morning, uh, you know, if there's a wreck or whatever. And she said, we're focused on making sure that's done with excellence. And then she said, when you get to school, we feed every child. The cafeteria workers— in many places, the attitude goes, oh, a bell goes off at 8, we're going to hurry the children out of the cafeteria to their classes.

01:16:17

The cafeteria workers have To also be trained and have the supplies they need, the equipment they need, to make sure they fit every single child in advance so the children can get to class. The teachers have to, have to be on time as well. But this attention to that kind of detail—

Speaker G

01:16:37

I heard—

Speaker B

01:16:38

started talking about the maintenance workers as being a focus of this effort. So just, you know, excellence in every state. All 12,000 members of the team contribute to whatever the child has experienced. So I'm glad you say the buses are doing better. That's not by accident. That is a major area of emphasis.

Speaker F **01:17:01**

He had—

Speaker I **01:17:01**

[student record information] because of buses

Speaker A **01:17:07**

Yeah, that's a lot.

Speaker I **01:17:09**

And then that— it had a trickle-down effect. Because I have 5 kids, so it then meant that my kids that were [special education information]
class was either missing [special education services] or extremely late or didn't want to go
because [health information] and didn't like walking into a classroom late.

01:17:27

So it had this huge trickle-down effect in my whole family of how to get everyone to school at the appropriate time. So that is a big that is a big.

Speaker A **01:17:40**

Okay, when you think about how Fort Worth ISD is educating our students, is there anything that you think is not working and that we should stop doing? Now, you know, I think we have touched on some things, but thank you for coming. Is there something else that has gone unsaid that you would like to say regarding this, or anything?

Speaker I **01:18:04**

Okay, I'm sorry. Okay, so I think the way that DOLs were delivered to the teacher or explained during PD, or there was some sort of miscommunication, um, because, uh, my student, my [child] in a gen ed class
[health information]

01:18:32

Um, [student information]

math DOL, and she never tells me about her day. And she came home and was destroyed that she got called up in front of the class, that she got instructed in front of everybody. Um, and I, I don't know how this is can be done different, but I feel that it feels punitive to the kids who are not doing well, and I think that will encourage disengagement.

01:19:04

I don't think that will encourage that rallying do better cry that I think you were hoping for, especially for kids where learning is already difficult. Um, and I, um, I don't think that was the clearly communicated to the teachers.

Speaker H

01:19:21

I don't—

Speaker I

01:19:22

from what I can tell, I've had multiple teachers reach out to me and say, yes, what you have shared is exactly how we were told to teach it. Um, so that's concerning to me. Um, I think there needs to be very clear communication to the teachers regarding how this is carried out, how it is to make a student feel Because it doesn't matter what the intention is, right?

01:19:48

Everybody's intentions can be good, but if it makes someone feel a certain way, then it's not good. Um, and so, and then also, how do you complete these DOLs and all this stuff with a child that does have an IEP in a classroom? If you're on a timed, scripted, you know, lesson and this teacher is afraid to step out of what their script is or what their time is because admin is walking around and monitoring and recording where they are, then you have a teacher who is afraid to do— to step out of what they've been told to do.

01:20:30

But then how does that help the child who does have a very large IEP I agree. That does have— I mean, there is things in there for asking questions, for taking time to pause, for taking time, added time for tests, for [special education information]
child's IEP.

01:20:49

So how does a teacher follow an IEP that is federally mandated by law and not follow a DOE or scripted or timed, how do those 2 things come together? Because that doesn't make sense. So the teacher is either breaking the law by not following the IEP or gonna be held accountable for not following their timed scripts.

That's what I'm concerned about.

Speaker B

01:21:20

Okay. Could you talk a little more about, are there parts of the— there's diagnostic, The diagnosis, the process, or the ARD process, are there things that are being done that we need to quit doing and do differently?

Speaker E

01:21:38

Yes.

Speaker I

01:21:38

Oh man. Okay, um, okay, so my child is [Child]She's in 5th grade. [student record information] These ARD processes, IEP processes, are long. They are drawn out and they are confusing. There is no roadmap. So me as a parent, I go into this process, me against usually 14 people, 14 educated in each of their own backgrounds, and then I have to come in educated in everyone's background, um, to be able to— because nobody tells you, well, you need to ask for this, or she needs this, or you need to do this.

01:22:28

I have to come in with that knowledge. So me as a parent, I'm— I've educated myself the best I can. I can't imagine how many students are out there that don't have a parent that can advocate for them. That's why CIS is here. They have these people are here to be those advocates.

01:22:49

But so I'm advocating for my child. So I go into this meeting, they say she's, you know, at this level here, this level here, this level here, this level here. And then we go through and we form goals and plans and what percentage of where she needs to be academically. Um, we just spent Finished an ARD last year.

01:23:10

I went in and I said, "[health information] " [health information] . We went through a whole ARD process, and they just basically said, "We don't have these services to offer for you." We think it's [health information] , and I.

01:23:35

Said, okay, because you're the experts. I didn't think it was right, but I didn't have any recourse, right, because I'm not the expert. I continued to search and I found within Fort Worth ISD that Alcon has— we have a partnership with Alcon for glasses for students. I made an appointment and I said, do you test for [health information]

01:23:55

And they said, yes, we do. So we wasted a whole year Of this ARD process, but nobody on this SPED team— not the diagnostician, not the school psychiatrist, not the 2 people from the district, [Staff 1] and [Staff member 2] [special education services] I mean, it was a whole team of people.

01:24:19

Nobody knew that this service was available to her. So there's a lot of gaps there as well. So I think parents can go into these IEPs for dyslexia, for whatever, and feel very, very intimidated, um, because there's no roadmap. There's no— and that's exactly, you know, kind of touching what [Speaker J] was saying for her sons.

01:24:39

There's— you go into these processes and it almost makes you feel like, I'll just give up, I'll send them somewhere else because that will be easier and better. And we've stuck it out because I have 5 kids. I can't send one of my kids to private school. And so, I mean, I've [spoken at board meetings] on dyslexia services and all those types of things, but this ARD process is arduous and it is exhausting and it is time-consuming.

01:25:09

And I have the luxury of being a stay-at-home parent. That is a privilege that I have. And so I take all these other things very, very seriously. But there's a lot of kids that don't have that privilege and don't have somebody advocating for them. And there's a huge gap there of kids that are not receiving services that truly need them.

01:25:33

And I think teachers need to be able to advocate for those students and feel supported and backed by their admin and not pushed off or denied Because I've also heard a lot of that happening as well, that teachers will come and say, I think this child has X, Y, and Z. And at that point, that teacher is the expert on that child.

01:25:52

Like you were saying, this teacher spent these— this time and sees these behaviors and

sees these patterns, and they know what this child is capable of or could be capable of with extra support. And so those IEP processes are really important and really hard. And I would encourage you to go and sit in one and kind of see what that looks like and how it feels.

01:26:15

[special education information] But it's, um, it's never-ending too. You think it'll get better and you're like, oh, I got to this point, and then something else comes up and that's hard. I don't know if that answered your question, but I tried.

Speaker C

01:26:29

Similar experience. [health information] and [personal information about a Board member's child] let people know. Um, [personal information about a Board member's child] lot of kids, but it was frustrating.

Speaker J

01:26:48

So having been through this, uh, whole start-to-finish process in the last year— yeah, sorry, funny. Um, I, I think I think what I would share is that, um, it was very clear, and, and again, unapologetically, right, from the district. We hear you, we know we need to get this done by a certain deadline.

01:27:15

It's not going to happen. It's not going to happen. And so that, that was really shocking to me, um, that I was like, wow, not only is it not legal, but you just are unapologetically telling me what's not going to happen here. Amazing. So having been through now the public school, even if it was within another district, I promise you it's not gonna be any different than what you just described.

01:27:37

It was, it was one of the most stressful, and [special education information] I have never been through that stressful of a process. The public school evaluation, ARD, IEP process [special education information] that was the most stressful experience to date.

Speaker I

01:28:00

Happens every year.

Speaker J

01:28:01

[health information] on the other end of it. And what I kept thinking to myself was, if I'm having this experience—

Speaker F **01:28:11**
this is me.

Speaker J **01:28:12**
I don't have a problem with advocacy. I have multiple degrees. I'm married to somebody with multiple degrees. If we We are struggling this much with this process. What on earth must it be like? Oh, and I have workplace flexibility. I can be at those meetings. I can get on the phone and spend an hour screaming at somebody, and I will.

01:28:33
So what about a parent that doesn't have that kind of flexibility? What about a parent whose first language is not English? What about, uh, what about all the things? How discouraging must it be To be any less able, any less articulate, any less flexible, any less lots of things to have to go through that process to access services for your child.

01:28:57
Now, I hate that, you know, I don't want to end on a negative note. I mean, all I kept thinking was we need triple the number of diagnosticians. I mean, there should never be a backlog. If there is a backlog, we are way understaffed, um, for that. There should There should never be a waitlist.

01:29:12
If your child needs something and there's a process to get through, fine.

Speaker F **01:29:17**
Gotta have a process.

Speaker J **01:29:19**
Staff it so that it is a quick process. Have advocates for people. I see this in the— I'm trying to offer some practical solutions. I hate griping with no solutions. So I see this come up all the time in special education small groups. People are desperate for advocates. Why do they need an advocate?

01:29:40
That in and of itself should make us ask a lot of questions. Why do they need to potentially

have to go pay somebody to come to these meetings with them and help advocate for their child? Staff advocates help people who are daunted and exhausted by just having come out of the diagnostic process and their child's just been slapped with a diagnosis of some sort and they're about to have to go through this journey.

01:30:01

They're tired.

Speaker F **01:30:03**

are scared.

Speaker J **01:30:04**

There are lots of things. Give them somebody to help navigate that process, but then my goodness, adequately staff it so we can get through that process and get to services quickly. Please, please.

Speaker B **01:30:14**

Thank you. Yeah, [Speaker D]were you going to say something?

Speaker J **01:30:19**

I wasn't.

Speaker B **01:30:19**

No, no, I'd love for you to because we, uh, in the other listening sessions, we haven't explored this issue as much as it's appearing.

Speaker D **01:30:29**

Well, it goes along with 2 things. The words that they keep saying are fear, and this I think goes for special education needs and just across like what is happening in Fort Worth ISD right now is that fear. Parents are fearful to send their kids to school, not just because of safety, but because what is going on?

01:30:46

What is happening in the classroom? What is my kid doing? When do they get to go to the bathroom? All of that is just fear, and we're not learning in that environment. I think that's a great point. Environment, that's, that's just not happening. But teachers are also not able to teach because they're scared if they take a break or if they pause and talk to a student for a few minutes, they're going to get in trouble.

And if they get in trouble, does that mean they lose their job? And where will they get another job at this time? And we need all of the support we can have. So any more we can do to dispel fear— and it's not just the announcements that are going out, it's not the Hey, Fort Worth ISD says this.

01:31:22

It's what are we doing to show that we're trying to dispel the fear? And I will just tell you, we we have to meet with principals. We is part of our job. Relationships have to happen. Being told that a principal has to take a meeting after school hours and that they cannot meet with someone during school hours is a fear tactic.

01:31:43

And then they're saying, okay, I'm getting emails from. People in the district on Saturday and Sunday evening, when are they getting downtime to spend with their families? I appreciate that they are getting back to me because it makes our response to the thousands of students that we're serving a lot easier, but that's a fear tactic.

01:31:59

So where are we putting into place and showing, hey, we're going to sit down with parents and tell them this is what's happening? I understand these listening sessions are the start of that, but how can you take these and put action To those words and not just the announcements of, we intend to do this, we're going to do this, this is what we do in Fort Worth ISD.

01:32:17

I just want to see it. I want to see a teacher be able to say, today's lesson did not go as planned, so we took 15 minutes to everybody get up and walk around the classroom and shake it out, and I did not get in trouble. You know, the student fell asleep in my classroom and I tried to wake them, but they really needed to sleep in that moment.

01:32:36

And And I called for assistance so that people knew, and I didn't get in trouble with the teacher. Because that's what we're seeing happening. There are circumstances that these kids are going through, that the teachers are facing, and it cannot be, well, this is the prescribed method, this is how you have to be teaching, 45 minutes from start, from bell to bell, you need to be on your feet teaching the entire time.

Speaker F

01:32:55

That doesn't work in the real world.

And I mean, we talked about this when COVID happened, when everybody was working from home. When we were saying, well, how did you— how did we— do we achieve as much working from home as we did in the office? Well, in the office, people still took breaks. And people— we had to literally tell people, hey, even though you're working from home, get up and walk around, go outside, get some sunshine.

01:33:17

Because they were sitting at their desk dug in, and we were going, man, it's great, but also they're burning out. And now we've just put that in person. We're saying, don't do anything else except this. Don't rethrow, otherwise you might not have a job, and that is a fear tactic. So how can we change that?

01:33:35

That's what needs to change.

Speaker B **01:33:38**
The table of 3 back there, I just noticed.

Speaker J **01:33:42**
Thank you.

Speaker K **01:33:47**
Yeah, good.

Speaker A **01:33:48**
That's a good way to end.

Speaker F **01:33:51**
Okay. Yeah.

Speaker C **01:33:53**
And I was going to ask actually for y'all's feedback specifically to that issue. Um, there's no, no secret that that is feedback we're getting across the district. Every listening session I've been, been in, every teacher I've talked to, um, it's prevalent district-wide. Um, the peers problem, I've got theories on how we could have done a better job with that, but we are where we are.

01:34:17

We've got to fix it. But I did want to know, and it sounds like you can just nod, but is that what you're experiencing in every school that you're in?

Speaker K **01:34:26**
Yeah, I can think of a specific example where literally a student was referred, like, sent to us because they were asleep in class. And instead of being like, hey, what's going on at home? Like, are you okay?

Speaker B **01:34:36**
Do you have everything that you need?

Speaker K **01:34:37**
Do you have a place to sleep at tonight? It was like, no, we got to get back to class. This is the second day that he fell asleep, and I don't know what's going on, but I think I gotta get back to class.

Speaker I **01:34:44**
It's a lot.

Speaker B **01:34:46**
Yeah, it's a lot.

Speaker D **01:34:47**
If you give us just 10 minutes and we can figure that out, then they're probably gonna be awake the night the rest of them are. Even like situations like that, to try to find a homeschool, like they're always observing in the classrooms. It's really hard to find time to speak to them at that time.

Speaker L **01:35:01**
Sure.

Speaker D **01:35:02**
When there's crisis happening.

Speaker F **01:35:03**
Yeah, that—

01:35:04

I was thinking about your example that, um, you know, kind of knowing, having a pulled-back look a little bit. I could give you a pretty easy explanation, which is the— they want to emphasize that the principal is the instructional leader and is in the classroom. But perhaps even just communicating that so that you understand that is helpful.

Speaker D **01:35:27**
They're actually here to help. That's what we would like them to be doing.

Speaker A **01:35:29**
Yes.

Speaker C **01:35:30**
Instead of—

Speaker D **01:35:30**
they're not just watching you.

Speaker A **01:35:31**
Yeah.

Speaker B **01:35:32**
Yeah.

Speaker A **01:35:34**
Okay, well, I want to thank everybody Thank you for coming today.

Speaker F **01:35:38**
Um, yeah, go ahead. So what is not working? I think you touched on them a little bit about the resources, about not knowing that Alpine does the [health information] There are so many awesome resources in Fort Worth that if the schools are allowed to open the doors to places like Girls Inc. Secretary Aaron, that you graciously introduced me to the folks at Girls Inc.

01:36:10
If we can open our doors to resources like Girls Inc., keeping community schools in our schools so that the outcome— so that we don't feel like the school doesn't feel like they have to do everything. And, you know, allowing other resources in our community, the awesome resources in our community to help us.

Right now we've got Texas Heritage Southwest dying to come over to bring their employees over to talk to our students during lunch, doing the lunch and learn about all the careers that are available in the medical field. And unfortunately, we haven't been able to get that off the ground just yet. But like I said, the reality is that there are so many resources in the community that I think that Fort Worth ISD is failing to tap into, um, that can help us, that can help make school so much better for everyone.

01:37:10

So, um, just being willing to do that, being open to doing it. Um, as a matter of fact, I was talking with someone the other day about. It's the driving school over on Brian Irving. They wanted to come over and provide driver's lessons for the kids after school. And the person told me, she said, [Speaker F] I've been trying to figure out how to go through Fort Worth ISD's process to get on the vendor list.

01:37:42

She said that that process is so complicated that we just gave up and we took our program to Mansfield. And now the children out in Mansfield High School and all of high school in Mansfield, they can go there after school and take driver's ed. And it's, and it's those kinds of things, um, but again, I, I wish Fort Worth would be open to letting our resources in the community help us because they want to help us.

Speaker D

01:38:09

Mm-hmm.

Speaker F

01:38:09

Um, but we, we— Fort Worth ISD has got to get to the point where they let the resources in because there are resources all throughout Fort Worth ISD that want to help us. One other thing, um, at our school, uh, we have a shortage of counselors, and, um, this sweet parent right here and I were just talking about, you know, just staffing issues and, um, how, you know, yes, it's wonderful that we have all the students and I mean all teachers in all classrooms, but you know teachers and bus drivers are not the only ones.

01:38:41

We also need counselors. We need everyone, you know, fully staffed. And when, you know, whenever there are some gaps or some holes, you know, there are some sacrifices as a result of it. I mean, it's wonderful that all the teachers are there, but like I said, at our school in particular, you know, we have high schoolers that schedules are— have just come together, you know, and it's the third week of school because at the start of school year there were only 2 counselors available trying to manage all those student schedules.

So, you know, having a plan in place whenever the staffing is not there— I mean, you touched on it too about the importance of, you know, if there's a need, then have the staff available to be able to fill the need. And so, and there's ways you can do that. So those are just the things I wanted to add.

Speaker A **01:39:33**

I think that, um, kind of to close us out, you've touched on a community value that I think we have, which is that for— as Fort Worth, we're here for each other, right? We step up for our kids, for our teachers, for our schools, and we have wonderful businesses. Who want to step up and help support us, and it's going to take all of us.

Speaker D **01:39:56**

So thank you.

Speaker A **01:39:58**

I want to thank everybody for coming tonight. Your voice truly matters. We are really listening, and we deeply, deeply appreciate your time. We really appreciate Community in Schools for hosting us, for providing dinner and child care. That's amazing. Thank you so much, [Speaker J]

Speaker B **01:40:18**

Let me close with the survey. I mean, [?] schools are— y'all are in so many of the schools that have the highest need, and the survey is a major emphasis for us. We're thankful that we've been able to meet hundreds or thousands of citizens around the district, but But there's so many people that can't come, have other responsibilities, there's no way that those meetings are going to reach everybody.

01:40:50

And that's why we have this survey. And if you look at— should have brought it, but we have a report that shows the pyramid's response rates. We have very high response rates among the Pasco pyramid heights and a distant second. But we have some of these pyramids in schools y'all are in where the response rate is very, very low.

01:41:18

Very low. Now, next— or this week, we're going to have board members going to many of those schools in those pyramids and passing out, going window to window. But y'all are in those schools, and if you can think of some ways that we can get parents of kids in those schools to fill out this survey, whether you put it on your own social media.

I don't know what the many different ways are, but we are very underrepresented in, in the schools where our children are the highest need. We want to hear from those families. We want to hear from those parents. So if you all can just put your head in Trinace's Actually, the idea of going from car to car to car was, uh, Trenace, Dorsey Hollins, Carolina James, [?] [?] and they said, let's just go back to those schools.

01:42:12

We're going to be at 9 of those highest needs schools this week, but y'all are in those schools. So if y'all can just be creative about ways we can get parents to participate, and I don't know whether children that y'all serve, if you have relationships with the parents, but whatever relationships you have, please take advantage of that because we are so short of drawing input from the areas of the highest need in this community.

01:42:38

And there's no single solution to it, but y'all are in those schools, so help us reach those.

Speaker D

01:42:45

What is the deadline?

Speaker B

01:42:46

September 15th. And put it on your websites. Maybe I haven't done anything on social media, but you know, y'all know, just figure out ways to reach those families. We've used the texting from principals, we've used the new parent platform that we talked about earlier, and we still are very the response rate among the kids that needed the most is so low.

01:43:21

We had one pyramid, I think only 69 responses. I believe that's the Dunbar pyramid.

Speaker K

01:43:29

O.D.

Speaker B

01:43:29

Wyatt, not much different. So help us figure that out.

Speaker L

01:43:34

Absolutely.

Thank you.

Speaker A **01:43:37**

Thank you guys so much.

Cook Children's Medical Center

Auto-transcribed by https://aliceapp.ai on Monday, 14 Sep 2026.
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Words	6,436
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Speakers:

Speaker A - 10.66%

Speaker C - 23.18%

Speaker D - 4.88%

Speaker E - 7.68%

Speaker F - 1.52%

Speaker G - 3.26%

Speaker H - 13.6%

Speaker I - 7.68%

Speaker J - 3.74%

Speaker B - 1.23%

Speaker K - 5.25%

Speaker L - 1.97%

Speaker M - 5.34%

Speaker N - 3.48%

Speaker O - 4.91%

Speaker P - 1.62%

Notes:

No notes.

Speaker A **00:00:00**

In the interest of time, because this hour is going to fly by, I will go ahead and get us started. So first of all, thank you all for carving out time to be here this afternoon. We know that you're busy, but this is also an important topic. And so we're excited to host Frost and Lori.

00:00:14

I'm going to let them introduce themselves here in a minute. They are from Fort Worth ISD. So if you've been following the news or if you have kiddos who are part of the district, you know the district is going through a lot of change right now. with the state takeover, new superintendent, and so our district is being very deliberate in creating opportunities to hear from several different stakeholder groups, whether that be parents, community, community partners, employers, and business owners as well.

00:00:40

And so certainly as a large employer here in the Fort Worth ISD area, we are a key stakeholder and we appreciate them extending that opportunity to come and listen and hear from you all as hiring managers. And so I've already given some preliminary information to Frost and Lori in terms of who's in the room.

00:00:59

Obviously, hiring managers, you certainly have a stake in the talent that our district provides for us. So real quick, we can go around the room if you want to introduce yourself. If you would share your name and your role or the area that you're representing so that Frost and Lori can at least put a face with a name, and then I will turn it over to them.

That's great, thank you.

Speaker A **00:01:21**
Why don't we start with you, Doc? Okay, I guess that was the wrong seat.

Speaker C **00:01:27**
So I'm Dr. [Speaker D]

Speaker D **00:01:28**
I'm [a clinician] and I'm
here to represent our behavioral health department.

Speaker C **00:01:36**
All right, thank you. I'm [Participant 1]

Speaker E **00:01:39**
I'm a manager with patient access.

Speaker F **00:01:42**
Great.

Speaker G **00:01:43**
I'm [Participant 2]

Speaker H **00:01:45**
I'm an ADP at Cook Children's. for Community Health. I'm [Speaker H]
[a manager]

Speaker I **00:01:52**
Great.

Speaker H **00:01:53**
Hi, [Participant 3] [a senior leader]

Speaker J **00:01:55**
[Speaker J] ADP Supply Chain.

[Participant 4] [a senior leader] And one other thing I will add is that our partners are also leveraging technology, so they're actually recording this session because again, the time is going to fly by, there's going to be a lot of dialogue, and it's just going to help them transcribe. So just make sure you all are aware that the session is being recorded, but for that purpose only.

Speaker E **00:02:17**

Hi everyone, [Speaker E] [a senior leader]

Speaker B **00:02:21**

I'm [Speaker B] I'm [a department director] and this is my team, and we onboard a lot of high school level students along with [Speaker H]

Speaker C **00:02:31**

Fantastic.

Speaker B **00:02:32**

[Participant 5] [role]

Speaker K **00:02:34**

I'm [Speaker K] [role]

Speaker F **00:02:38**

Hi, good afternoon. [Speaker F] and I'm [a finance leader]

.

Speaker L **00:02:45**

I'm [Speaker L] I'm [a department director]

Speaker M **00:02:48**

I'm [Speaker M] I'm [a department leader]

Speaker C **00:02:55**

Fantastic. All right, well, thank you.

Speaker D **00:03:00**

Oh, who do we miss?

Hello, my name is [Participant 6] I am [a department director] So programs like, uh, child life, volunteer services, facility dogs, camp, art, music.

Speaker C **00:03:13**

Awesome. All right, this won't need to be that loud. We're just doing this because it'll help get stuff going. My name is Frost Crayolo, and this is—

Speaker G **00:03:21**

I'm Laurie George.

Speaker C **00:03:23**

And we are both members of the state-appointed Board of Managers for Fort Worth ISD.

Speaker L **00:03:28**

Uh, our—

Speaker C **00:03:29**

one of the main roles of Fort Worth ISD— of the Board managers is to set goals and guardrails for the superintendent. So in order to do that, we are working very hard to capture the vision and values of the community for Fort Worth ISD by doing listening sessions. So this is about, um, I think we'll be trying to do about 50 in all, and then we also have a survey which, uh, which we'll hand out and is right here, um, for other— for others who can't make a listening session.

00:03:59

And we're really collecting, uh, information on 5 questions here. And so, uh, yeah, 2 things. One, what are we going to do with this? We're going to take this— reason we're— reason we are recording is we're going to aggregate this data, aggregate the answers across 50 listening sessions and about 5,000 survey responses so far to really distill down answers to these 5 questions.

00:04:24

And we'll use these 5 questions to drive the— or to help us develop goals and guardrails, which we're doing later this month. So I don't know if there are any questions about that or what we're doing, but that's why we're here. And so this is very much, you know, a listening session. So we are not going to— the idea is to get your input.

00:04:45

Afterwards, if anyone wants to ask questions, and certainly I'm available, Lori may be as well, happy to sort of engage in a back-and-forth discussion, recorder off, and give you answers on that. But this is really about getting your feedback on these 5 questions. Laura, did I miss anything? No, maybe why you're here, why'd you decide to say yes?

00:05:06

Oh, to this session?

Speaker G

00:05:09

No, to the board.

Speaker C

00:05:10

Oh gosh. Why are you here? Yeah. Here, you go first and then I'll— Since I thought about it. I thought about that, but I forgot.

Speaker A

00:05:20

I've been thinking about that for a while.

Speaker G

00:05:21

Um, [personal information about a Board member's family] I'm a former educator with Fort Worth ISD, and I currently teach at UNT while I finish my degree or PhD in educational psychology. Um, and since I have the room, uh, [personal information about a Board member's child]
And, you know, you have my entire heart and gratitude, and if I ever strike gold, you have that too.

00:05:48

[personal information about a Board member's child]

Speaker C

00:05:53

Yeah, likewise. So I'm, uh, [personal information about a Board member's family] and very, just very focused on education in general is how— is what's— Fort Worth has so many great things going for it. Its public education is not necessarily one of those, and anything we do to improve that and really deliver a great education to kids in every zip code of the district, uh, it has tons of benefits, of course, for those kids, but also for the city in general.

00:06:19

And I was on the board of Cook Children's as well, so I have huge respect for this institution, uh, for a while. So that said, we will jump right in. Um, and the only thing I'd say

on the questions is we just have an hour, so these— so if we could be fairly quick, to the point, we'd love to hear— we'd love to hear more, but if you're very quick, to the point, And secondly, don't be afraid, by the way we're doing data analysis, is to repeat.

00:06:46

If someone says something you agree with, feel free to state that again, because if, if only one person says reading and writing and the rest of you think it's covered, then, um, then we'll only get one time, right? So just in the way we're doing that, be great. So first question is, what should Fort Worth ISD students know or be able to do?

00:07:05

And so If you could only pick one or two of the most important things that Fort Worth ISD students should know or be able to do, what would they be? And feel free to provide an answer to every question, any question, and [Participant 7] will—

Speaker B

00:07:20

They need to speak very loudly. They need to communicate. What we're encountering with students is they are looking at their screens. They know how to text, they don't know how to make eye contact, and Articulate, ask questions, things of that nature.

Speaker F

00:07:41

Great.

Speaker N

00:07:42

I would agree with the communication aspect and being able to have face-to-face conversations in a very easy manner, and then add problem-solving skills and being able to find their way through challenges.

Speaker C

00:07:58

Fantastic. Actually, turn this down. Is this knob here?

Speaker M

00:08:04

Yeah.

Speaker C

00:08:04

Okay.

Speaker M

00:08:04

Hello?

Speaker F **00:08:05**
Hello?

Speaker C **00:08:06**
Hello?

Speaker O **00:08:07**
Hello? Hello?

Speaker C **00:08:09**
I don't know how to do that, but—

Speaker F **00:08:10**
Yeah, and I would just— I would say I agree on both of those. And to add to the problem-solving, I think just critical thinking is the most important thing that I see lacking in a lot of the hirees that we get, especially when they're coming straight out of high school. So being able to look at and discern an opinion that's supported versus one that's not.

Speaker C **00:08:34**
Great, thank you. [Participant 8]I don't know if I pushed the right button here, but— If it seems loud, just pull away from the mouth a little bit.

Speaker F **00:08:46**
It can be somewhat inconsistent.

Speaker J **00:08:54**
So as we're looking at resumes, we're not going to know a lot of— students most likely will not have a lot of work experience, but what they do have is teachers. So if they can— letters of rec from teachers that demonstrate, hey, this is a great student, they're punctual, they, they're respectful to their peers, other teachers— that goes a long way because we're really looking at culture.

00:09:14
And so if you've got that, we can teach a lot of the other things. But if you don't have that, we're going to have a hard time getting where we need to go.

So the thing you're looking for is culture, you say, or ability to work together?

Speaker J **00:09:26**

So yeah, ability to work together, and then that stamp from a teacher, that letter of rec from a teacher would be huge. I wasn't smart enough to ask for one when I was in high school.

Speaker C **00:09:34**

Man, if I did, if I could have done it again, I would have run right into a place like Cook.

Speaker J **00:09:39**

I happened to go to college, but you know, I would have been building my years of experience. And so it's really, supply chain specifically, there's 2 different paths, non-college or college, and you can grow so much in that. You just got to have that character, you know, are you a good student? And if you're not, I'm probably not going to teach you.

Speaker A **00:09:58**

[Speaker M] do you want to speak to that some? Because I know one of the things that we did was work with you in your areas to change some of the job description requirements so that we could hire for our core values and teach on Right, so I, I kind of agree with [Speaker J] a little bit.

Speaker M **00:10:12**

So what I look for, it's really— I look for the behavior aspect. Actually, we focus on more of the behavior, uh, when we're interviewing, of course, the skill level, because again, we can teach. You know, I got areas— environmental service, food service, and even painters. So we can teach anyone, you know, what we try to do as we do peer interviews, we try to really look at some of the behavior aspects of the students.

00:10:41

So, and that's the character, that's again from being in the classroom and not understanding the behavior and stuff, and just being able to work on time, you know, just the basic thing, you know, can you get to work timely, you know. Starbucks is an example. We get— we hire a lot of kids that starts at Starbucks, you know, getting in the door, and the biggest challenge is their— just their work habits.

00:11:06

They don't want to get up and get to work, you know. They may work 2 or 3 days, and before you know it, you know, they're calling out for any reason. They're just tired.

Yeah.

Speaker M **00:11:16**

They don't know any, any given specific reason, but the fact that they just don't want to come to work today. And that's the biggest challenge that we have. So we really try to focus on the behavior aspect.

Speaker C **00:11:25**

Got it. You can just speak up from there.

Speaker I **00:11:28**

Sure, I was just gonna further support that statement. So there's, you know, in high school college preparedness, AVID is a program that my kids were a part of when they were at North Crowley. And so something along those lines for life preparedness, for, um, early, you know, entrance into the employment arena, like in the college preparedness courses, they teach you how to take notes, how to sit in a, you know, it's a different way of learning in the university setting than it is in a structured ISD setting.

00:12:02

And it's the same thing for those that are not going to pursue higher education. They need to learn those life skills that they wouldn't otherwise have learned first, right?

Speaker K **00:12:10**

Mm-hmm.

Speaker I **00:12:10**

They need to understand finances and payroll and, you know, balancing a checkbook and just understanding those things creates a new sense of responsibility that they can start becoming prepared for. So then maybe arriving on time and showing up to work becomes important as they understand what a budget is. They may not be exposed to those things at home regardless of what their socioeconomic status is.

00:12:36

And so I think, you know, being able to do critical thinking and problem resolution but at, you know, at a level that is Utility, right? It's problem resolution for everyday problems, not big huge problems necessarily. And so very practical types of education would be what we're looking for those students to come out with.

I'm hearing like a lot of practical applied life skills.

Speaker M **00:13:03**

Yes.

Speaker A **00:13:04**

I was going to say, to give you a little bit of context around time and attendance, so of course we hire all of our talented professionals when whether that be straight out of high school, college, whatever, for their skills or abilities that they bring. But unfortunately, when we have to separate— and we don't have to separate very often, which is good, our involuntary turnover is low— but when we do have to separate, time and attendance is the number one thing we separate for.

Speaker H **00:13:27**

Um, I'd like to add, really, um, with the work that I do, I do a lot of engagement with CTE, middle school, elementary school students. but I think what high school graduates are lacking is workforce readiness. They do not come out with a professional resume most of the time. I— they come out with something, but I don't know who's teaching them about resume writing.

00:13:53

But they're— they need to get past the recruiting team, right? And that's really going to matter. And so that takes opportunity away from them just by applying. they're not going to make it past the recruiter. So that hiring manager is never going to see them if their resume wasn't ready, right? And then if they do get past the recruiter and go to a hiring manager, they're not ready to interview.

00:14:15

And so I've participated in different school district mock interviews personally, and that is lacking. They're not being properly prepared, well prepared, and the students walk in and say, I didn't even know I was interviewing. They just pulled me out of the hallway. Like, it's, it's, it's just amazing, like, what's happening in the school.

00:14:38

And so that's impacting outcomes for the students to be successful when they come out ready, thinking they're ready to work, because they're not. It's very competitive, and I think the students need to be given, I don't know, better guidance, more resources, and practice to be ready to really be successful in the workplace.

And when they do get in, you know, it's kind of by luck really. And then they're lacking in being successful in it because they were not well prepared to begin with. But I see that, and I have a lot of interaction with Fort Worth ISD as well. And so does [Participant 9] he just walked in.

Speaker C **00:15:17**

Welcome, [Participant 9] Welcome. We're just on our first question, so if you have thoughts on this one, chime in, or you can wait to the— wait to the next. Any other thoughts on what Fort Worth ISD students should know or be able to do?

Speaker G **00:15:42**

It is really striking, the differences between the professional community response and the family responses. Very much so, and it's— we need all of them, but this is very enlightening.

Speaker I **00:15:53**

I really appreciate you guys.

Speaker C **00:15:56**

So this is a pretty similar question, but if you could pick one or two of the most important things to describe, so not what they know or be able to do, but maybe, maybe some of y'all covered this already, but describe a, uh, Fort Worth ISD student as a successful— when they're a successful graduate, what would those be?

Speaker E **00:16:15**

I would add to this one is I was trying to hold my comments because it's kind of more to the how, but, um, I think the kids coming out of high school right now and then eventually going to college, they have to have a mind of wanting to learn. Um, I know many of us talked about that, having curiosity to ask the right questions, and then being very adaptable, right?

00:16:37

In the world that we live in right now, you know, not everything will be given to you as a project with specific you know, how to do things. You really have to problem solve on your own, whether that's focusing some time on business acumen for the kids in high school would be great.

00:16:54

Financial literacy, I think you touched upon it. It's just how do you run a business? It's not

just in healthcare, because more than likely when they get out of school, they're going to want to work for corporate America, or they're going to be an entrepreneur and set up their own businesses. And most of the kids right now, there— that is lacking for them.

00:17:12

I think it's important to think about introducing exposure for kids in high school to more real-life scenarios, whether that's through mentorship within the schools, shadowing opportunities with partnerships to other organizations in the community. I mean, I think you touched upon it earlier, it's like the communication is very worrisome right now. I have 3 kids, 2 in middle school, 1 in high school, all part of Fort Worth ISD.

00:17:41

And just having a conversation, eye-to-eye contact, is difficult. And making friends is difficult too. And it's all part of, like, life skills. It's not just graduating and have a successful career and making good money. It's how do you really contribute to the community? So one thing, my kids are in Fort Worth ISD, they talk about the teachers sharing slideshows the whole time, and there's not much communication back and forth and putting things into perspective.

00:18:08

And some kids come out to be really smart and they learn that way, but some kids need to be able to connect the dots to actually get the value out of the courses that are being taught right now in the schools.

Speaker F

00:18:19

Yeah, helpful.

Speaker C

00:18:20

Thank you.

Speaker O

00:18:27

Um, I would say that a successful graduate really looks like somebody who has hope that they actually have a future. I think many of the families that we work with in our programs. [Speaker I] talked about life skills, but also often, you know, they're thrown into being the parent of their younger sibling. They don't have food on the table, they're struggling, they are stepping into that parent role, and I think they don't have a lot of opportunity to think about themselves or to realize that, yes, you have a future and here's how you get there.

Speaker A

00:19:02

Yeah, to echo that, one thing that stands out to me is making sure that they have exposure, exposure to a variety of things, because there are so many different pathways to success. Whether you have kiddos that are going to go straight on to college, some may go into the workforce because they have to, some may go into the military, but making sure they have exposure.

00:19:25

And certainly healthcare, we would say.

Speaker E **00:19:27**
For everyone.

Speaker A **00:19:28**
Exposure helps.

Speaker P **00:19:29**
Yeah, I'll have to agree. Exposure is everything. So currently, um, I send out a monthly email to all the Fort Worth ISD teachers offering us to be a guest speaker or even offer a tour of our pharmacy so they can see what the real, like, real-life inpatient pharmacy looks like. I think the boundary that I'm having is having the teachers engage back.

00:20:00

So currently I only have, um, a teacher at Taft who have us go be a guest speaker, and we're actually doing interviews on the 16th for them to be, um, part of our internship in the pharmacy.

Speaker G **00:20:17**
Is that a new obstacle? or that's been a historic challenge?

Speaker C **00:20:21**
I'll answer that.

Speaker O **00:20:25**
Okay, thanks.

Speaker H **00:20:25**
That is a historic challenge. Okay, um, so it's not a lot of fault.

Um, we call it— researchers, we call it Fort No, because the answer is always no.

Speaker H

00:20:37

So, so, um, we— I, I've been here 2 years, and one of the first things I did was engage with CTE programs with various districts, and Fort Worth ISD has been the most difficult and the one that has responded the least amount of times. I'm just being very transparent. We have practically almost begged, went and followed them at an event, and escalated it to the highest person in CTE.

00:21:05

And 2 years later, [Participant 9]is barely where he is now, where he's only been invited to do guest speaking at one school. Only one school has responded. We did sign an affiliation agreement with Fort Worth ISD, but the engagement on the other end hasn't been there. So I honestly, I don't reach out to them.

00:21:26

It is on my goal to-do list for this upcoming year and see what changed, because I know staff changes every year, and see if we get different results. I have tried to I spoke to the Northside P-TECH program for healthcare, and the model that Fort Worth ISD has doesn't fit what we're able to do.

00:21:52

They want us to accept the whole class at one time, and that's not what we're doing. We're doing, you know, 1 or 2 students at a specific location once or twice a week for an hour and a half, 2 hours a week, and that's what other districts are doing. And there's a transportation barrier for Fort Worth ISD.

00:22:11

And they said they have to take the whole class and they can't just take a student or 2. So that's a barrier for Fort Worth to partner with partners like Cook Children's. And then also, um, other school districts allow students to drive themselves to their partner sites, and Fort Worth does not. So the model in Fort Worth, if somebody probably needs to look at it to mirror what other districts are doing to have better outcomes.

00:22:37

Because that barrier is big, and I'm sure it's not just for us. I'm sure there's a lot of partners that can't take a whole classroom at one time.

Speaker C

00:22:45

Yeah, thank you.

Speaker M **00:22:54**

I just want to mention goals. A lot of the students come out of high school and they got career goals, military goals, aspiration but no backup plan. And I was prior military. Some of the students don't know that you have to take an ASVAB and have a certain score, so they think they're going straight to the military and not— we have a stopping point.

00:23:14

So there's no backup plan when it comes to that goals, because some of them do have some realistic goals, but there's no backup plan when you get into that road bump.

Speaker C **00:23:28**

All right, any other takers on this one?

Speaker B **00:23:32**

Nope.

Speaker C **00:23:32**

All right, going once, gone. Um, so this is around setting guardrails. Correct me if I'm wrong. So we have goals and guardrails. And so one of the things we do is we say, here are the goals that superintendent administration need to meet. The other thing we do is say, but you have to stay within— here's what you can't do.

00:23:49

You have to stay within, within these guardrails. And so We're trying to capture here is the question is what values must the superintendent honor regardless of pressure or politics, which of course we never have, uh, in accomplishing the work of the district? And so what are your non-negotiables on, on what we need to honor or what this— the administration should not do?

Speaker G **00:24:12**

I think this could be, um, you might think of yourself as Cook Children's, what you believe in. as an entity or Fort Worth as a community and how we all fit together. It's very open for you. It could be personal, so any way you would like.

Speaker C **00:24:33**

Everything for the kids.

Everything for the student, right? That moral compass is, are you doing the right thing? And it's all for the students. It's going to make our future community better. Like maybe those are those guardrails that the superintendent really have to think about before making—

Speaker C **00:24:49**

Yeah, I mean, part of the certain examples could be things like don't have this group of students advance at the expense of that group of students. So, you know, with whether that group could be economically disadvantaged or, I don't wanna lead the witness here, or disabled or what have you, or even socially disadvantaged.

00:25:10

English as a second language learners or what have you. So that, that's sort of an example of what we're trying to capture here, is those sort of guardrails, what they can't do.

Speaker I **00:25:19**

Yeah, one of the values that comes to mind, um, it's also a children's value, is collaboration. So at every point, whether they're collaborating with administrations, teachers, parents, students, but that would be, I would say, something that cannot be put aside regardless of pressure or politics. And it's— there's a lot of pressure in collaboration.

00:25:45

Sometimes you just want to make the decision. You want to be, you know, and so it takes time and effort to collaborate. And so that would be a value that comes to mind. And then maybe a characteristic of the way that it's carried out would be transparency.

Speaker A **00:26:00**

Mm-hmm.

Speaker I **00:26:01**

So that should not be something that sometimes we're completely transparent and sometimes we're not because the agenda dictates, you know, making it easier or less easy to, to be transparent. So those 2 things working together, I think, would, would really move us in the right direction as a community.

Speaker C **00:26:20**

Yeah, those are great. Any other thoughts on this one?

So just within my own role here, but also I have a high school age student, and I think how I've seen the ISDs leverage technology, um, it should be looked at closely because I think the technology was meant initially to help support learning but also to help the teachers have— make it more I don't want to say easy, but just— Yeah, create efficiencies or, uh, have the ability to maybe— grading is a little easier to take and keep track.

00:27:03

But I think we kind of pushed that a little too far, and so I'm watching my own child struggle because he's on the computer too much, or whatever that looks like. And I think when people talk about not having the ability to have— to not have a conversation, look people in the eye, A lot of it is that they're on screens at home, they're on screens at school.

00:27:24

When is their brains getting a break? And now we got a lot of research and technology— I mean, I'm sorry, research and information that has told us that it's not good for them. But yet I'm not seeing the schools really take that information and try to make changes in the classroom when it comes to learning technology for education purposes.

00:27:40

I'd love to see some of that bring it back in.

Speaker C

00:27:43

Yeah. Other thoughts here?

Speaker N

00:27:51

I echo the collaboration. We have Fort Worth ISD school teachers here serving our patients every day, and so I think absolutely the collaboration is key. I also think creativity in that collaboration would really benefit the partnerships between the schools and the— and not the patients, the students, because there's so many opportunities in building building pathways to prepare students.

00:28:16

I think about the health pathway in some of the high schools, and we're— we are trying to be very creative in Child Life to make sure that we have a department that reflects the patients and families that we serve. And so in that collaboration, I think there is opportunity in creativity and removing some of those boundaries, but then also the partnerships that we can create together.

I'll just echo a few things that's been said that I agree with a lot. First of all, it's [Speaker E] comment, everything for the child. Between that and the collaboration, realizing that Fort Worth ISD, you know, the students—

Speaker C **00:29:00**

I keep saying patients too—

Speaker L **00:29:01**

the students there span the gamut of socioeconomic households. And so realizing that a one-size-fits-all model is likely not going to meet all the needs, whether it's with opportunities for transportation or whether it's schedules, whatever that may be. And I realize that you're certainly working within constraints with the state of Texas and the Department of Education and everything else, but realizing that perhaps there's a middle ground that can allow for opportunities all along that spectrum.

Speaker C **00:29:36**

Other thoughts on this one?

Speaker H **00:29:44**

Well, I wasn't going to say anything on this one, but it was really about the same as what I've been hearing, just making sure the opportunities opportunity is equitable across the district. I mean, I see that firsthand at events that I attend. You'll only see the students from Young Men's Leadership, Young Women's there, and I always ask, where are your other schools?

00:30:13

You know, where's Northside High School? Where's Diamond Hill High School? And then I know a lot of educators in Fort Worth ISD, and they've never even heard of the event, so they're not even invited. And so I express and give feedback at those events, like, you know, I wanna participate in events that are equitable to everyone, not just to specific student populations in Fort Worth ISD.

00:30:35

So I think that's the value the superintendent should take seriously.

Speaker C **00:30:39**

In what events, types of events?

Yeah, like the career expos and the college events and things where we have tabletops and talking about opportunities. it's not open to all Fort Worth ISD students, then it should be.

Speaker C **00:31:01**

Any others here? All right, we will move on there. So this, hopefully this isn't a short set, short answer, short question, but— or well, I was comparing that one to the next one. But, uh, but so this is, uh, so what are some things that Fort Worth ISD is doing today that our students right now, um, that are working and that you want to be sure that the district keeps doing?

00:31:32

Don't all speak at once here.

Speaker N **00:31:34**

Letting their teachers work and meet the needs of our patients without a lot of red tape or justification to how they approach their work and How they go about doing their jobs daily.

Speaker E **00:31:50**

So I'm very new to Fort Worth, by the way, but what I have seen that I like so far is the principals and the faculty is very strict on attendance, which is great, wearing badges, which is from a safety perspective very great, and implementing dress codes.

Speaker C **00:32:12**

Trying to get people there on time.

Speaker J **00:32:15**

Having sessions like this where you're seeking input, I mean, that's the best way to improve. And I mean, we've thrown some arrows at you, you're fine.

Speaker C **00:32:24**

Those are easy, those are softballs.

Speaker F **00:32:26**

Yeah. Thank you.

Speaker C **00:32:27**

Yeah, you're good. That's your arrows, the next slide is all the real arrows. But yeah, anytime.

Speaker O **00:32:35**
I would also say continuing to support the students' mental health and behavioral health and really focusing on providing the necessary resources for teachers and school counselors, especially making sure that we're supporting them in the best way. I feel like, I feel like Fort Worth ISD is doing that. Perhaps there's more that we could be doing, but I would really like to see that continue.

Speaker I **00:32:57**
Yeah, and I would just say kind of along those lines, incorporating programs outside of your comfort zone, like Project Adam with AED placements, like trauma-informed courses for your teachers, other programs that are not necessarily just focused on your education discipline, but you're incorporating other aspects into your school district and throughout your schools.

00:33:26
Even things like Telemedicine, you know, making that available to your students, supporting your school nurses to collaborate with healthcare in the, in the community are things that are going well.

Speaker J **00:33:40**
Yeah, it's interesting.

Speaker C **00:33:41**
There's so much focus on test scores, it's making room for, for so many other things that you've all brought up here. Anything else on the keep doing list?

Speaker A **00:33:53**
One I would add is keep providing opportunities for groups like us to help you with curriculum shaping.

Speaker O **00:33:59**
Mm-hmm.

Speaker A **00:34:00**
I think oftentimes you can start on a path and you just continue down that path, and then

to [Speaker H] point, students come out of high school and either they're not job ready because what we poured into them isn't what employers of today actually need. We see that with some of the technical fields, whether that's automotive, whether that's engineering, Technology has kind of swept us forward, and we need to make sure that the curriculum is keeping pace with that.

Speaker K

00:34:38

I'd like to see the career and technology and education programs continue with this fourth IC and all ICs because I do think it's important for young children. and young teenagers to understand that college isn't always the only path to success. And I think for a lot of years that's what they've been learning, and now at least I'm starting to see a shift where you can be successful right out of high school if you know what you need to do to get there.

00:35:01

And I think that I would— I'd like to see those programs continue and get stronger.

Speaker C

00:35:06

And certainly, you know, it's college, career, and military readiness are the 3 outcomes that All right, anything else there? All right, we will move on then. So when you think about how Fort Worth ISD is educating our students, is there anything that you think is not working and that we should stop doing as we set these goals and guardrails together?

00:35:37

So one of the things Yes.

Speaker D

00:35:38

That we've noticed on the behavioral health side, because we do treat about 95% of our Fort Worth ISD students, is that it's been more challenging to collaborate with the school systems because we are very cooperative and we try to intervene in as many areas as possible. And so what we've noticed is that it's been more challenging to reach out to the school counselors and school interventionists in order to get our students the accommodations they need in order to help them to achieve their full academic and develop potential.

00:36:19

What we've also noticed is that a lot of schools are struggling to uphold the accommodations that are already in place. We've also noticed that that there has been a lot more teacher stress lately, and that's kind of trickling down to a lot of our students, which makes our students less willing to come to their teachers if they need help.

So we've noticed that. And then what we try to do on our end, especially if children are in more intensive behavioral health services, is to do school exposures. And so that is where they We'll try to have the kids practice going to school, so going to school for a couple of hours a day and then come back and process their day.

00:37:05

And we found that that really helps to ease that transition from an intensive mental health setting where kids are in a bubble back to school where a lot of their stressors are. And we found recently it's been more challenging to get those done, and so a lot of our kids are struggling returning to school.

00:37:23

And so we've been having some more readmissions due to like school avoidance.

Speaker C

00:37:27

And because the schools are saying just bring them back for the whole time.

Speaker B

00:37:32

Yes.

Speaker C

00:37:33

Not work your way back in. Yes.

Speaker O

00:37:44

I would say while we recognize the instructional time is important It would be helpful to allow the students to step out for some of those community-based programs or screenings such as a dental screening. We've had challenges this year providing some of our programming in Fort Worth ISD schools because I think there is a stricter limit on out-of-classroom time for students.

00:38:09

And so, I mean, that's challenging just because we know student has a mouthful of cavities, they're in pain, they're not learning, they're not sitting at their desk anyway. Those types of programs are still really important for that child's overall health and well-being. So being able to, um, to do those programs would be really helpful.

Speaker C

00:38:28

So these are screenings that the clerk is doing on campus or what have you and just get—

let kids out of class to go do that?

Speaker O **00:38:36**

Yes, just 10 minutes out of the classroom is really all it's taking, but we are having challenges being able to do that this year.

Speaker P **00:38:51**

Great.

Speaker C **00:38:51**

There's got to be other things we should stop doing, but if you have any. Okay. Well, unless there are other— unless I know some people came in late, do you have other comments? If you have comments on any of the questions, happy to hear those now, or be happy, Laura and I, just as members of the board of managers, to answer questions that we didn't ask.

00:39:20

And this was supposed to be listening mostly, but to providing input that y'all have. I'm happy to turn off the recorder. If that's the case, which I'll do.

East Fort Worth Business Association 09.03.2026

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Speakers:

Speaker A - 51.43%

Speaker B - 3.93%

Speaker C - 3.44%

Speaker D - 7.25%

Speaker E - 3.01%

Speaker F - 2.17%

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Speaker I - 9.7%

Speaker J - 5.56%

Speaker K - 2.89%

Speaker L - 2.28%

Speaker G - 2.23%

Notes:

No notes.

Speaker A **00:00:00**

Where's [Community member 1] and [Participant 2] where are you? Oh, right here. My goodness. I don't know why I'm— and we visited about this after we had a listening session of the Eastside Alliance at Eastern Hills High School. And thank you all for helping facilitate this occasion. And [Participant 1] thank you for that introduction. I'd also like to ask of my fellow board members, Jay Stegall, who's with us, to, uh, please give an introduction, uh, of himself rather than me try to do it.

00:00:40

He's a Wendy's guy.

Speaker B **00:00:44**

You know, had I known Pete was going to give that, that list or that, that note to [Participant 1] I would have given you mine, but mine would have been open about 30 seconds. So, um, but again, I'm, I'm Jay Stegall, uh, born and raised in Fort Worth. 76104 area. To be quite honest with you— what's that?

Speaker A **00:01:03**

Oh no. Okay.

Speaker B **00:01:07**

All right. Don't worry about it.

Speaker C **00:01:08**

All right.

Speaker B **00:01:08**

Yeah. Born and raised in Fort Worth. 76104 guy. Left, went to school down in Nacogdoches. For those of you who are fans of the Lumberjacks, okay. I actually—

Jacks.

Speaker B **00:01:19**
Actually, Jacks.

Speaker A **00:01:20**
And he, he was a Lumberjack football player. I was.

Speaker B **00:01:23**
Yeah, yeah, yeah, yeah. Many, many years ago. [Board member's family] told me to stop telling people that.

Speaker E **00:01:28**
that.

Speaker B **00:01:28**
I don't look like it anymore. Anyhow, um, but moved back, moved back, uh, been in the consumer packaged goods space, retail, and now restaurants, uh, for McDonald's. Uh, went over to TCU, got my executive MBA. Um, and just to be quite honest with you, uh, when, when this deal first came around, uh, for me it was about how do I give back, how do I serve, uh, the young men and women who grew up, you you know, kind of where I grew up, how do I show them how to be a better person?

00:01:59

So I'm solely here to help kids get better, achieve their goals through increasing the reading rates and math rates and just helping them become better individuals. So I cannot wait to hear from y'all today. Be authentic, be yourselves, and I will do the same.

Speaker A **00:02:18**
Thanks, Jay. Jay and I are among— there are 9 of us. And I knew a couple of the people that I have the privilege of serving with on the board, but I can tell you it's just one of the finest bunch of young people. And there's one that's, you know, within a decade of my age, but by and large it's folks that are Jay's age, people that have really made a commitment to serve our community and stepping up and, and really pouring their heart into this undertaking and this opportunity to help our kids.

00:02:55

Quick background on, you know, how we got here. As you know, the TEA did an intervention, the state did an intervention, and when the TEA appointed the new board,

our first big assignment— and it takes months to get this done and get it done well— is to set goals and guardrails for the district.

00:03:19

And it's not the goals that the 9 of us think are great ideas. We want to hear from the community, and we're doing listening sessions all over the district. And we're also asking— and I'd like everybody here to not only share today but also fill out the questionnaire. It's a 5-question questionnaire. You'll see the QR code on your— on the little flyer.

Speaker B

00:03:44

Thank you.

Speaker A

00:03:45

on your table. I think I got a whole pocket full of them. I don't go anywhere without them these days. And so please take the time to fill that out, 5 questions, and it's such an important part of this process. And I'll talk briefly about the next steps. This list, these listening sessions and this survey, we are going to collect all of that information and we stop on September 15th.

00:04:13

Later in September, we're going to get together and spend a full day. The school board is working with all the data that's been collected, all the input that's been collected to these 5 questions. Then we'll come up with draft goals, and those will be presented to the public at a school board meeting.

00:04:29

We'll ask your input again, and then we'll put them on the school board agenda either the last meeting in October probably the first meeting in November, and we'll vote that night on the goals and guardrails that will guide the district. We're trying to get them done no later than November because that's when they start working on the budget for the '26-'27 school year.

00:04:52

And it's not like we've been flying blind in the meantime, but these goals are what we're going to use going forward.

Speaker F

00:05:02

Our—

we've got 5 questions and What I've— Jay and I both have done a lot of listening sessions, and we know that you all have things you would like to say in addition to these, respond to the questions, and I welcome that. [Participant 1] did talk about the time constraints we have here, and I'm glad also to stay afterwards.

00:05:29

I don't know what Jay's schedule is, and we can talk about other concerns, but considering the short period of time that we have—

Speaker B

00:05:35

Thank you.

Speaker A

00:05:36

If we could get through these 5 questions, that would be great. Our assignment— when we were appointed, we had a little over a third of the children in the Fort Worth ISD read at grade level. Under Dr. [former Superintendent] the last year was one of the better ones we've had in a long time, and we have 40% of our children read at grade level in the Fort Worth ISD.

00:06:01

40%. of 65,000 kids. There are only 8 schools in the 141-school Fort Worth ISD school district, only 8 schools that have more than 70% of the children reading at grade level. All but 8 have less than 70% reading at grade level. So it's a shocking number. And as we begin this process, you know, what are we trying to do?

00:06:34

We're, we're asking you, what are the building blocks to take the 4th ISD from where it is now? And I mentioned reading levels. If you look at math, it's lower than that. You look at science, it's lower than that. So this isn't just a 1 or 2 school challenge. We've let our kids down for a long time.

00:06:54

And To put it into context, we went— 20 years ago, we were one of the highest-performing urban school districts in the state of Texas. The last 5 years, we've been the lowest-performing urban school district in the state of Texas. So what we hope to accomplish is not out of reach. It's something we were there before, and other school districts, urban school districts, have moved up while we've moved down.

00:07:19

And my day job working with the Sid Richardson Foundation, we've been working on that

issue for the last 15 years and going all the way back to when Sid Richardson was alive, public education has been a top priority. But somehow as a community, we allowed ourselves to slip from the best to the worst when it came to urban school districts.

00:07:37

So we're trying to put those building blocks into place and get our children where they need to be and then build a sustainable system so that year after year after year, our community will continue to embrace the school district. And continue to ensure that our kids have the opportunities that every single one of us know they need to have.

00:07:59

And it's a moral imperative. I'm sure all of us would agree on that. So our questions, if— I don't know, [CM 2] who's got the keyboard?

Speaker E

00:08:11

Okay.

Speaker A

00:08:12

These are our— the 5 questions, and I'd like to go through them real quickly, so just so you know what's coming next. What should our Fort Worth ISD students know or be able to do? What describes a successful graduate? What values must the superintendent honor regardless of pressure or politics? What are some of the things that Fort Worth ISD is doing right now, or you've seen over the— been part of it over the years?

00:08:39

And what are the things that we're doing now, I mean right now, or over the years that you think we need to quit doing? And we need to replace them with something better. So, Jay, if you'll pull up the first question, and in that very small print at the bottom, it offers a little detail, but we don't need to try to read that.

00:09:02

I can't read it. But we are recording this, and if anybody doesn't want their answer recorded, please let us know. And Jay is going to walk around with a microphone. Even though in this small room, I'm sure everybody's voice could be heard, but we want to make sure we get a good recording because we're taking this recording from all these, you know, 50-ish listening sessions, combining us when the information we get from this, and we're going to go through every single question.

00:09:29

What did the community tell us on question 1, question 2? So this first question, it's— I frankly think it's a little oddly worded. But what should Fort Worth ISD students know or be able to do? If you were in a position to lead the Fort Worth ISD right now, you know where we are, you know some of us in the room can remember when it was, was one of the best in the state.

00:09:59

What are the building blocks? What are the things that you would put in place to ensure that our kids can do what they need to learn to do in public schools, in our public schools. So, thank you, [Speaker E]

Speaker E

00:10:17

Pete, I think it goes back to what we've already talked about, and that's reading. If you can't— you know, there used to be a really good program called Reading Is Fundamental, RIF, and it really is. If you can't read, you can't learn anything. And so I think until we solve the reading problem, it'll be hard to solve any of the others.

Speaker A

00:10:34

Yeah, well, thank you.

Speaker E

00:10:36

I think being able to read has got to be one of them.

Speaker A

00:10:40

Reading is a top priority, and rebuild the system that once did a good job of teaching our kids to read. Thanks, [Speaker E]

Speaker H

00:10:49

I agree with that. I think everyone should be able to read on at least an 8th grade level going forward when they graduate, but Another thing I think is very important that I don't know you can really put into a data-driven model or anything, but students need to believe in themselves. I don't think— I think that that takes you a long way as an adult, and I'm hoping that you guys are— I'm sure there's something out there that's above my pay grade that you can give to the teachers and the administrators, but students really need to have a belief in themselves.

00:11:26

and their ability to problem-solve and, and try things when they get out of school. I mean, it's, it's great to thrive academically, but if you don't have that belief in yourself— I mean,

you guys are business folks— that's a key component to being a successful business owner, a successful employee, advancing in any kind of career that— and even trying to get a career.

Speaker I **00:11:46**
So...

Speaker A **00:11:48**
Our kids need to build self-confidence, need to build Believe in themselves. Yeah, thank you. That's great input.

Speaker F **00:11:59**
I agree. And I'm with CASA, Court Appointed Special Advocates of Tarrant County. And so, and one of the things that we talk about a lot at reading, I think, is number one, conflict resolution. Because yeah, that seems to really be lacking, and, um, I think it would go a long way in our community for these kids to know how to resolve conflict.

Speaker A **00:12:26**
Thank you. [Participant 1]

Speaker F **00:12:30**
I think to compete in the AI world, they need to be able to innovate, empathize, improvise, exercise judgment, and juggle priorities and demands.

Speaker A **00:12:49**
Thank you. That's something that we need to be lifelong learners and all striving to improve in every one of those categories. But thank you, that's something we definitely need to make a part of the— our children's experience and develop those skills. Thanks very much. Yeah.

Speaker C **00:13:10**
[Speaker C] here, former grade school educator, retired university educator. Looking back, you showed 10 years data. What have you got for 50 years back, and what has changed? The teaching method or the students being taught? You mentioned reading, but 40 years ago, Fort Worth ISD was predominantly an Anglo native English-speaking demographic, and that is not the case now.

00:13:38

What is the school district doing for its ESL programs to bring newcomer children who don't speak English, like the grade school I grew up in— what are we doing to bring their English up to basic English so that they can learn to read and write in English?

Speaker A

00:13:56

So you're— we need to make sure the school works for English language learners and and children that make it work for all children, every zip code, every kid, every school. If you're Somali, you're gonna flunk an English reading test. Well, your point as I hear it is we need to make sure that our school district meets the needs of children, whatever their background is.

00:14:27

You know, your good point you make about 40 years ago, but being last in Texas among urban school districts, we're comparing ourselves to school districts that serve the same population that we do. So, um, well, but, but my— I appreciate that, and I'm glad you raised that point, but Dallas, for example, serves demographically the same population we do, same immigrant population, and they do so much better than we do.

00:15:02

So we're not trying to recreate 40 years ago. We're trying to be successful in 2026 with the students that we have and the children that have been entrusted to us. And it's— there are challenges. I started this morning at Clifford Davis Elementary at carpool lines passing these out. I can't tell you how many different languages that I encountered in that carpool line.

00:15:26

I think they have 20+ languages in that, that school. It's our responsibility to make it work for every child, whatever it takes. And some need a greater investment, some less so. But I appreciate— thank you for, for making that point. It's got to work for every child. It's got to work in 2026 in the population that that we serve.

00:15:48

I'm glad you emphasized that.

Speaker I

00:15:51

In response to what you asked, ma'am, they closed INA this year, and that was a school that took all children, whether they were refugees, they moved here, or they were applying to be, you know, in this, in this country, or came here for work. That's where they went because you can't stick a child that does not speak English in a class and expect them

to understand anything that's going on.

00:16:14

And the teachers were so dedicated for my INA, and they spoke from their heart, and the community had welcomed all those children in, and they made sure they helped them with housing and clothing and school supplies. And this is still covering one, Mr. [?] And, and they even told them that if you put every child that did not speak English in INA, they would have enough children in that school to guarantee that it should be kept open.

00:16:44

They had speech therapists, they had all the benefits that all the kids in other schools have, and so now it's closed.

Speaker J

00:16:50

Yeah.

Speaker I

00:16:51

And the other thing I want to add to this is that before I talk about what a kid needs to do, they need to do enough math to deal with what they got in the bank and pay their bills and all that kind of thing, and they need to read well enough to apply anywhere they would like to apply for a job.

00:17:06

But you need to make sure that you have a tool to measure our students before we have to hear— I think Mr. [Superintendent] says 42% is what passed, and that was the low score this last time. Because there is also a MAP test that the children take in the fall, in January, and at the end of the year, and that test is not compared to every kid everywhere.

00:17:33

But it is, it is to show, has this child grown during the school year? And the MAP scores that I had for my grandson, or that applied with any child that was in my classroom when I taught to take a test— this test is very difficult, and it gets even harder if you're talking about inner-city schools, you know, because there was in 4th grade, there was a test where it was a about a kid learning calligraphy, and his name took up half the line.

00:18:04

And my poor kids in there, they were looking at it, and you can't tell them. You can't say, that's a name, just say Q. You have to just let them deal with it. Back then, you could not tell them anything, and I'm pretty sure that's the same way they do the STAR test now.

It used to be the tacks and the ticks and all kinds of things.

Speaker A **00:18:22**

Well, thanks. If you could— All right, I'll make this. You know, just real quickly on INA, a small percentage of our immediate recent immigrants went to INA. The rest went to the other schools, and the results over the years showed that the children that went to the traditional schools actually did better than the children that came through the INA.

00:18:47

So, no, but so, you know, let's not spin that thing. That is, that's Well, but this is all the children, other people that are— it's a very small percentage that went to INA. The rest went through to Clifford Davis Elementary, and the records show that the children that went to Clifford Davis as opposed to INA ended up—

Speaker I **00:19:12**

When you're looking at the CELPA test, does that not change the score?

Speaker E **00:19:16**

I think we've drifted away from our question, which is what should students know I think we've kind of gotten some side conversations that really aren't germane.

Speaker A **00:19:26**

Yeah, thanks, [Speaker E]All righty. The question was, what should Fort Worth ISD students know?

Speaker K **00:19:34**

They need to know they're going to be safe.

Speaker A **00:19:36**

They need to—

Speaker I **00:19:37**

they need to know they're going to be safe.

Speaker A **00:19:39**

They need to know they're going to be safe. Absolutely. If our parents need to know their children are safe, and children who don't feel safe can't learn. Thank you for— and we're actually going to be— have something on our agenda on Tuesday night that's going to—

we have good safety programs right now, but we can always do better, and that's one of the issues that we'll address.

00:20:05

So thank you. Safe.

Speaker K **00:20:06**
Yeah.

Speaker A **00:20:08**
I think that There should be some classes or some education as far as logical thinking is concerned. I can recall getting a class in logic, but only in the 12th grade in Dallas, and it was a teacher who had recently graduated from teaching school himself, and he saw in us a lack of logical thinking ability.

Speaker I **00:20:36**
Mm-hmm.

Speaker A **00:20:38**
For the next 6 weeks, we studied logic, and I think it helped a lot, and I would like to see more of that in the school districts today. Yeah, thank you. Classes in logic, logical thinking. One thing we've heard quite a lot in response to this question is critical thinking related. Okay, any other Thank you for your input on question number 1.

00:21:07

Let's go to question number 2. [Participant 1] you're watching our clock, and we're going to have to kind of—

Speaker K **00:21:12**
I'm speeding up.

Speaker A **00:21:13**
So what describes a successful graduate? If in the interest of time, could I— I might even just call on people, but what's 1 or 2 words that you're looking— you would like our graduates, you would like your child when he or she graduates, what would you like them to know or be able to do?

Speaker E **00:21:32**

A good productive citizen.

Speaker A **00:21:34**

Good productive citizen. I think you should ask graduates that question. Are they successful? Because success is different things to different people. If they feel like they're successful, then they are. Yeah, you know, that's not to elaborate on your answer, but one thing I've heard quite a few, is make sure when the child graduates, young adult graduates, he or she has choices and can make decisions to pursue his or her aspirations and be ready, prepared to be successful in those choices.

00:22:16

Yeah, thanks. I would say maybe to know a trade. I know back in the day, Schools, different schools had different trades.

Speaker I **00:22:24**

Yeah, at the school.

Speaker A **00:22:25**

So if we don't have that skill, bringing that back. Yeah, okay, provide. And we talk about career readiness, and so many of those are knowing trades, and there's so many wonderful opportunities for our young people to earn very good wages and get benefits with high-skilled trades. Thank you. That's, that's important, and we're— we are already working on how to grow the trade school opportunities and certification programs.

00:22:58

So thank you. Yeah, I think it applies not only to a student but an employee— positive attitude. I've noticed that kids that have positive attitudes, they might even be lackluster in their grades, But they can achieve more with just the attitude.

Speaker L **00:23:15**

So I, I think a positive attitude is really key.

Speaker A **00:23:19**

Yeah, that's great. Thank you.

Speaker J **00:23:27**

I think what makes a successful student is a student that walks away with, with a game plan, like someone that has an idea of what they want to do. At 18, you know what you

want to do? No, you don't. Like, no, you don't. But having a plan will lead you into another plan, will lead you into another plan.

00:23:45

But the point is, like, you have to walk the— like, you have to walk the line with an idea.

Speaker D

00:23:50

Yeah.

Speaker J

00:23:51

As someone that is, like, [health information] like, [health information] whatever, right? And as someone that's [#] and actually does pretty well, It all started because I had a game plan. And I think that just— I think a lot of students, I think that they walk the aisle, they're like, I passed the grades, I did what I did, what do I do now?

00:24:15

And I think that we need a lot less of that. Like, we need someone to actually be helping them plan their next steps. It's a lot more than just a piece of paper. This is their life.

Speaker A

00:24:24

Yeah, that's— appreciate that insight and what we can do to help people know what their choices are, expose them to opportunities so they can graduate with a game plan. Thank you.

Speaker H

00:24:39

Also, not to beat a dead horse, but going piggybacking onto the positive attitude, I totally agree with that, and I think you can't really be positive about your outlook if you don't believe in yourself and if you don't feel valued out of where you're coming from. So, you know, I don't, I don't want to coddle everyone, obviously.

00:24:58

I don't think that does them But the belief in yourself to try new things and be curious about jobs and, and really get— put yourself out there, I think it's important.

Speaker A

00:25:09

Thank you. So important.

I think you need tools to learn, you need to love to learn, and you need to continue to learn. But that's not just students— administration, the community, and The teachers all have to have that.

Speaker A

00:25:29

Thank you. They were giving you some exercise.

Speaker I

00:25:40

I have a—

Speaker D

00:25:42

one of our children is a junior at [a university] but when he was at [a district high school] he took an elective class, and I don't remember the exact name, but it was business development, basics of banking, or basics of savings, something like that. It was a life preparation class, and in that, in that class, it was about how to do a budget, how to use a debit card if you wanted, how to do a checking account and checking, write checks.

00:26:13

Also, they had a process where they would assign the children fake money, and they would invest that money in the market, and they would track it, and they would determine, you know, who did the best at the end of the year. And there was no prize, but it was something. I say that because that was a very, very good class for him, and he was ahead of his peers and frankly his older brother and sister when it came to the basics of banking and how to do those sort of things.

00:26:43

There was a comment a while ago, and if that was a required class, it would provide so much of that basic skill that all of us need as adults.

Speaker A

00:26:55

Yeah, you know, [Speaker D]thank you for raising that. We don't hear that that often in these listening sessions, but I'd just like a show of hands on that. How many think that courses in financial literacy should be a part of the high school experience. Thanks. All right, well, I'm, I'm going to read into the record that we had a 98% show of hands on, on financial literacy courses.

00:27:25

Thank— thanks for bringing that up because I— it's just not, not mentioned often. Yeah,

[Speaker E]

I think there used to be, I think, a state law. It may still be, I don't know, that Is it required that students be taught one semester of basically free enterprise, about how the economy operates?

Speaker A **00:27:45**
Yeah, there's—

Speaker E **00:27:46**
We have students today that have no understanding at all.

Speaker A **00:27:51**
Yeah, there is a requirement, but I think it's pretty loosely defined on what— but I'm glad that we showed such a demonstration interest in that, that issue. Yes, ma'am.

Speaker C **00:28:04**
I was— I agree, we need a class called Adult 101. I took that business ed class. I left high school at 17 and felt confident enough to move 7 states away, and my parents left the country, and I was sufficient as an adult. I look at the 18-year-olds coming into my class and they're lost.

00:28:27
Nobody ever taught me how to fill out a 1099. Nobody taught me how to fill out an income tax form, but yet we are expected to know how to do that. So yeah, seniors need Adult 101 classes, financial literacy, business literacy, all of it that all of us adults are expected to do and nobody taught us.

Speaker A **00:28:49**
Thank you. Thank you very much. Okay, another high school graduate.

Speaker G **00:28:55**
This is kind of the summation of the I think one of the things that comes to mind for a successful student is somebody that is sought after. And when they're sought after, they're sought for employment, they're sought for higher education. But it takes our community. So I live in Fort Worth, but I'm just outside the Fort Worth ISD, and I'm a little small school district outside of here.

00:29:20
And you see a lot of community investment into the students. that I think one of the things

school that district from businesses, from individuals coming in and helping and showing these kids what it means to be a successful person in that community. So in that same light, you've got businesses that are actually helping with certifications, you've got bankers showing up and helping with literacy on financial education, and I think it takes community buy-in.

Speaker A

00:29:45

Yeah, thank you. And have the skills or the education that I've forgotten exactly how you said it, but you're attractive in the fields that you're interested in pursuing. People want you. Thank you. Anything else on high school diploma? Okay, this one, and we are running out of your all's time. What values must the superintendent honor?

00:30:16

These are things that we have to also do guardrails, and the guardrails are limits that the school board puts on, on the superintendent. You will not do this under any circumstances. What are some of the, the community values? And just less— a couple nights ago someone said kindness, that that's a community value, and I'm not suggesting that for you, but— we really are talking about values, you know, human behavior that, that you feel strongly about, that our community feels strongly about.

00:30:53

What are those values that you want a guardrail in place to ensure that our school leadership doesn't cross that line? I think placing students first is a priority regardless of how popular or unpopular a decision may be, sometimes it's important to make those decisions, and placing them first is extremely important before anything else.

00:31:21

Yeah, thank you. Yes, ma'am. Oh, microphone's— oops, it's going elsewhere.

Speaker D

00:31:31

One more, just one more comment on this, and then I'll be done. So, uh, As far as the value, I think the most important one would be one of respect. And I have a lot of kids, basketball team in fact, and 2 of our youngest ones are still in school. And one's in middle school and one is in elementary.

00:31:53

And I can tell you from firsthand— and they're both in ISD schools. One is rated A school, one was a B school. So very good schools. And I can tell you from a firsthand perspective There is a lot of concern among the, the faculty as well as the students about the one-size-

fits-all type of approach or an us-versus-them approach from some of the leaders coming in and doing the oversight.

00:32:25

And there's been concern about the superintendent as a value, showing kindness and respect in the way that it's being approached. And, you know, one thing that happened about 2 weeks ago, it was mandatory now that all of the teachers have to schedule their bathroom breaks. There's concern about where they place their water bottle.

00:32:46

So there's a lot of heaviness that's been on the place of the teachers. And so— I spoke about my junior in college. He's in art education. He actually wants to return to the ISD, Fort Worth ISD, to be a teacher. And my hope is that, uh, it'll be in a position to where it would— it will feel better for the teachers and the administration and not such a, uh, I don't know, just a difficult time at this point.

Speaker A

00:33:14

Yeah, treat everybody with dignity and respect. Okay, um, [Participant 1] and after she Well, and [Participant 2] and then we'll go. Yeah.

Speaker K

00:33:27

So what I have to say piggybacks on what [Speaker D] said. I think supporting kids is first, and in order to support the children, you must support the teachers, and you must make sure that they have the tools that they need to do the job they've been hired to do. They must have the things that build their lesson plans.

00:33:49

They need to be easy to use. Self-explanatory, user-friendly. They need to have the books, the tools, the support that they need from the principals. Scheduling a bathroom break? That doesn't even make any sense.

Speaker E

00:34:03

I—

Speaker K

00:34:03

who, who can schedule their bathroom breaks? That's, that's not—

Speaker A

00:34:08

I know when you get older, well, so the early warning system, yeah, that's, that's not— lets you down.

Speaker K **00:34:15**

That's not supporting the teachers, right? And the teachers are the ones who are boots on the ground every day with the kids. So I think it starts with leadership, and the superintendent needs to be sure to put people in place who are true leaders, not just good at their jobs, but are actual leaders and willing to step up and, and support and take care of their teachers and their students.

Speaker A **00:34:36**

Yeah, no, thank you very much. [Participant 2]I, I think you can sum it up by the quality that you should look a superintendent and the superintendent's primary staff is empathy. They need to understand exactly what the teachers and the students feel. They have to, otherwise it's a lost cause. Yeah, thank you very much.

00:34:57

Empathy. Okay, this will have to be our last one so we can—

Speaker I **00:35:02**

I'll be quick.

Speaker H **00:35:03**

I also think they should have some substantial time in the classroom. I know a lot of folks move up, and that's great, but it's hard to govern and lead when you don't really know what your boots on the ground are doing. And they also need to— I think kindness and respect and empathy are important.

00:35:21

There needs to be some fun. I mean, I went to Fort Worth ISD my entire elementary, middle, and high school. I, I mean, I'm not leading the community, you know, visibly, but I have a great life. I've never— I've not found a hurdle I couldn't overcome. I feel like I got a great education.

00:35:39

There was a lot of whimsy involved. My teachers made it fun. Um, yeah, so I mean, I think they need to bring that back.

All right, thank you. Let's go— someone has already advanced the slide, and, and some have already really spoken to this. Oh, pardon me, not this issue, but— and I've found in our listening sessions we've spent the least time on this this question, but what are some of the things that the ISD is, is doing that are, are working, and what are— you want to make sure that those don't go away with this change?

Speaker F **00:36:26**

Yeah, yes, I think schools of choice are working very well, and that should be kept and untouched.

Speaker A **00:36:34**

Yeah, thank you. Schools of choice, absolutely, and we have some of the best in the state. We've got waiting lists for many of them, and, and where there's demand, we need to expand. So thanks for raising that. [Speaker E]

Speaker E **00:36:55**

And I would add to that the Leadership Academy Network. of schools are all working at a higher level, producing at a higher level than the average within the district, and I hope we continue and even expand that.

Speaker A **00:37:07**

Yeah, and just for people who don't know, and we have [Community member 3]here, the Leadership Academy Network, 6 schools that Texas Wesleyan— it's a partnership from between the Fort Worth ISD and Texas Wesleyan, and those schools have continued to get better and better and better since the partnership with Texas Wesleyan was, was put in place, you know, right middle of COVID I'm not sure, but no.

00:37:35

And [CM 3] thank you for what you all have done with the Leadership Academy Network. Thanks for bringing it up, [Speaker E]

Speaker I **00:37:41**

I was also at a meeting the other night where the lady that is— works— has been on the TCC Board of Education for a long time. We spoke about at Poly High School spoke about continuing that partnership because it allows the kids to go into all these different schools and get early college credit.

00:38:01

So if they stick with the program and they get through, they have 24 hours— no, 48 hours

worth of—

Speaker H **00:38:08**

An associate's degree.

Speaker I **00:38:08**

Yeah, they can have— they can earn an associate's degree. And she said that it really needs to be kept up because those kids can— I know if I could have been able to do that when I graduated from Poly in 1980, '71, I would have done that so I could cut down how much school I had to have after that.

Speaker A **00:38:23**

I'm so glad you brought that up because, you know, in my day job, that's an area we work in. I think it's one of the most important things we do, and it's got so much room to grow. And you're the first person in the many of these that, that I've attended that's brought that up.

00:38:38

And I met with the— what's that? Well, and I met recently with the chancellor of Tarrant County College and talked about ways we could grow that. And it's— I mean, my MLA, 40% of those young men that graduated graduated with an associate's degree. They could go right out and get a great job, so, as well as college credit if they decide to go on.

00:39:03

So early college high school, that's such a huge opportunity in Tarrant County College. is just one of the state leaders in that area. So thanks for bringing that up.

Speaker L **00:39:15**

So one of the places where our church has been involved with Fort Worth ISD is with the Academy 4 mentoring program. And our campus where we were, we had to take a break because they were the lowest performing elementary campus in Fort Worth ISD. And just that opportunity to have, you know, 60 70, maybe 100 community volunteers on campus mentoring, pouring into every 4th grader on campus and talking about leadership, talking about so many things that have been, you know, talked about here.

00:39:47

I know those get pushed out sometimes for hitting academic goals, but also the partnership that's been there for a long time with a program that started here in Fort Worth and the overall benefit that there is for students. That's something I'd love to see

see come back in some of those campuses.

Speaker A **00:40:05**
Yeah, thanks, thanks for mentioning that. We've, in my day job, we work with a lot of organizations like Academy 4 that, that are wonderful partnerships between the community, whether it's business community, nonprofit community, and all the school districts in Tarrant County. So I'm trying to summarize what you're saying, but the partnerships between the community in the district you would advocate we emphasize those?

00:40:33
Yeah, thank you.

Speaker J **00:40:37**
So something that I think is working, and I think will work a little bit better, I mean, the last couple of years teachers have gotten— even though teachers are walking away, they're getting raises, which is great, right? But they need more money. Teachers are They are one of the most underfunded, underpaid people.

00:40:58
We treat these people like they work 40 hours a week. They don't. You know, they think like— I don't know, like if you've never been with a teacher, you don't understand that like their day does not end at 3:15. Their day ends at like—

Speaker A **00:41:11**
Okay.

Speaker J **00:41:12**
What she said.

Speaker A **00:41:13**
Yeah.

Speaker J **00:41:14**
But like with that being said, these people are working 50 hours a week and we should pay them as such. They're teaching the future. And if you pay them a little bit better, I'm not saying that they don't care, but, you know, they feel a little bit better about it, make their life a little bit better.

We should take care of our teachers.

Speaker A **00:41:28**

Yeah, thanks for mentioning that. Absolutely, teachers need higher pay. The one of the first things that the superintendent did when he got here was 5% across-the-board pay raise for teachers in addition to what the state change was. [Participant 1] we're wrapping up, I can tell, so people have to I'm going to be someplace at 1 o'clock.

Speaker E **00:41:47**

I'll be here.

Speaker A **00:41:48**

I can talk after work. I'm going to turn the microphone over to [Participant 1] Thank you all so much for giving us this opportunity. And [Participant 1] has interceded, so she's the boss right?

Speaker I **00:42:02**

Okay.

Fort Worth Chamber of Commerce Listening Session

Auto-transcribed by https://aliceapp.ai on Wednesday, 19 Aug 2026.
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Words	3,961
Duration	00:27:56
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Speakers:

Speaker A - 45.9%

Speaker B - 1.06%

Speaker C - 9.95%

Speaker E - 7.95%

Speaker F - 5.02%

Speaker G - 12.6%

Speaker D - 3.11%

Speaker I - 3.86%

Speaker H - 6.66%

Speaker J - 3.89%

Notes:

No notes.

Speaker A **00:00:00**

Hi everybody. I really hate to interrupt these great conversations that are happening. [?] , I'll see ya.

Speaker B **00:00:08**

You're not doing this every day?

Speaker A **00:00:09**

Oh no, I'm doing these every day. So there are always opportunities to hear this. We are doing 60 of these around the community. So hopefully we get to everybody as we go around the community doing this work. So there are handouts at the table. So for those of you that can't stay, there's a QR code with all the questions.

00:00:30

So go participate on the survey. So the Chamber staff is handing out a few handouts just to level set where we are. [CM 1] is my volunteer here. He will have a microphone and we'll ask everybody to speak into the microphone because we will transcribe this. This is a data gathering exercise that we're doing with every part of the community.

00:00:53

So for those of you who don't know me, I'm Courtney Lewis. And so I am a first-generation college student. [personal information about a Board member's family] , but somehow I was lucky enough to get a quality public education. So that led to me earning an academic scholarship to SOU, and here I am as a bank president.

00:01:43

And I believe that all children deserve that. I believe it's critical for our community. our business community for us to provide those opportunities for all children to have that, to have whatever opportunity that they want. So that's the reason of why I'm doing this. So currently Fort Worth ISD is the lowest performing large school district in the state.

00:02:06

We are D-minus, we are D-minus, we are worse than Dallas. I'm from Dallas and I know

we've got to be better than Dallas, but I chose to come to Fort Worth. We have to be better than Dallas.

Speaker C **00:02:15**

We And are not.

Speaker A **00:02:16**

Dallas has poverty. Dallas has a lack of parental engagement. Dallas has all these issues, right? But Dallas has figured it out. So I have to believe that our Fort Worth community is better and that we can figure this out. [CM 2] mentioned in our strategic plan that workforce development is important, and it's critically important because many of these jobs that we need to support our community don't require a college degree.

00:02:40

They require some So we need, we critically need that communication between the business community and the education community to make sure that we are getting the workforce right in that workforce development. And we need those industry partnerships. Students need to see what's possible. When you're a first-gen student, you don't know what's possible.

00:03:03

I didn't know what was possible. A mentor, I met a mentor in middle school. school who took me to places. She took me to different places, places like the Fort Worth Club that I'd never seen. As a first-gen college student [personal information about a Board member's family] , I did not know what the opportunities were, but I saw an opportunity and I realized that [personal information about a Board member's family] and that gave me the courage to push through when things got hard.

00:03:31

And so we need those industry partnerships Because kids, especially first-generation kids, need to know what are the options. Because we don't know. Doctor— I thought I was gonna be a doctor because I didn't know. I had no idea. And I'm a banker, right? I found this great career that I would have never known existed.

00:03:47

So the work that we're doing now is we're hearing from the community. We are asking 5 questions, and these 5 questions will drive our work to develop goals and guardrails. And these goals and guardrails That's right. So much like the board here is a governance board, the Fort Worth ISD School Board is a governance board as well.

We have one employee, and that one employee is the superintendent. So we will develop goals and guardrails that will direct his work. We won't meddle in all of his, his business. We're going to set the goals, we'll set the guardrails, and those goals and guardrails will represent the vision and value of this community.

00:04:24

And so that's why we're doing these. We're doing around 60 of these. This is probably the 10th one that I've done. Apologies if you've heard me before. You'll probably hear me again because I'm doing these every day. So we'll jump into the questions. So our first question here is a vision question, and this is what should Fort Worth ISD students know or be able to do?

00:04:47

So a student outcome is just what does What does the student know or what can they do after they have an educational experience? And we're asking for just one or two because if we try to do everything, we'll do nothing. So when you think about what a Fort Worth ISD student— and that's K through 12, pre-K through 12— what, what is it?

00:05:07

So that's the first question, and just raise your hand and [CM 1] will bring you the microphone.

Speaker E

00:05:12

I probably don't need the microphone, but—

Speaker A

00:05:14

Well, we want to make sure that you're heard for our transcription.

Speaker E

00:05:19

My biggest thing is they have to learn to self-educate, to be autodidacts. Things are changing too fast. In order to be competitive in the workforce in 10 years, it's going to be completely different than what they learned in high school. And they're going to have to own— have a responsibility to own their own education going forward through life and learn how to recognize And teach themselves and find the resources.

00:05:46

Because what they're learning, whether it's, you know, K through 12 or college, is not going to be relevant 10 years later at the level it was. And they're going to have— and employers, at the rate employees are changing jobs, which will continue, employers are

not going to be able to educate them and bring them up like they have traditionally.

00:06:04

30 years, you can get 30 years of internal information and education. on the specific things in this business, and they're not going to have that opportunity. So they've got to learn to educate themselves.

Speaker B **00:06:14**

That's—

Speaker E **00:06:15**

I think that's the biggest deficit a lot of reporters are seeing right now.

Speaker B **00:06:19**

Thank you.

Speaker F **00:06:21**

I'll keep it simple.

Speaker B **00:06:24**

Read. Yes. Got it.

Speaker A **00:06:28**

[Speaker G]

Speaker G **00:06:34**

I 100% agree, it is reading. We also need basic math skills, um, and yeah, I really feel like reading has been and will always be that. And until we get kids actually reading books, even past 3rd grade, chapter books, um, you know, large reading materials, then, you know, that if they can't do that, then they're not going to be able to self-teach.

Speaker D **00:07:11**

Problem solve.

Speaker F **00:07:22**

It kind of ties in with the math. But I think like cash accounting skills, you know, being able to do a break-even, you know, figuring out your monthly budget and things like that. I

think then you can carry that in, like in the restaurant business, being able to cost out a menu item.

00:07:37

Not hard, but it's general knowledge that will provide value for them long-term.

Speaker A

00:07:46

Okay, are we ready to move to the next question? Okay, so our next question is also along those lines. It's another vision question. So what describes a successful graduate? As we think of students who are leaving Fort Worth ISD, how would you describe a successful graduate of Fort Worth ISD?

Speaker F

00:08:19

I would say someone who can self-select whether they go to college, go get a credential, go directly to work, or go to the military. It's their decision. They have the skill sets to make that decision themselves.

Speaker I

00:08:37

A student who is prepared for lifelong learning.

Speaker B

00:08:41

Anybody else want to add to what describes a successful 4th ISE student? [Speaker F]

Speaker F

00:08:58

A productive member of society.

Speaker E

00:09:04

And I'll add to that, somebody who You know, it's an old-fashioned sense, but somebody who has a sense of belonging in the community and sense of responsibility back to the community. I think that's, that's something that Fort Hays State can be part of.

Speaker H

00:09:24

I think at the end of the day, the successful graduate is one that understands the true multicultural, multi-background nature of our community, our state, our U.S., and isn't prescribed a single ideology or a single viewpoint.

Speaker G

00:09:44

Um, I think a successful graduate is one that feels they were supported, they were given

opportunities, and were knowledgeable about the options that they have after graduation.

Speaker J **00:10:01**
I think all of those are good points. I also think a positive attitude.

Speaker A **00:10:13**
Okay, so our next question here is a values question. So when you think about what values must the superintendent honor regardless of pressure or politics in accomplishing the work of the district? What are your non-negotiables?

Speaker E **00:10:41**
That every kid can learn and deserves that opportunity.

Speaker F **00:10:54**
Kids first, always kids first.

Speaker A **00:10:58**
So as we think about values, what are your non-negotiable values for the superintendent that he must honor as he does his work? Anybody else want to add a value?

Speaker G **00:11:13**
Transparency, honesty, integrity.

Speaker J **00:11:22**
Integrity. Respectful of all partners, teachers, and everyone in that process.

Speaker A **00:11:33**
Anybody else want to add to the non-negotiables that the superintendent must honor as he does his work?

Speaker B **00:11:42**
Would you like to come up?

Speaker J **00:11:47**
This is—

Speaker A **00:11:47**

hey, this is an open forum if you would like to add. Kindness is something I would like to see.

Speaker B **00:11:58**
Thank you.

Speaker A **00:12:00**
That's awesome. This is my 10th one. I guarantee you there is nothing that I have not heard yet. I've done this all over the place. I've heard it all. Okay, so we'll move on to our next question, which when you— so what are some of the things that Fort Worth ISD is doing, doing for our students right now that are working that you would like to see us continue doing?

00:12:25
What are those things when you think about what we're doing today that's good, let's keep doing it?

Speaker J **00:12:29**
What are those?

Speaker A **00:12:38**
It's a little selfish of me, but keeping the applied learning models that are working really well in certain schools.

Speaker F **00:12:55**
I think some of the trade programs that they have within the schools. I mean, obviously I've got involvement with the culinary But I know there are other things about auto mechanics and stuff like that I think is very valuable where those kids are, are, can leave high school with a better paying job.

Speaker A **00:13:15**
Anyone else on what Fort Worth ISD is doing that we need to continue?

Speaker B **00:13:22**
Sir.

Speaker H **00:13:25**
I think to focus on some of the poorer performing schools to avoid creating greater

disparities within the community.

Speaker A **00:13:41**

Okay, you guys are going fast. You're going to get me to my 10 o'clock appointment on time, so thank you. So our last and final question is When you think about how Fort Worth ISD is educating our students, is there anything that you think is not working and that we should stop doing?

00:14:00

So what are those things that we as a district are doing in education that we should stop doing?

Speaker E **00:14:15**

We should stop not teaching them the rate of their I mean, you know, that's— I mean, whatever, whatever the systemic stuff is that I don't understand in the background that's keeping our kids from excelling at the level that they should be, we got to figure that out and stop it.

Speaker J **00:14:40**

It's been a while since I've had a child in for ortho. But my daughter graduated from Pasco, and so this isn't maybe top of mind, but I have very good friends, a man that was in corporate America that just quit corporate America to go be a teacher for seniors at [a district high school] and then his son is also a first-year teacher at [a district elementary school] and they are telling me this is his first week on the job for them last week, but they They're telling me they're getting there at 6:15 to make copies for hours and hours and hours.

00:15:16

So I just like, I wanted to raise that up because that's what I'm hearing that seems a little not productive.

Speaker A **00:15:23**

Dr. [Speaker C] would like to add a point. Good morning everybody.

Speaker C **00:15:26**

I'm happy to answer any questions that you might have. We actually just talked about that issue. So we purchased a lot of high-quality curriculum and what we didn't anticipate necessarily is how much, how many supporting materials that would need to go along with that, which is a good thing because that means the teachers can have access to what's called scaffolding and differentiation for different student needs.

So ELL students, special education students. However, that comes with a copy cost, and so we are aware of the issue and we mobilized our instructional technology team to be able to address that for teachers. Some schools are able to start utilizing copy aids to help the teachers out because I was a former teacher for 14 years and I know that the copy machine, you have a love-hate relationship with it.

00:16:16

When it goes down, it's not good. So, um, we're going to make sure that that issue is resolved.

Speaker B

00:16:22

Thank you, Dr. [Speaker C]

Speaker E

00:16:23

Dr. [Speaker C]what is your role? Because [Speaker F]was talking to you during the end of the day.

Speaker A

00:16:28

Blame it on [Speaker F]We always blame it on [Speaker F]

Speaker C

00:16:30

I'm [a district administrator]

Speaker H

00:16:45

I think that we're struggling right now with a lot of misinformation and miscommunication, and so it appears so much of the district is reactive, very Rather than proactive, there's a lot of media last night about suddenly the district is camera recording every student as of today. Yada yada yada. The truth is always in the middle somewhere, but that misinformation is spreading like wildfire in every opportunity that it has a chance to succeed.

00:17:16

I think we need to have a better way of preemptively communicating things and. some fashion beyond just the letter to the parents that then gets shared, that then gets spread, that then just turns into misinformation. And we've got to find a way to get back to the district partnering with local entities that have always been supportive of our teachers, like Wellman Project.

00:17:37

I don't think many of the new leadership have had a chance to even understand that Wellman exists here. And there's a lot of entities in town that are here to help support the district But are currently walled out from being able to support that. So we've got to find a way to open some channels of communication and opportunity to allow for balancing the stories.

Speaker G

00:18:00

Um, I would say that the district definitely has to stop being so defensive when it comes to comments from actual parents, teachers. I think I saw something on social media this week from the district almost reprimanding people for speaking on social media when social media is a very good tool for us to get information to each other in such a short amount of time.

00:18:29

But I think reprimanding parents and teachers and anyone for speaking their mind and their truth is Not of importance at the moment. I think the most important thing again is the kids. What is working? What needs to happen? Because I know there's so much going on, you know, in this short period of time.

00:18:51

It's the beginning of school. So things like the copying—that's more important than posting something on social media from the district site about gossip. I guess we could call it that or whatever. But I think the I think the district has to stop reacting to everything that they're seeing people say unless it is something of importance, and the reaction should not be social media unless they're coming with a solution.

Speaker I

00:19:22

So just remember I have a weird brain, um, but, um, so when, when I'm thinking about the I get a little bit stuck, but I think one of the things that's critically important is for the school district to listen to the business community and understand what the needs are and what have you.

00:19:44

What I think is not working in that process is the existing advisory groups. Our example was we worked with an automotive task force. Everything they recommended had been recommended through that advisory group in the past, but there was no system in place to take that input and turn it into changes and improvements.

00:20:07

So that is an area where I would really look, try to understand how to hear the information and then assess if it's valuable and then how to implement it.

Speaker A **00:20:22**
I'm so glad you said that.

Speaker C **00:20:24**
Just so everyone knows, I'm new to Fort Worth. I'm coming from [another state] for 24 years as an educator there. So something that I've learned how important is the critical partnership with the community. And so we do— we are offering opportunity in addition to these board listening sessions. The superintendent is going to be holding what we're calling strategic action sessions, which is just that.

00:20:48
It's more than just listening. It's how do we form sustainable partnerships so the community voice is present in the daily operations of our district. So thank you for that. It's critically important. I encourage you to come to those sessions.

Speaker A **00:21:04**
Thank you for that reminder. And then there is a listening session with the Wellman Project. It's coming. So there is a session coming up. I don't know, do you know the date? It's not mine. August 29th, so that will be the date. Dr.

Speaker F **00:21:21**
[?] is going to be at our economic impact panel meeting tomorrow morning with Bobby and [CM 3]to talk about business and business innovation.

Speaker G **00:21:30**
I actually just have a question about how organizations get their foot in the door when it comes to working with students. Like, there are some organizations that are working with students. Students are participating in their—

Speaker I **00:21:50**
okay, so there's a similar—

Speaker G **00:21:56**
I'll say this— there's a similar nonprofit to T3 that is working with Fort Worth ISD students, doing a very good job, has a very good success rate. Um, for walking the kids from senior

year all the way through college into their careers for the last 6 years. Um, how do we get other options for students, and how does that organization get access to— yeah, student development, basically, for seniors?

Speaker A

00:22:29

Definitely a question for Dr. [Speaker C]Okay, definitely an operational question. We may have to get that.

Speaker G

00:22:37

So there is a nonprofit that I'm, I'm saying similar to T3, but they really aren't similar to T3. Um, but they do work with, um, Fort Worth ISD students, mainly on the east side of Fort Worth, but they do have students at Young Women's. Um, I believe they have a couple at Arlington Heights, and, um, they're working with these students from senior year and walking them all the way through college into their careers.

00:23:07

So, um, how does that organization get access, or the students get access to that organization through Fort Worth ISD, like T3?

Speaker C

00:23:20

So I can help push that forward for you. That would come out of our student services Department, I can tell you that one of the—and some of you might already be aware—one of the main priorities for the superintendent is CTE and is making those deliberate connections between our current students and their future, whether that be college or trade.

00:23:40

So we want more of that. We're trying to expand those programs. So you can feel free to reach out to me, and we can follow up and make sure that that's being done because it is a. Priority and support. It's my first name, which is [Speaker C], [email address]

Speaker D

00:24:15

I just want to say, first of all, thank you for all the hard work that you're doing for Fort Worth ISD, because I look at these numbers, you know, I'm a numbers person, and I haven't seen them in this format in a minute, and they're very concerning. So whatever we're doing to get to these numbers, we need to stop doing, and we need to focus on whatever new things, whatever creative Whatever specific classroom success stories there are and focus on those because, um, yeah, um, this is very, very surprising.

So, but thank you for all of your efforts and your team that is out there every day working very hard on behalf of Fort Worth ISD.

Speaker A

00:25:04

Thank you. And that's, that's part of the truth. Transparency, and I think it's important for everybody to know where we are, what the numbers are. So if there is any piece of information that you want, ask. I will be happy to find it if it's not already available. But we are the worst performing school district, large school district in the state of Texas.

00:25:25

We cannot be a top ten city growing community with that type of. Performance with our Fort Worth ISD, which is one of 12 ISDs in our city, but we are the largest. We educate over 60,000 students, so we, we have to— we need the community to get behind the Fort Worth ISD and help support the work that we're doing.

00:25:49

So we appreciate— and [CM 1] is at the back, he's got the QR code for the survey, so please fill out the survey and also ask 5 friends. We need to make sure that we're hearing from the entire community. So last night I did one of these for the NAACP and the Black Chamber at the YMCA, McDonald YMCA.

00:26:08

So we are going to meet people where they are. So we want to make sure that we're reaching everybody. So please ask your friends to give us feedback on the survey. So our next step, so we're going to do a data analysis. We'll do a frequency analysis. And find what are those top, let's call it 3 priorities.

00:26:27

What are the top 3 priorities? We will design goals around that and then we will task the district with, the district, the superintendent and his team to come up with interim goals that will help us measure the progress to those ultimate high-level goals. And so that's the work that we'll be doing. We will draft these goals, we'll share them with the community.

00:26:49

And then we will have them, but we will vote on them by the end of October. So that is our timeline, and the reason for that timeline is that's when the budgeting process starts. So these goals will drive what the district staff, what they do in their work. It'll also, it will also direct resources.

So to have an impact on those resources, we have to have this work done by October. So that's why the fast and furious pace here. So those are our next steps. We'll come up with that. So next week we have a 2-day all-day session with AJ Crable. So I don't know if some of you have probably gone through the governance training.

00:27:26

We will be spending 2 days with AJ and he is making sure that we as a board are providing good governance because that is our role in the, in this whole process. So, um, that is the end of what we're doing. There's the The, the QR code, so please share with your friends, ask them all to fill out the survey.

00:27:46

Thank you for giving me this opportunity to speak.

Speaker B **00:27:48**

Thank you.

FWISD Community Listening Session - Fort Worth Forum virtual-20260810_160421-Meeting Transcript

August 10, 2026, 9:04PM

1h 9m 0s

Lewis, Courtney started transcription

[Facilitator] 0:33

Yeah, Courtney, give me just a give us just a minute or so while we troubleshoot the link.

Okay, I think you're muted, Courtney.

LC **Lewis, Courtney** 1:04

Okay, can you hear me now, [Facilitator]

[Facilitator] 1:05

There we go.

LC **Lewis, Courtney** 1:07

Okay.

Here we go. Technology is great when it works.

[Facilitator] 1:13

Mm-hmm.

And Courtney, are you able to record on your end?

LC **Lewis, Courtney** 1:19

It says it let me start a transcription just so I can transcribe. So it says it's letting me do that. So that's good.

[Facilitator] 1:26

It looks like, yeah, look, I don't have the option to record because I think you've already enabled it, it looks like.

Lewis, Courtney 1:31
Yeah.

[Facilitator] 1:32
Let's see.

Lewis, Courtney 1:34
Yeah, that way I can capture the data for our data analysis so I can get all the answers to the question and make sure I don't have to type, talk, and write all at the same time.

[Facilitator] 1:45
Mhm.

[Participant 1] 2:01
[Facilitator]it appears your efforts are working. There are a number of folks that are trickling into the guest or the waiting room.

[Facilitator] 2:04
Yeah.

[Participant 1] 2:11
Thank you, Courtney, and others for your patience as you work through the link.

[Participant 2] 2:11
Yeah.

Lewis, Courtney 2:16
Yeah, no worries.

[Facilitator] 2:29
Alright.
Mm.
Um...

Well, so I think we were getting.
I'm looking to see if anybody who has emailed me they can't get in is in. And Courtney, we can see your whole screen, so we can see your Teams meeting as it's in front of your PowerPoint. So you may just want to share that PowerPoint window.

Lewis, Courtney 3:46
Oh, okay. I'm trying to figure out how to make it. Let me see both, see all of you guys and see the PowerPoint.

[Facilitator] 3:53
Mhm.
And Courtney, when you set this...
Was there an option when you set it up to where guests cannot?
attend it when I when I first tried to join it said guests are not permitted to attend. So I don't know what I did differently the second time, but I think we have some of our folks who are.
having that issue. I'm not sure if I'm looking at settings here.

Lewis, Courtney 4:42
It shouldn't be.

[Facilitator] 4:47
See if I can find the.

Lewis, Courtney 4:58
So it's set so people who were invited can bypass the lobby. I can make it where everybody bypasses the lobby.

[Facilitator] 5:06
Please, yeah, do that. See if that helps.

Lewis, Courtney 5:10
Now I'm going to make you a co-organizer.
Or maybe I don't know if I can do that.

[Facilitator] 5:19

And [Participant 3]you said that you switched over to your phone and you were able to get access. Is that right, [Participant 3]If you're there, I saw that you were able to log on.

[Participant 3] 5:28

Yes, that is correct. I had to download things on my phone.

[Facilitator] 5:30

Okay.
All right, I am sending the link out to people who are reaching out to me and then Courtney is toggling something on the back end to maybe make it.
A little easier to join.
Let's see.
Okay.
And you don't see an option, Courtney, for allowing guests?

Lewis, Courtney 6:59

It just says it's allowing everyone. It just says anybody can admit from the lobby and anybody can bypass the lobby is just anybody with the meeting link should be able to participate.

[Facilitator] 7:12

Is there, do you see anything that says guest access or anonymous join?
If you go to user, it looks like if you go to, if you see in your teams, if you have a users something, users, and then that should take you to guest access. If you, if that's something that you see on your teams, I'm looking too on my end.

Lewis, Courtney 8:15

Go to View More Options.
Here, I'll share my screen so you can see.
what I'm seeing.
So if I go to controls.

[Facilitator] 8:37

Mhm.

Lewis, Courtney 8:40

I can view more options.

It says everyone can bypass the lobby.

[Facilitator] 8:49

Yeah, it's not the lobby that is...

Giving us problems, it's.

Just being able to get into the meeting, allow attendance report.

I just don't, I don't know teams that well.

Um...

Action tools, participation.

Hmm.

[Participant 3] 9:28

Courtney, which e-mail address did this did you set this up with for the teams or the link? How was the link established in what organization's domain?

Lewis, Courtney 9:35

Fort Worth ISD.

[Participant 3] 9:37

It could be that their domain doesn't allow, like has it has it has some sort of firewall blocker of some sort for unknown.

Addition some way, I'm just, I just am looking it up what the reasons may be. Let's see.

Cool.

[Participant 4] 10:03

Get in with my personal Gmail, so...

[Participant 3] 10:06

Me too.

[Participant 2] 10:09

Same here.

[Facilitator] 10:10

Yeah.
So it sounds like you have to be logged in using the same e-mail address that you were invited to this meeting from, that same e-mail address. Let me try that.

[Participant 3] 10:36

No, the opposite, the opposite. It has to be a personal e-mail address because we all have our business emails linked to our form account.

[Participant 5] 10:38

Cancel.

[Participant 3] 10:47

So I had to use my Gmail, my personal e-mail account, not my [work] one to get into this meeting.
And steady, [?]

[Facilitator] 10:54

That's so interesting because I forwarded that e-mail to everybody.
In glue up, is your glue up connected to your to your [work] and that wouldn't let you in?

[Participant 3] 11:02

My [work]

[Facilitator] 11:09

That's crazy.
Well, Courtney, I think in the interest of time, why don't we get started and we'll keep

troubleshooting on the back end, but we certainly don't want to put you behind or put everybody else behind. I know we talked about maybe a 90 minute session. Would you suggest we just move forward and we'll try and get people to trickle in?

Lewis, Courtney 11:36

Yeah, no, that's fine. I can start with a little bit of background about just kind of the work and what we've been doing here. I'm not sure if Pete Geren has gotten on. I thought he was joining. Maybe not.

Okay, yeah, we can we can go ahead and jump in. For those of you that I don't know, my name is Courtney Lewis. I am on the appointed school board that, oh, that's a chat. So I was appointed to the school board after the TEA asked

and people who would like to help. I was one of the 300 volunteers who filled out the application and volunteered their time to help make Fort Worth ISD a stronger district. So thank you for taking your time. I've been a banker in the Fort Worth market since 2009, so I've been here for quite a while.

My daughter graduated from [a district high school] and I've been a volunteer in the district since 2009. I've taught Junior Achievement. I've volunteered with Leadership Fort Worth projects. So I've been in and around Fort Worth ISD for a long time and then [personal information about a Board member's child]

So when the call came out, who wants to help? I raised my hand and agreed to help. So a school district has one purpose, and that purpose is to improve student outcomes. And a school board has one purpose, and that's to represent the vision and values of a community. And so what we're doing with these listening sessions is we are listening for

the vision and the values of the community. We have 5 questions that we are asking. We're trying to ask every stakeholder in Fort Worth, which we realize is impossible. But our goal is to have 60 to 65 of these outreach meetings where we meet with different groups, we get their perspectives, we hear their vision and their values. And then what we'll do with this work is we will turn it into a set of goals and guardrails that we'll hold the Superintendent accountable for as he goes about his work in the district. And so there's an important distinction between Superintendent work and board work. And so our work is governance work. Our work is to set the goals and the guardrails and the superintendent's work is to operate the district. And so we're each trying to make sure that we stay in our lanes and the board just focus on the governance and the Superintendent will focus on the operational. And

he will be hosting his own sessions similar to these. He's got four that are scheduled that are open sessions that people can go and talk about all of the operational issues that they may be curious about or have questions about. There's also a frequently asked question section on the Fort Worth ISD website. There's A stakeholder listening session link and that will take you to a link for the survey. We're doing the survey online as well as these in personal
in-person listening sessions. So there's a link to that survey and there's also a link to some of the previous listening session transcripts that we posted that were open sessions. So that data is there. So I will start our the presentation which will just lead us through the five questions and I'll just add
each question and then we'll just move through the question. So once you know I stop hearing answers to the questions, then I will.
Then I will, let's see, make sure my, okay, my transcription's still going because I want to make sure I catch all of your data exactly as you say it. So I'm going to share my screen.
Alright, so do you see my screen now?
Okay. So these questions are designed to get to vision and value. So there are two questions that are about vision. There's one about values, and then there's two questions of what we're doing that we need to keep doing and what we're doing that we need to stop doing.
So question number one is what should Fort Worth ISD students know or be able to do? And now thinking of that, if you could only pick one or two things, what would those one or two things be? Because we know if we try to do everything, we'll do nothing. So we want to focus our goals here. So
Anybody want to go first? What should a Fort Worth ISD know or be able to do?

[Participant 6] 16:36
Courtney, could you clarify the question? Does this question pertain to what students should be able to know or be able to do upon graduation after grade 12 or any particular point in their journey?

LC **Lewis, Courtney** 16:52
So our next question will be more focused on graduates. This question is a little bit more broad. As you think about K through 12, what should they be able to know or do? And you can pick an age group, whether it's elementary, holistically, in general,

but the next question will be more specifically on graduates.
But thinking of pre-K through 12 here, what should they know or be able to do or be learning as they attend Fort Worth ISD?

[Participant 6] 17:21
Well, thanks for that clarification. Maybe I can take a stab, but I think they should be able to perform at grade level.
at every stage of their school experience.

Lewis, Courtney 17:34
Thank you.
All right, I see a hand up. I'm trying to, [Participant 1] I see your hand.

[Participant 1] 17:43
Yes, thank you, Courtney. Similar to what [Participant 6] said, read at grade level. All right, I suppose.
read, right, what, 3rd grade? Is that ultimately where he starts transitioning from learning to read to reading to learn? So in my mind,
Being able to read by 3rd grade is ideal.

Lewis, Courtney 18:06
Thank you for that.
Okay, who's next?
I'm not sure if I see the hand, so just jump in.

[Participant 7] 18:19
Hi Courtney, it's [Participant 7] Can you hear me?

Lewis, Courtney 18:22
Yes.

[Participant 7] 18:23
Hey, thanks for hosting this. The piece that I hope they'll come away with is the, is taking advantage of the social setting of the schools to be good human beings and

to have the chance to practice those skills.
and to have educators who are helping on that front as well as the academic side.

Lewis, Courtney 18:51
Thank you. So social emotional learning. I've heard that before.

[Participant 7] 18:55
Yeah.

Lewis, Courtney 18:57
Thank you.
Anybody else want to jump in on this question?

[Participant 8] 19:09
Hi, Courtney, this is [Participant 8] I'll jump in real fast. In addition to, I think, the great things that were stated previously, being able to assess critical thinking skills, you know, essentially the identification of a problem, the development of questions, and the ability to seek solutions, I think is something that could be.
Lost in translation sometimes, but is absolutely necessary at any grade level.

Lewis, Courtney 19:34
Yes, thank you for that, [Participant 8]

[Participant 9] 19:45
Yes, I was gonna say that.

[Participant 8] 19:45
Also, oh, sorry.

[Participant 9] 19:47
No, that's okay. I was just going to repeat what you, that was my thought was the critical thinking skills, because it is essential. I mean, you know, the tests that they're doing is to learn certain materials, but really it's the everyday things that they need to think about on their own independently. So

Those are the skills that, you know, we forget about as they're in school, but those are critical.

Lewis, Courtney 20:14
Thank you.

[Participant 10] 20:16
Yeah, Courtney, this is [Participant 10] and I to echo upon what both [Participant 8] and everyone said.
It feels just pretty important in and of itself for the schools to teach these students how to.
like learn how to acquire knowledge, retain it, and then apply it to their lives. Just learn how to learn, essentially. I know that's kind of a lofty statement to make in and of itself, but like [Participant 8] said, the application of it, critical thinking, and how they carry that on through their life to continue to

Lewis, Courtney 20:33
So.

[Participant 10] 20:51
iterate in their lives on after 4th ISD.

Lewis, Courtney 20:56
Thank you, [Participant 10]

[Participant 11] 20:58
Hi Courtney, this is [Participant 11] and I'm playing with my computer, just trying to get in and stay in. Had a hard time getting in, so hopefully you'll be able to capture what I'd like to have you capture. I think there's a major disconnect between some of the, what's expected of the kid in the various grade, which should they be learning in the parents.
And if that can be laid out, what should my kid know in first grade or pre-K or kindergarten? And those behaviors, those learning skills communicated to the parents, then that allows the parents to interact with the kid,
children at that level. We use 3rd grade as a reading level. Well, are there other levels

that we could use for BK or whatever? So we're teaching and learning at home and at school.
I hope that came across the way I intended it.

Lewis, Courtney 21:58
No, absolutely, absolutely, [P11] And the state of Texas has the TEKS, the Texas Essential Knowledge and Skills, and that lays out what each student needs to know for each grade. And so that is something that's very important for parents to know as well.

[Participant 11] 22:15
And it has to be in a format where they can adapt it. You know, not only are you teaching the kids in school, but I think we're really, we're teaching sometimes the parents as well. And you talk about the programs that are out on the internet for the parents and grandparents.
to know and maybe something needs to be communicated a little bit differently so they actually pick up what we're trying to teach at the different grade levels.

[Participant 12] 22:39
Yep, OK.
Repeat.

Lewis, Courtney 22:46
Thank you for that, [P11]
Anybody else want to share on what a Fort Worth ISD student should know or be able to do?
Right, I'm going to, now the next question is very similar. It's also a vision question, but it's more focused on a graduate. So once the student graduates.

[Participant 13] 23:04
This.

Lewis, Courtney 23:18
There we go. So what describes a successful graduate in your mind? If you could only

pick one or two of the most important things that describe when a Fort Worth ISD student is a successful graduate, what would those be?

[Participant 1] 23:35

marketable skills, right? Irrespective of their pursuit of higher education, we want them upon graduation in high school to have some marketable skill set that will allow them to be employed.

LC **Lewis, Courtney** 23:50

Right, for those with grown children off our payroll.

[Participant 1] 23:53

Yes, ma'am.

[Facilitator] 23:56

Courtney, I'll add, I think a pathway to careers, not just one career, but multiple careers.

LC **Lewis, Courtney** 24:06

Thank you.

[Participant 3] 24:11

This is [Participant 3]I think, I just think of sort of like the portrait of a graduate, like the, I mean, critical thinking skills and the ability to work with people, those two, things can allow a student to do a lot of different things. And especially since we see with the emergence of AI and these developments and things like jobs that we don't even know exist, will exist in the future, will eventually be here. So I think those two skills are those that
will help graduates regardless of what they're, you know, what they study in college or what have you, or if they're in vocational school, what have you, still be successful.

LC **Lewis, Courtney** 24:55

Yeah, that's an interesting point. The jobs are changing. At one point, you would have a job for 30 years and you got your gold watch and you retired. I've been in the same industry for 26 years, but not with the same firm. The graduates going into the

workforce today may have five or six different careers. So adaptability and flexibility is important.
[P14] I see your hand.

[Participant 14] 25:20
Hey there. Yeah, for me, it's about exposure, right? Making sure that these students are exposed to different opportunities and exposed to real life experiences before we're sending them out into the wild to kind of make their transitions a little more seamless, whether they're transitioning into secondary education or into the workforce,
that they've already been exposed to know what that looks like and are just a little better prepared.

Lewis, Courtney 25:49
Okay. Thank you for that.
[Participant 15] I see your hand.

[Participant 15] 26:00
I guess I'm an example of Fort Worth ISD. I graduated from [a district high school] . I won't tell you when, because I'll be dating myself. But I guess I'm a perfect example of transition from [a district high school] and I like their career readiness program, vocational office education.
I graduated from that and went straight to [a public employer] and I retired from [there] a few years ago. So I'm one of those examples that it helps to have those kind of opportunities at the local high school level to have the career readiness. I learned, you know, the stuff.
you know, back then it was Lotus 123 now, you know, then excel in it, whatever. But I learned all those skills because I was one of the ones that raised their hand and wanted to go, knew working for government was safe.

Lewis, Courtney 26:55
Thank you for sharing, [Participant 15] And [Participant 12] I saw your hand.

[Participant 12] 27:01
Yes. So I taught at the college level for a long time. I haven't in the last couple of

years, but one of the things that happened while I was there at a variety of schools, public school, county, they said community college, those type of thing, is the students couldn't write anymore.
They could not write. I stopped assigning essays. And to me, it's not just about writing. That means you are, and someone already mentioned that, that they should be able to be job ready, to be able to read, to be able to write. I know this has already been a focus, you know, we go beyond grades. But to me, that's also a level, a lack of being able to think and analyze and then collate information and feed it back.
So I saw that as a real problem coming into the college level. And I saw that for years, you know, from certain areas in St. Louis, that's where I was teaching, but also I said in Maryland as well. So if we can get people, like I said, to think critically, but then also, like I said, be able to process it, feed it back, right? I mean, someone in any one of these industries, I'm sure where people are on this call,
you need to be able to speak and write clearly.

LC **Lewis, Courtney** 28:07
Thank you for that, [Participant 12][Participant 6] I see your hand.

[Participant 6] 28:12
Thank you, Courtney. I wanted to build on [Participant 12]comment and I wanted to express concurrence with the other comments expressed on this point. I think it's important for 4th ISD graduates to be fully ready
For success in their next steps, which may be college or vocational school, or... career or military, whatever it might be. Too many graduates now go to community college and have to take remedial courses. Too many go to college and [Participant 12] right. I've done some teaching myself. They don't know how to write. They don't know how to
express themselves orally. They don't have skills that...
we should be assured they have when they graduate. So I would say full readiness for the next step in life.

LC **Lewis, Courtney** 29:08
Thank you.
Okay, I don't see any other hands. Does anybody else want to participate on this

question before we go to the next one?
Okay, hearing none. So our next question is going to take us, it's going to move on to values and these are going to be values. So what values must the Superintendent honor regardless of pressure or politics in accomplishing the work of the district? In other words, what are your non-negotiables?

[Participant 7] 29:55
Courtney, this is [Participant 7]
The hi, on this one, the first thought I had was...
The the the use of data to make the changes that are necessary when we look at the drop, the projected drop and enrollment numbers.
And then the public pressure to not close my school.
If the district doesn't make those proactive decisions, we're just dragging out the difficult situation. And this is not a unique to Fort Worth ISD situation, but read the data, take advantage of this really
unique opportunity we have at this time and make those hard decisions because long term, that's what's best for all students in the district.

LC **Lewis, Courtney** 31:02
Yes, you're absolutely right. And the elected board had started some of that process. And we were told as we were appointed that the hardest thing that we're going to have to do in this process is closing schools. But when you look at it, if you are paying for empty seats, then you're not able to invest in those children that are in the seat. So
That will be very difficult work that has to be done going forward. So thank you for acknowledging that, [Participant 7]

[Participant 7] 31:30
Sure, thanks.

LC **Lewis, Courtney** 31:36
Hey, anybody else want to share a value, a non-negotiable value that the Superintendent must honor as he accomplishes his work?

[Participant 16] 31:47

I would say student first. We have to understand there are students coming from all kinds of backgrounds, including a significant number of them that are unstably housed, don't have enough food, don't have a home environment that supports their learning, not because of the fault of the parent, because of the realities of the parents. So having a laser focus on being student 1st and not
And just it.
letting that guide the decisions when the political winds are blowing, when there's lots of pressure to shift resources around, but what's right for the students.

Lewis, Courtney 32:43
Yes, no, thank you for that. I did hear that all Fort Worth ISD students will have free lunch and free breakfast through a program. So they will, so I did hear that today. And thank you, [Participant 16][Participant 17] I saw your hand.

[Participant 17] 32:59
Yeah, I wanted to just add on to the previous comment about not only sharing data, it's important. The data is important, but sharing it out with the community, that helps them to understand the why behind the decisions. And then also the community input is so valuable. Data is one thing, but our students are more than just numbers and data points.
When we went through the facility master plan and had those community stakeholders on those committees on which schools to close, they provide valuable information that goes beyond the data that is so important and it directly ties to community values and what you are collecting right now.
Because I'll just bluntly say, like, so many of the so many of the administrators, administration and board have never lived a day on some sides of town. And so we have to really listen and we have to be intentional about going beyond just the data and listening to those communities.
that may not show up and cannot show up to meetings. We have to make sure that all voices are being represented when we make these major program changes.

Lewis, Courtney 34:13
Yes, [Participant 17] that is very important. And that's also why we're holding so many of these listening sessions, because we want to be sure that we hear from from those communities. And I personally was a free lunch kid. And had I not had public

education, I wouldn't be a bank president today. And that's that is my why behind I volunteered to do this work. So we do want to make sure we hear from
all voices in the community, especially the ones that we don't hear from. So thank you for thanking, thank you for helping us get that word out.
[Participant 2] I saw your hand.

[Participant 2] 34:46
Thank you. I'd like to build upon both of the last two comments. For me, I think how we develop progress is by being student first, just like [Participant 16] said, and at the same time, figuring out how to do that by building bridges.
Yeah, I think it's something I've had to learn in my career, the power of bringing people together. And we put students first and do that by building community. It requires us to build bridges, not burn them down. And so I think it's extremely important
that the leader show us how to do this. And that is a value. It comes from the core of understanding that as people, we do this together, not apart. And so I think that is a really important non-negotiable as we do hard things together. We understand that the student comes first,
but in order to do hard things, we do it together as a community. Not one person makes the decision. Not one person is smarter than somebody else. And that the students are at the core of how we make those choices.

LC **Lewis, Courtney** 36:02
Thank you.
Okay, I can't see hands right now. So if I've missed you, please just hop in. And if anybody wants to share what values the Superintendent must honor, regardless of pressure or politics in his work, accomplishing his work in the district.

[Participant 11] 36:23
This is [Participant 11] again. And hi again. You know, I think, and to make sure that we're valuing the people who's replaced, who've been replaced at this point, because they've done this for a long time. And what inputs would they have if they had a

LC **Lewis, Courtney** 36:25
Hi, [P11]

[Participant 11] 36:43

a blank slate, how would, what would they do different? You know, and they're the carve outs, and by carve outs, I mean those students, those schools who are. allowed to deviate from what the other schools would be put together. What are they doing that makes them more successful and can we learn from there?

Lewis, Courtney 37:12

Oh.

[Participant 11] 37:12

comments at the beginning is include the kids. The kids are important. And some of these kids are so smart that if we tell them in this class, this is what you will know of what you expect.
to know at the end of it. Include them in it and just be repetitive in that because they want to be accomplished and sometimes they don't know. And I know their systems and their processes in place that the educators and the parents should know, but do they? And do the kids know that when they come out of first grade or second grade, I think Pete's done, Pete and others have done a great job of saying reading a reading level about 3rd grade. But what does that really mean? I think we need to spend more time clarifying the education process at different grades with the kids, because these kids are smarter than we give them credit for.
and let them know what their goals are and help them to learn in a different way. We're doing the same thing, same way, and it's not working. Thank you.

Lewis, Courtney 38:17

I agree. And we are hearing student voice. That is one of the stakeholders. That's a very important stakeholder in this process. And I did one of these with Union Gospel Mission and they have about 60 children that live in Union Gospel Mission. And we had several children and it was it was good to hear from them because they do have a different perspective. So we, student voice is very important. [P11] thank you for bringing it up. [Participant 2] I saw your hand again.

[Participant 2] 38:48

That's because I didn't take it down.

Lewis, Courtney 38:50
Oh, no worries. I just want to make sure that we're hearing from everybody.
Okay, anybody else on the topic of values?

[Participant 15] 39:01
I had a one.

[Participant 8] 39:01
Oh hi Courtney, this is oh.
Go ahead.

[Participant 15] 39:05
[Participant 6] if you want to go ahead, I can go after you.

[Participant 6] 39:10
No, no, please go first, and then, and then [Participant 8]

[Participant 15] 39:13
I was going to say that as I have a history with Fort Worth ISD, most people know that I was [immigration status information] back in the, I won't tell you when, but back in the day. So [immigration status information]
.

[immigration status information]
And I mean, they're all college graduates now, but you know, obviously [immigration status information]
or so the values may not be passing to Fort Worth ISD and the community that, you know, we can be doctors, we can be lawyers, we can be whatever. We can be retired from [a public employer]
So, and I had an issue with the International Academy.
[immigration status information] They don't have, they don't know or receive really good communication as to what is the next steps for their kids.

Lewis, Courtney 40:40

Thank you, [Participant 15]

I think we had [Participant 8] then [Participant 6]

[Participant 8] 40:46

Thanks, Courtney. Following, you know, what [Participant 7] had said earlier about the important opportunity for socialization in the school setting, and then our various thoughts about critical thinking skills, I do think, and certainly it's

you know, a concern that's specific to my experiences in the work I do. But I do worry that as we become hyper-focused on certain outcomes and really try to program curriculum towards those outcomes, that arts education and the opportunity to participate in the arts both.

in the classroom setting and also in field trips could be compromised and could be something that's deprioritized. So I hope if there is pressure, political or otherwise, to move away from an education that includes the arts, that, you know, there's a reconsideration of what art does for our ability to socialize and our ability to think critically.

Lewis, Courtney 41:48

Thank you, [Participant 8]

[Participant 6]

[Participant 6] 41:53

Thank you, Courtney. I appreciate your inclusion of the words of pressure and politics because

I understand from some of your colleagues that there's been a lot of both, even in the first few months in your experience on the board of managers.

I think it's important, I think [Participant 15] has already made reference to the International Academy. I don't know whether or not that was the right decision. My sense is that there were very good reasons to close that Academy, but that decision seems to have made, gives the appearance of being made

Unilaterally, without broad...

inclusion by the stakeholders. I understand there was at least one public meeting conducted by some ISD staff member, but it seems to have been a done deal by the

time that that meeting was held. That's not what Fort Worth generally views as participation and inclusion. Fort Worth does not do things that way. And I think everyone associated with that decision understands it, even though it may have been the right decision. Likewise, I understand that there is a lot of political pressure associated with the personnel decision.
involving a principal at [a district high school] Again, I don't know whether or not that was the right decision, but I understand that the board members didn't want to do it, but were under intense pressure.

Lewis, Courtney 43:43
Well, it wasn't a board action, [Participant 6] There was no, yeah, the board did not get a say in the action.

[Participant 6] 43:45
Laurie.
Well, I understand the personnel decisions we made by the Superintendent, but I also understand that there was political pressure from a member of the state Board of Education.

Lewis, Courtney 44:02
Correct.

[Participant 6] 44:02
whose social media record reflects certain viewpoints that I don't think are consistent.
with the values of our community.
Anyway, I know we're not supposed to talk about diversity, equity, and inclusion, but those are values that are important.
to the vast majority, or at least I would expect everyone on this call.
And, and I think they're important to to hold. I'm sorry to have gone at such great length, but this.

Lewis, Courtney 44:48
No, it's OK, [Participant 6] I agree with I agree with everything that you're saying and it the board didn't that was a personnel issue on that. Now the litigation is another, but

you know, we can't talk about all that, but you've got a district that serves almost 90% of black and brown students. So

[Participant 6] 44:56

No, I understand. No, it's in the proview of the Superintendent.

LC **Lewis, Courtney** 45:08

you know, diversity, equity, inclusion has to be discussed because there's been a lack of equity in our community for a long time. And I'm not scared to say that that is that is a true statement. So.

I, as a board member, will operate within the parameters that I can to make the make things right.

[Participant 6] 45:25

Thank you.

LC **Lewis, Courtney** 45:30

And he is an elected official, so everybody in Fort Worth, please vote for better state representation.

All right, anybody else on values?

So our next question is around what do we need to keep doing? What are some of the things Fort Worth ISD is doing for our students right now that's working and you want to be sure that we keep doing?

Anything?

[Participant 6] I see your hand up. Is that from the other question?

[Participant 6] 46:17

Yes, I've been trying to get rid of it. Thanks.

LC **Lewis, Courtney** 46:19

Okay, no worries. Okay.

[Facilitator] 46:21

Courtney, I'll jump in. I know we got some good news, what, today or yesterday that more children in Fort Worth now are reading on grade level than any other point

that we have data for, 48%. So that's still too low, but we're going in the right direction. And so
whatever that is that we've done, maybe it's a combination of things, maybe it's a couple specific things. I think to really hone in and identify what were those things that caused that great shift and how can we keep doing them more.

Lewis, Courtney 46:57
Yes, that is great news. And there's, you know, data, you know, going back to 2015 that, you know, and Fort Worth has been the worst performing large district in the state of Texas. So very happy to see that those numbers trending in the right direction.
Anybody else?

[Participant 16] 47:18
I would add that one of the things that Fort Worth ISD is doing is working with Head Start and Early Head Start, having those partnerships in place and then pre-K partnerships. So the more intensive services that we can provide,
for children who are in that pre-K range, the better, so that they are truly ready for school, particularly when they come from those highly mobile
Areas that that I was talking about, and I would say that that.
that I would add that focus on the data that we were talking about earlier, that we really need to be looking at those children, not just as they come in, but three years later to make sure that they are keeping those gains.
because when we partner with community organizations and extend our resources and invest early, then we when then kids are kids and families do better.

Lewis, Courtney 48:43
Thank you, [Participant 16]

[Participant 7] 48:47
Courtney, this information I'm sharing is a little bit dated, but I hope it's still true. I've heard really positive things about the CTE programs the district has been offering, and I hope those are continuing.

Lewis, Courtney 49:03

Yes, I would expect that they are, but definitely, you know, join one of the Superintendent listening sessions. CTE is very important to him. He ran CTE departments in Florida. So CTE is something that he is important to him. So I would expect to see those to continue.

[Participant 7] 49:21

Okay, great.

LC **Lewis, Courtney** 49:26

Okay, any anybody else on the question of what we're doing that we need to keep doing?

[Participant 8] 49:34

Courtney, this is [Participant 8]again. Just wanted to lift up what you said a few minutes ago about the fact that free lunches are continuing for our students. I do think feeding and caring for the needs of our students is essential to academic performance. And I'm glad that's not being lost in the ongoing.
work that's happening.

LC **Lewis, Courtney** 49:54

Yeah, they can't learn if they're hungry.
The Superintendent says there are five things a child needs before they can learn. They need to get there safely on a bus on time. They need a clean, safe facility to learn in. They need breakfast when they get there. They need a nurse in case they're not feeling well and they need a counselor in case something's happened that they can't understand. And I've heard him say that many times.
until the student has those five things they are not ready to learn. So I'm happy, I was very happy to hear that all kids get free lunch and breakfast when they come to Fort Worth ISD. [P14] I saw your hand.

[Participant 14] 50:31

Well, for me, I would like to see Fort Worth continue to do what we're doing right now, continue to have the conversations, the open dialogue. I know oftentimes you kind of find yourself in a crisis and you start communicating, bringing everybody together. And then once it seems like you're out of the woods, the communication

stops.
And so I think this is working, a lot of great ideas. And so just continuing doing this so we can then start being proactive instead of reactive.

Lewis, Courtney 51:02
Yeah, and you're absolutely right. And these community listening sessions will continue. It's not a once and done. There will be a check back to make sure that we're on the right track.

[Participant 14] 51:15
Awesome, glad to hear that.

Lewis, Courtney 51:20
All right. Anybody else want to share on this question?
before we move on to our last and final question.
So our final question is when you think about how Fort Worth ISD is educating our students, are there, is there anything, are there anything, is there anything that you think we should stop doing that's not working?
[P14]

[Participant 14] 52:06
I think we should stop removing things. Like I hate the fact and it's not just Fort Worth ISD, but no longer teaching handwriting and just it seems like we're pulling things out and pulling things out that are really a detriment because there is I don't know who thinks that these things will never be relevant again, or they'll never find themselves in a situation where some of the
old school reading, writing and arithmetic are still, you know, necessary. And so I think we need to stop pulling things out. I think we need to add, you know, these home economic classes and just different things that worked. And, you know, these kids are, I feel like at a deficit because they don't have just some of that old school education. And so we just need to stop removing things.

Lewis, Courtney 52:54
Yeah, you're absolutely right. [personal information about a Board member's child] he was a junior in high school [in another district] when we lived in that area. And I wrote something once when I

[personal information about a Board member's child]

said, what do you mean you can't read? He says, I can't read cursive. So I don't know when they stopped.

[personal information about a Board member's child]

grader. So you're right, writing is so important.

[Participant 14] 53:24

Yeah, and I missed it because I, you know, I just didn't realize, but my youngest, my two older ones, you know, they all had cursive, but my youngest came to me when he was in 8th grade and had all his NBA aspirations and was like, I need you to teach me how to get a signature. And I'm like, what? He's like, yeah, I want a signature. And so I had to teach him how to write his name in cursive and then, you know, go from there. But

LC **Lewis, Courtney** 53:41

Yeah.

[Participant 14] 53:49

You know, they need those things.

LC **Lewis, Courtney** 53:51

Oh, I 100% agree with you. [Participant 18]I saw your hand.

[Participant 18] 53:58

Yeah, thank you, Courtney. I hope everyone's doing well. I had a question. I've got a couple of kids in Fort Worth ISD and it's come to our attention that the desks are labeled whether they're an A or a B student. And if I was guessing, that's not exactly

[Participant 7] 53:58

Yeah.

[Participant 18] 54:18

something that many people are familiar with or aware of. And I guess I'd like to know more about why we do that, because I have a feeling that that's not something

that seems acceptable to label students, but perhaps there's a good answer out there for it.

Lewis, Courtney 54:37

It's not a label for the student calling them a poor student or a better student. It's for teachers to be able to call on each student and make sure each student is adequately participating. So you don't have one student who's always sharing because I asked the same question. And so A&B just means one versus the other. It doesn't mean one is better than the other student.

[Participant 18] 54:57

Yeah, I can, that makes sense. I mean, I would imagine there's a good reason to have students with different letters, but I don't believe the students are familiar with that policy. And I don't believe that the implementation of that has come across the way you have just answered that question. I believe there's a feeling of unlabeled, and I don't know that per your
Answer that that really doesn't mean they're not an A or B, or better or worse, to be honest.

Lewis, Courtney 55:27

Yeah, it just means partner one, partner two. Maybe they need to call it one or two. I sat through a principal training and I actually sat through some of the professional development of the principals and it had that. It was the A and the B. And I asked the, I mean, I asked the question, I'm like, okay, I've heard about this. What is this? What does this mean? They even used it in their principal training sessions. And it's just so
the teacher can make sure that she's hearing from both students. So the teacher will say, okay, you know, partner A, answer the question, and then partner B, answer the question. And it's, that's my understanding of the reason for the label, not that one is better than the other student.
but maybe that needs to be communicated better.

[Participant 18] 56:06

You know what? You know I love, you know I love you, Courtney, but I don't know. I see. I hope we can look into it further. It's not, yeah.

Lewis, Courtney 56:14

Well, I don't know if you missed the first part of when I first started, but you know, that would be one of the, that's definitely an operational Superintendent question. And he's hosting his own sessions like this to get feedback from the community. So I would definitely encourage you to attend one of the four sessions.
and they went out on the parent connection portal. So definitely go and that I would, that would be a good question for the staff.

[Participant 18] 56:42

That'd be great. Okay. Thank you very much.

Lewis, Courtney 56:45

Yes, [Participant 17] I saw your hand and then [P14]

[Participant 17] 56:50

Yeah, I know this is more also on the operational side, but some of it is also on the board side. We, as a district, we have to find ways to retain, better ways to retain our teachers. And I know it's not just pay and it goes beyond that and it's culture.
I know we've seen some positive things that are going to come out about, you know, recent data and scores. And I'd be interested to know like how many of those teachers and principals that have made those huge gains are still with the district. We've seen over 1000 teachers leave. I know I've talked to a lot of teachers and administrators.
And I will just say bluntly say like they are leaving because of new models, new administration, things that are being pushed out. But I know that we have lost some of our best people. And so to continue to have those gains, we have to retain teachers, veteran teachers,
teachers who are teachers who know how to make gains in those classrooms. And again, it goes, and I know I will just say here too, being on the other side, I know that a lot of that comes from the state and like how we can pay them, but there's other ways that we need to build a culture in the district that really
shows how much we value our teachers and retain them.

Lewis, Courtney 58:13

Yes, definitely agree. And change is hard in this period has been very difficult and very hard for everybody. And so definitely acknowledge that and keeping good teachers is very important because the number the number one factor to a child's education is having a good teacher in the classroom. We were very fortunate to have no teacher vacancies today when we started, but it is unfortunate that some good people
and chose to leave our district.
And [P14] I saw your hand.
Mm.

[Participant 14] 58:46
Something, but y'all already covered it, so I'm not gonna repeat.

LC **Lewis, Courtney** 58:49
Okay.
All right. Anyone else on the question of what Fort Worth ISD should stop doing?
All right, well, thank you so much. I appreciate hearing from each of you. I know many of you just throughout my community work. It's good to get to hear from, meet people that I don't know. I'm very dedicated to public education. I believe every child, no matter what zip code they come from,
has the, it's the civil right to have education. Education is how the American dream starts. You don't have access to opportunity without education and every child has a right, a civil right to have education, to have all any opportunity that they want and what they choose. So I'm very grateful that
you join me in this. And so here are our next steps. So we'll take the data from every one of these sessions. This is the second one that I've done today. I did three last week. I'll have three or four more next week. So we'll take all of this data, we will analyze it, and we will use it to draft our goals and our guardrails.
So we will do our drafting in September. We will vote for on them in October. And we will share those out with the community. So you can see as we progress through our work. And then once we get those drafted, we'll just we'll have a community confirmation and make sure that, you know, we've
we've heard and if we need to make any adjustments before our final vote. I'm going to show a QR code, which is the to the survey. The survey is online. We want to hear from all parts of the community, especially the ones that we don't hear from. So

please share the survey out with your with your network. So we make sure we hear from everybody.
So this, just in case this is in your way, this is the QR code. I will also walk you through and show you where the survey is on the board website or on the Fort Worth ISD website. So you can access it, copy it, share it, text it. I've been texting it to friends and asking them,
please fill this out and ask five friends because I can tell you, I can see which parts of the community we're not hearing from. And it's the same ones that we never hear from. So we need to be sure that we are getting in front of everybody with this.
So here is, so if you go to...
the Fort Worth ISD website, which I go to quite a bit. There's a link here at the top of the page that will take you directly to the board page that's dedicated to these engagement sessions. So you'll see just kind of some of the upcoming listening sessions that we have set up. So we have
outreach and engagement. So your session was just for your group, but we have some that are open to others. So as we get those, we will continue to post these. Here is the survey. So if you click there, it'll take you to the survey. There's a video about just kind of the work and basically the things that we've talked about here. And you can just share this. You can just share that link and share it with your networks.
I know there is one on here. Leadership Fort Worth will be August the 24th. The district was a little busy with first day of school, so they didn't get that one. We also got this one in Spanish. I'm worried that we're not going to hear from our immigrant communities and just given the political climate, we do have two fluent Spanish speakers.
on our board. I'm also somewhat not really that fluent. I have a minor in Spanish. I used to speak it 20 years ago, but I am very rusty. So I can listen, I can follow along, but my speaking is a little bit slow. And then this is the frequently asked question. So as we've gotten operational questions, [Participant 19]I see your hand.
There's a FAQ document and these are these are operational questions that have gotten asked. So like [Participant 18]if you wanted to ask the question about the student A and student B and you and it wasn't asked already, you could click on this form and this form is going to take you to a form and you can go through and you can ask your question, whatever question
you want to ask, you can ask that question and it'll get added to this FAQ document

and then it'll be answered by district staff. I would say give them about a week. But these are just different questions that have come up and then it'll just say which board, which staff member answered that question. So
That's all within the stakeholder, the stakeholder page that we've created on the as a sub of the board page. [Participant 19] did you have a question?

[Participant 19] 1:04:11
Yeah, just quick question. Has this survey been sent out to the chambers? I'm asking specifically in regard to the Hispanic speak or the Spanish speaking population. I'm happy to share that with [our organization] if that's appropriate and push it out through our education committee.

LC **Lewis, Courtney** 1:04:30
Yes, the Hispanic Chamber is definitely one of the groups that's been contacted. They're not specifically on my list. I have the Black Chamber on my list. They're joining the NAACP session. They didn't want to hold their own. So I'm not, I don't have the, I think Bobby Audier has the chamber. So every, every board member had a set of
meetings they were supposed to set up and I just didn't have the Hispanic chamber and I can't remember who had that one, but it never hurts for more than one person to ask for engagement on a survey.

[Participant 19] 1:05:01
Yeah, I think I'm just the QR code that we could use to just distribute to our members. I think specifically to what you were saying about not getting enough feedback from the Spanish speaking community, if it's appropriate for us to send out something to our members where they can.
Respond.

LC **Lewis, Courtney** 1:05:18
Yeah, definitely you can send the QR code or the link. Sometimes what I find is people look at things on their phone and it's hard to scan a QR code if you're looking at it on your phone. So I usually like to send the link out. But I can send you the QR code.

[Participant 19] 1:05:27

Good point.

Okay.

That'd be great. Thank you.

[Participant 11] 1:05:40

Before we leave, are there any plans to set up meetings for the kids so the kids can speak about what they like and what they'd like to be doing?

LC **Lewis, Courtney** 1:05:47

Yes, student voice is definitely one of the one of the voices that we'll hear from. I'm speaking at a Girls Inc. STEM meeting on September the 12th. So that is one that I'm hosting. So yes, student voices is one that is important. And I did get a chance to hear from the students that live at the Union Gospel Mission last week.

[Participant 11] 1:05:53

You.

Thank you.

LC **Lewis, Courtney** 1:06:20

All right, I really appreciate everybody's attention and participation here. And I appreciate all of you as you understand our work. And if you have a question, please ask me. I mean, a lot of you see me all the time. I mean, reach out, ask me a question. I'm

as transparent as they come, and I'll probably, maybe I'll tell you something. I shouldn't tell you, but I tend to err toward transparency. That's just how I operate. So if there are any questions, please feel free to reach out.

[Facilitator] 1:06:54

Courtney, I just wanted to say thank you, not just on behalf of the Fourth Forum, but the whole community and all the kids that are in our Fourth ISD. I mean, you, you know, we've given you an hour of our time now. You've given hours and weeks and months and signed up for this for probably multiple years. And we just,

admire and respect that commitment and dedication to our community and the next

generation. So thank you, thank you, thank you for what you do. I know you are underpaid and overworked, but we really do appreciate and it's, we all see the work that you and all the other board of managers members are doing.

Lewis, Courtney 1:07:24

[P20]

I think we knew what we signed up for. I think each and every one of us, we went into this with open eyes. They told us how hard it would be. They told us that most people are going to hate everything that we do. We're not going to be liked by everybody. And none of us are here to be liked. And we are here for the children and we are here to make it better and return it. And remember, this is returning to elected

trustees. So there will be elections continued. So leader, all of you are leaders in this community. So think about running for school board. Think about making a difference that way. We need, we need great candidates to run for school board because this will return to elected control. So I can return to my regularly scheduled program.

[Facilitator] 1:08:16

Yeah.

Lewis, Courtney 1:08:16

So, looking forward to that.

All right, well, I've been locked in. Everybody has left the bank. So I'm going to go home and work more. I have three full-time jobs and I only get paid for one of the three. And luckily, the one that pays me understands that I do this other free labor.

[Participant 1] 1:08:37

Yes.

Well, thank you again, Courtney.

[Participant 20] 1:08:43

Thank you.

[Participant 16] 1:08:44

Thanks, Courtney.

LC **Lewis, Courtney** 1:08:45

Yes, thank you all.

[Participant 21] 1:08:47

Thank you. Bye. Thank you, Courtney.

[Participant 12] 1:08:47

Thank you. Bye.

[Participant 14] 1:08:48

Thanks, Courtney. Great job. Good evening.

[Participant 1] 1:08:49

Thank you. Bye-bye.

LC **Lewis, Courtney** 1:08:52

Good evening.

◉ **Lewis, Courtney** stopped transcription

Meadowbrook Alliance NA Listening Session

Auto-transcribed by https://aliceapp.ai on Wednesday, 19 Aug 2026.
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Words	10,607
Duration	01:16:44
Recorded on	Unknown date
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Speakers:

Speaker A - 4.58%

Speaker B - 13.21%

Speaker C - 6.78%

Speaker D - 11.41%

Speaker E - 18.7%

Speaker G - 1.34%

Speaker H - 8.04%

Speaker I - 4.85%

Speaker J - 3.74%

Speaker F - 6.71%

Speaker L - 3.71%

Speaker M - 8.7%

Speaker N - 3.53%

Speaker O - 3.31%

Speaker K - 1.4%

Notes:

No notes.

Speaker A **00:00:00**

You'll see some families come and go. So thank you for coming out, and I just want to pass it over to Mr. Garrett here to kick us off.

Speaker B **00:00:06**

Thank you.

Speaker C **00:00:06**

[Community member 1]is doing a gun safety course in the auditorium, one of the many wonderful things she does in our community. She and I had a nice visit. I didn't realize we had 2 events tonight. So thank all of you for coming out. My name is Pete Garrett, and I'm the president of the board, and I'm joined I'm joined by Rosa Maria Fentejas and Courtney Lewis, and Courtney is actually going to facilitate the conversation tonight.

00:00:35

We're going around the community and want to thank you very much for turning out. Our big project for this year is developing goals and guardrails for the district, goals that will set The goals for what the superintendent does, what the staff does, and we want those goals to represent the community values. What do you want out of Fort Worth ISD?

00:01:01

What does a good public education look like in your perspective? And Courtney will walk you through those questions. But someone asked me why at age 74 am I doing this? I've worked, and I still work, in public education planning for 16 years. And what I've learned over those— and [Participant 1]has heard me speak, so has [Participant 2]

that I learned about a decade ago that most of our kids aren't learning to read well.

Speaker C **00:01:37**

Not a few, not some, but most. And I was shocked by it. And I never thought I'd still be working Working at age 74. But that's why I'm still working. I couldn't believe that was the case. I found that so many in the general public weren't aware of that, and we've seen all sorts of efforts pop up all around the community.

00:01:59

The City of Fort Worth has done a wonderful thing this summer, screening kids in the summer school programs or the summer camp programs for dyslexia. So the mayor stepped up. We've got other nonprofits working all over the community now that we know that most of our kids can't read. And it's a crisis.

00:02:20

To me, it's the greatest civil rights issue of our era. If a child can't read at grade level, you can look at the data, they are not going to earn a living wage. They are not going to earn a living wage. And right now we can predict that. What percentage of those children will go on to earn a living wage?

00:02:44

And that's why I'm still doing education philanthropy. I never expected I'd be in a position like this, but I'm deeply thankful that I've had the opportunity. Most practitioners do. That worries me. It worries me. I pray about it every night. And that's why I took this position. I'm thankful. Again, thank you all for coming out.

00:03:08

Courtney is going to walk us through these questions, and we do have some senior staff from the district. In some cases, you may have a question about something specific, you know, what are they doing here, or what's happening at this school, what's happening with this curriculum, and the Board of Governors or Board of Managers, we're not experts on that.

00:03:31

We hire the experts and we hold them accountable. My passion, teaching our kids to read. So if you have something, a specific question about something in the school right now, we've got folks here that they can answer that question. So thanks for being here. Courtney Lewis, thank you for leading us off and thanks for working with [Speaker A] and getting this set up.

Of course.

Speaker E **00:03:57**
Well, good evening everybody.

Speaker C **00:03:58**
Well, let me— pardon me. You'll see Rosa over there and she's not interacting with anybody. She's our scribe. She's typing 100 miles a minute.

Speaker B **00:04:06**
I'll be taking notes.

Speaker E **00:04:06**
She types really fast.

Speaker C **00:04:09**
Not that she's unfriendly. She's got a job to do.

Speaker E **00:04:14**
All right. Hi, I'm Courtney Lewis. On the board of managers working with these two, I'm trying to help our children. So a school district exists for one purpose. The only reason a school district exists is to improve student outcomes. That is what it exists for. And a school board exists to represent the vision and values of the community.

00:04:37
And so that's what we're doing is we are listening to the community and we want to hear to find those vision and values as we do our work to set goals and guardrails. And we'll use those goals and guardrails to inform staff of, hey, this is what the community wants to do. And so the handout that you have, those are the STAR scores by grade level, by group level, and it's a comparison of 2025 and 2026.

00:05:03
And it's by each grade, also by the end-of-course exams in high school. So that's the data that we shared with you there. There was some improvement in some places, but we still have a long way to go for our students to be where they need to be. So that's why, that's why we're here.

00:05:22

The why for me and why I do this work, I'm a banker. I have been a banker for 26 years. I have always been a banker because I went to college. [personal information about a Board member's family] but somewhere along the way I went to school and I learned how to read. I loved reading.

00:05:40

My favorite thing was the book fair. I just had a whole lot— little library of books. I don't know why I like to read. My mom didn't finish high school, but hey, somewhere along the way I learned how to read. I ended up earning an academic scholarship to go to SMU, graduated with a finance degree, became a banker 26 years ago.

00:05:58

But without that foundation—

Speaker G **00:05:59**

That's great.

Speaker E **00:06:01**

Foundational public free education, I would not have had that access to go on and be who I am today. So I feel like I have an obligation to be sure that that opportunity is available to all children in our community. So that's kind of my— that's why the school board's here, that's why I'm here.

00:06:19

And so we're going to facilitate. I just want to set that framework here. So they have a lot for me to say. I'm going to say a few of the things that they want me to I can't promise I'm gonna say everything because I'm not very descriptive, but we do. So we've covered that, we covered, you know, why we're here.

00:06:36

Oh, so we have a board page on the Fort Worth ISD website, so it's fwisd.org, and if you go to our board page, at the very bottom there, there's a community stakeholder page, and we're posting We're posting our data, so we're posting all of our data from our listening sessions. There's also a frequently asked questions, because as Pete said, we get questions sometimes about an operational issue that's not kind of in our world.

00:07:07

And so our great staff, they put together a list of FAQs. So you can go to that FAQ and you can see maybe somebody's asked a question you had, or if they haven't, There's a job form. You can click the form and you can ask your question and somebody from the

district will answer your question because I'm not equipped to answer every question about every operational matter in the district, but we can get you to who will.

00:07:30

So that is something that we do for transparency to make sure that the community hears from us and can communicate with us. So that's there. There will be a survey posted which will be the same questions I'm asking today, there's a survey link. It should be active in the next 2 weeks, week or 2.

Speaker G

00:07:49

It should be.

Speaker E

00:07:49

It'll also be posted there. It'll have just more content, more information, and it'll have the opportunity for people to participate in the survey because we want as many people as possible to share with us their, their answers just so we have as much data as we can as we go into our work.

00:08:06

So our timeline for this work is At the end, we want to be able to adopt the goals and guardrails in October. But to do that, we have to hear from everybody this summer. We have to go back, we have to analyze all of the data, and then we have to work through, through that.

00:08:21

And the reason October is very important is that's when the district budget cycle starts. And so to have an impact on next year's budget, we have to have our goals and guardrails and tell the district what it is the community wants them to do. So that's kind of our timeline and our process here.

00:08:40

So we will get into the questions, and anybody that wants to answer these questions—there are 5 questions. There are 2 vision questions, a value question, and then just 2 questions about what we're doing and what we're not doing. So we're going to start out with what should our students be able to know and do?

00:08:59

So when you think of a Fort Worth ISD student, maybe your student, maybe students in your neighborhood, what should they know or be able to do? And if you could only pick

one or two of the most important things, what would they be? So who wants to go first?

Speaker H **00:09:16**
Based on what's being said, reading. Because reading leads to communication, not only knowledge. But to communication.

Speaker I **00:09:27**
That question, what grade level are we speaking to?

Speaker E **00:09:31**
We're speaking in generalities, in generalities of all grade levels of a Fort Worth ISD. What should the Fort Worth ISD be training their students to do?

Speaker H **00:09:42**
Training, not teaching?

Speaker E **00:09:44**
Teaching, teaching and training, because there are, there are CTE courses, there are, you know, there are a lot of career Sir, I didn't mean to skip you. Did you have the same?

Speaker J **00:09:53**
No, I had basically the same answer.

Speaker B **00:09:55**
I think Pete nailed it when he said that their economic arc is very shallow if they can't move.

Speaker J **00:10:07**
I think back to when my kids were in school and there was somebody who had a poster on the wall, aim low, boring, aim high, soaring. We've got to help some of these students soar. Because if you can't read, not only is it limiting in that way, but after a while you just feel like you're a dumb kid.

00:10:26
And dumb kids can end up doing dumb things that can get them in trouble for the rest of their lives sometimes.

00:10:38

When you're talking about the beginning, how the state I mean, there's some things that children should come to school already knowing, you know, like how to spell their name, their ABCs, how to count. You know, those are some things that are out of a teacher's hands because they should have some skills before they get to the first grade or kindergarten.

00:11:04

And you're not even saying that. I mean, you're saying children who go to school, and they expect the teachers to teach them how to potty train. You know, so a lot of things are being placed on teachers that are just— I don't know, it's not something that teachers should have to deal with.

00:11:31

And I think maybe Do they need to be assessed before they go into a particular classroom? Because if you cannot take care of your own bodily needs, you know, in kindergarten, right, that's a problem. I mean, I understand that in special ed, but not in the regular classroom.

Speaker A

00:11:53

Courtney, I would say yes, reading, writing, adding up, all those things, Yes. Our east side of town, as everybody knows, has suffered from disinvestment in not just education. We do have one of the lowest educational attainments for the city. So I think that as well as reading, writing, and adding up, the long-range education of the children in the ISD to know what options are there for them so that they can get an associate's, they can get a 4-year degree, 4-year degree, because we also suffer from some of the lowest household income in the city, and those 2 things are directly correlated.

00:12:31

And a total aside is— this, this isn't on you, this is going to be more on [Council member] advocating at the city— but kids also need safe routes to schools, and this pyramid right here doesn't always have safe ways to get to schools. So it's totally different than a learning outcome, but it's worth mentioning.

Speaker E

00:12:49

Well, we have a city Council member up here with us, and she can deliver that message.

Speaker H

00:12:59

What else should they be taught? Wait, they should be taught to listen. They should be taught if they if their parents don't or guardians don't do that, they should they should. Be

shown the greatness of respecting each other. They should be shown that. And also be shown that a college degree doesn't guarantee success, a career or path that is part of their dream.

00:13:41

That makes sense. That's what they need because they're not— from what I don't know, I have 4-legged children and they're much better.

Speaker E **00:13:52**

But, um, they have to know and do something too.

Speaker H **00:13:55**

My parents always tell me I can be and do whatever I want to, and you know what? I don't.

Speaker J **00:14:05**

This is This is going to sound like a really crazy one, but I've actually thought about this for a long time. We're a country that's in what once was termed by somebody a cold civil war, and I think part of that is because we've taken civics out of classrooms. I would suggest that in high school you need to restore civics so people understand what the Constitution You have to have some form of structure.

Speaker I **00:15:01**

So if you don't have that type of guidance, then the child is— has a huge disability, you know. And you can see that just on an everyday basis. If you go to the store, if you go to a restaurant, right, and some form of structure within the school. If you don't get it at home, there has to be some form of structure in the schools because you're going to need it in the classroom.

00:15:33

Because the teachers can't teach if there's no discipline, there's no structure, and there are no consequences.

Speaker E **00:15:41**

One second, though.

Speaker I **00:15:43**

I think—

yes.

Speaker L **00:15:44**
Um, I think that students need to know that when they come to school And they walk into a classroom, that the teacher they saw last year is going to be the teacher that they see next year, or that the teacher they expect to see the next year is there. Constant turnover at the school district and 800 vacancies and no assurance there's 100% classroom participation by hired teachers, that they'll have teachers there, that is upsetting and disturbing.

Speaker E **00:16:15**
I agree.

Speaker L **00:16:16**
To any young person. I have had children grow through this system, and their teachers are what knit it together for them.

Speaker M **00:16:25**
It's not the buildings, and it's not the school district administration.

Speaker L **00:16:29**
It's the teachers that knit the information and knit the hope together for kids.

Speaker E **00:16:35**
And to not put them in consistency in schools, Yes, the number one predictor of success is a good teacher. [Staff member] how many vacancies do we have right now?

Speaker A **00:16:51**
21.

Speaker E **00:16:52**
We have 21 vacancies. We're almost fully staffed.

Speaker H **00:16:58**
Out of how many teachers?

Speaker N **00:17:00**

Out of how many schools reported?

Speaker B **00:17:02**
21 out of—

Speaker E **00:17:03**
The whole district. There are 21 vacancies in the entire district. How many teachers are there in the district, [Staff member]

Speaker D **00:17:11**
Just under 9,000 employees.

Speaker O **00:17:13**
Not very much.

Speaker E **00:17:13**
9,000 employees.

Speaker J **00:17:15**
That's pretty remarkable.

Speaker E **00:17:16**
It's, it's the work of the staff here. They work very hard. [Staff member] was just at a job fair. They work very, very hard all summer with job fairs.

Speaker I **00:17:27**
So do they have any situations anymore? I forget what you call it, uh, where The teacher follows the student for a couple of years instead of changing teachers. And I remember there was a time when the teachers followed the class.

Speaker H **00:17:46**
I—

Speaker E **00:17:47**
that is definitely out of my range of knowledge. That would be a Dr. [Administrator 1] or Dr. [Admin 2] maybe question about teachers. Do teachers follow classrooms?

Probably not now, but at one point they did. They would follow the students, especially elementary school, for a few years since they're on a good track. And you know, a lot of people don't do well with change, especially little kids. So I was just wondering, is there a situation in any of the schools Where especially in elementary schools, formative years, where the teacher follows the students.

Speaker E **00:18:35**

It'd be it'd be that would be a principal decision. It would be up to each principal at that campus.

Speaker H **00:18:45**

[Participant 3] did I get to?

Speaker K **00:18:46**

Yeah.

Speaker E **00:18:46**

I think [P3] was trying to ask the question. So what should a What should a Fort Worth ISD student be able to know and do?

Speaker G **00:18:51**

We shouldn't wait till 3rd grade to really focus on lack of reading. I think that the ability to learn has to start very early on. I think there's kind of an epidemic here in a lot of our communities. They don't get it at home. They don't know how to learn. So we have to start very basic, pre-K and K, teaching these children how to learn.

00:19:22

And then hopefully that will kick in. And that's basically what everyone is saying. We need to start early, and that's where the way to go.

Speaker D **00:19:33**

Yes, sir.

Speaker E **00:19:35**

To your question about what should we expect out of Or what should we expect the student to know or be able to do?

Speaker B **00:19:48**

At the young age, of course, you've got to train them. They've got to be able to read, and I think that is the start. If they can't read, everything we can offer them is just conversation because they'll never know. But at the other end of the spectrum, It's the end of high school, maybe 2 years away from graduating from high school.

00:20:15

When young people come out of high school, they need to be able, both orally and in writing, be able to effectively communicate what they know because of their They can't. They won't matter to them because a lot of things won't work for them. The top of that heap is nobody will hire them if they cannot effectively communicate.

00:20:47

I suspect that— I haven't seen any statistics here, but I suspect that the majority of our graduates of the former ISD high school Are not going to college. Okay, I don't necessarily think that's a bad thing. I think I think the young people need to do whatever it is that suits them. Some people aren't suited.

00:21:13

You know my generation, our generation. You know if I told my parents I wouldn't go to college, I wouldn't be sitting here today. They need to be equipped to pursue whatever gainful opportunity it is that they have, whether it's going directly into the workforce, whether it's going to, say, you know, a trade school or junior college, whether it's trying to go on to a 4-year school, that's great too.

Speaker O

00:21:49

Okay.

Speaker B

00:21:50

But what I, as a graduate of this district, you know, expect to see in young people, some young people that come out of high school prepared to take a quality and meaningful next step in their own life. And that may require some changing of thinking of how The young graduates come out equipped to do something.

00:22:47

That's it. I think we should be in good shape. And the last thing I'll say is I started at Eastern Hills Elementary School in 1961. Back then it was K through 6. We had 3 grades. We had 2 rooms of each grade, and none of the teachers were certified. Sir?

Speaker C

00:23:06

What'd you say? None of the teachers?

Speaker B **00:23:07**

None of the teachers moved those grades. And oddly enough, but at that time, of course, things were different. But usually there were 3 rooms for each grade, so there were 18. And most of the time, the teachers that were in each grade came back to teach. You know, every once in a while you'd have, you know, somebody move on, somebody new.

00:23:35

You know, teacher got married, maybe you want to have a baby and had to go out on maternity leave or whatever. But it was a pretty steady expectation for those youngsters that, you know, when they went to 3rd grade or when they went to 4th grade or whatever it is, my teacher's either going to be Mr.

00:23:52

or Ms. X, Y, or Z. But the point of the early earlier comment, at least at that time, uh, where I went to school, and I have a feeling that it's an ISD practice now, the teachers that were teaching in elementary were not moving with the students. They were staying with them. Thank you.

Speaker F **00:24:15**

Yes, ma'am. Um, AI readiness, workforce readiness, so You know, with these types of statistics we're looking at, AI is coming at a time where these children coming out of this district are going to have some really big issues. But not only that, but they are going to graduate into a workforce that they're ill-prepared for if they're not learning AI.

Speaker B **00:24:47**

Thank you.

Speaker F **00:24:47**

And so the TEA is now going to put AI themes and finally give some guidance on what we should be teaching in terms of AI. And it's going to be on a text test, I believe. And so with that, they're going to be providing guidance on how they want to talk at every level, which is good.

00:25:14

But there's not even any AI governance training that's been provided to any of the faculty or teachers or anything thus far. So AI is gonna be being integrated into the classroom. It's already there, but integrated into the classroom before there's any AI governance training

provided. And they can get that through the DIR, but— That's one of the things that should be on everybody's radar.

00:25:42

It poses a lot of risk. However, the children learning AI is very, very important for the world they're coming into.

Speaker H

00:25:51

Well, again, great respect for all the substantive participation. And everyone else who spoke. Really brought the name of AI out there.

Speaker M

00:26:07

Reading's important, but it's got to be reading for a purpose and across, across history, across an application, and it has to be supported by our community. Our libraries are pretty pitiful. They're small in each school. I see schools with much larger libraries than what we have here in Fort Worth. We need to have kids know where they can get books that interest them so that they will read and they will apply the skills that they learn in the classroom.

00:26:52

I think they need to learn to problem solve. Because just reading and not applying and, and seeing different points of view, it will not work. They need to take it to the next steps, and that can be done in kindergarten. It can be done in high school. I think they need to be able to apply their knowledge.

00:27:21

and apply the reading that they have so that they can know how it fits the real world.

Speaker E

00:27:34

Alright, anybody else want to answer the question, what should 4th ISE students know or be able to do?

Speaker N

00:27:46

You touched upon what I was going to say. She called it problem solving. It used to be called critical thinking, critical analysis, which then I kind of associate with, you know, secondary, upper elementary, which then would tie into things like the AI to actually do, you know, training that you're teaching students that there's ramifications and there's consequences that Go with the decisions that you make and the analysis that you make.

And the other thing I would throw in is that a lot of us, our generation, you didn't take the easy way out. You, you know, took classes that you wanted that would propel you into whatever else you wanted to go to. We have kids now that take the easy way out, and we as adults let them.

00:28:38

We don't need to have an army of office assistants or kids walking around the football tracks.

Speaker K

00:28:47

I think today, I mean, they should know how to read. To this day, multiplication tables are stuck in my head from being in high school. A lot of kids can't even do that today. I think those will replace a lot of the knowledge I think it starts at home. When I was a kid, my mother didn't have to work.

00:29:10

She didn't work till I went to high school, me and my brother, just until I went to high school. It's just different today. Both parents have to work. If it is both parents, a lot of times, most of the time it's single parents anymore. And by the time the single parent works, comes home, they don't teach these kids.

00:29:28

I don't see one parent teaching their kids.

Speaker I

00:29:29

I don't think they're teaching them.

Speaker K

00:29:31

They just don't have time for stuff. And, um, how long has he been learning at home?

Speaker B

00:29:42

I can—

Speaker D

00:29:42

I don't know if anyone spoke on this, um, you know, being a business owner employing young people, they can't— they don't know how to speak. They don't know how to hold a conversation. They don't know how to. They have to look up ChatGPT, GPT, whatever that is, in order to how to formulate a text message.

They don't.

Speaker D **00:30:10**

They don't have eye contact. They don't know how to have eye contact. They're they're they're this. They're terrified. I have an employee [health information] Great kid, great kid. I have a customer that came in, [health information] And so I told [Community member 3] I said, [Community member 3] I said, go hug [CM 2]

00:30:38

[health information] She's like, you know, [health information] to where when she has to speak, it makes her very quiet. They've got to learn how to speak, how to have conversations.

00:31:06

And, you know, speech class doesn't come until your basics with your associates.

Speaker C **00:31:10**

You're right.

Speaker M **00:31:16**

You know, as we talk about what we expect, I think we need to ask kids what they want and they expect and what do they want done by a certain timeline. They need to be a part of the process.

Speaker E **00:31:36**

They are, they are on our, they are on our We have a list of 200 groups that we're speaking to.

Speaker M **00:31:41**

Every day, not in meetings like this, every day, every school, kids need to be included. And they need to be thinking about where they're going. And, and yes, they need to know that everybody there is on their side and ready to get them through where their vision is. And once they say their vision, then how that relates to reading, math, thinking, etc., etc., and how they're going to practice it evolves.

Speaker E **00:32:16**

Thank you. Sorry, I'll go pink and then gray.

Okay, I've spoken before, but I think it's very important. The world is very unpredictable. All of us graduate Many of you graduated from college, I'm sure, and are not doing the thing you started out to do when you went to college. And it's even more unpredictable now as AI enters the workforce and workplace and changes it daily.

00:32:44

So they're going to have to graduate with the attitude that I am a person who can adjust. I can cope with a change. And it's not going to throw me into a complete tizz. I'm going to be able to cope with that because I have critical thinking skills. I have enough knowledge of the world that I can absorb a change and move on and not be thrown by it.

00:33:11

I think that's very important because a lot of kids today, including my own, are stuck. I mean, they're stuck and they're scared to death. to make a change because they might make a mistake.

Speaker H

00:33:23

You can't be afraid to fail.

Speaker L

00:33:27

And that's a tough one to get over.

Speaker F

00:33:30

I guess the short answer, entrepreneurship and leadership development. In schools, we're talking to kids mostly about trades. We're not even talking to them about college as much. But entrepreneurship is That's right. And whether you graduate from college or not, entrepreneurship is possible, right? So in terms of AI and the world they're going into, like I mentioned before, the professionals in that world have to be at such a level, it's as if they could be a CEO of their department.

00:34:11

It's going to be very high standards they're going to have to reach. They're going to have to have comprehension skills and delegation skills, leadership skills, articulation skills like you mentioned that most people in the workforce today do not have if they really want to compete. And I believe how we should be preparing them for this is by opening The idea that they could be a business owner and what would that look like and what types of skills would they need to have.

00:34:45

Those same skills, regardless of the area they actually go into, will transfer and go well with them in life, whether they do a trade or whether they go into the corporate world.

Speaker E **00:34:58**
Okay, are we ready to move to question number 2? Okay, so it's pretty It's a little similar but a little more narrow. So what describes a successful graduate? If you could only pick one or two of the most important things that describe when a Fort Worth ISD student is successful when they graduate, what would those be?

Speaker M **00:35:20**
They're self-managers.

Speaker B **00:35:22**
Thank you. Self-confident.

Speaker I **00:35:26**
Communication.

Speaker B **00:35:27**
Persistence.

Speaker H **00:35:30**
That they graduated with true grades, not state-dictated grades.

Speaker F **00:35:40**
Resourceful, because if they're coming out of the homes we're talking about, they need to be able to do all these things for themselves.

Speaker E **00:35:51**
Okay, anybody else? All right, we'll go to question number 3. So this question is more around values. So this question is, 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?

Speaker J **00:36:15**
Commitment.

00:36:17

Long-term commitment, not a 3-year commitment.

Speaker E **00:36:23**

So 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?

Speaker J **00:36:41**

I guess I'll start with a statement and lead to the— what I think we have taken all the joy out of being a teacher. So to me, a non-instructional is getting back to where the teacher has some flexibility in how they go about it, how they go about doing a good job of teaching students instead of being so constrained teaching to a test or whatever other things are going on.

00:37:08

I think that's a great point. I'll give the example of my 7th grade history teacher. He could do, and [P4] will know, and [P3] will know who I'm talking about, he could do a perfect Senator Everett Dirksen impression. And so every day we were learning from Everett Dirksen what our assignment was going to be that day.

00:37:31

And I look— I didn't like history. I loved history after that.

Speaker B **00:37:35**

I love history.

Speaker J **00:37:37**

And so, but if he was in today's world, I'm not sure he would have the bandwidth to have that kind of ability to lead a classroom. So that would be a non-negotiable for me.

Speaker M **00:37:51**

A superintendent that supported teachers?

Speaker B **00:37:53**

Yes. Thank you.

Speaker E **00:37:55**

Ma'am in the back? I'll pause, I'll hand the microphone.

Yes, ma'am.

Speaker I **00:38:05**
Correct behavior in the classroom is a non-negotiable.

Speaker M **00:38:10**
It should be addressed.

Speaker B **00:38:12**
Teachers should talk first.

Speaker I **00:38:15**
Students in the classroom or having returned to a classroom and their behavior is terrible. I think that's a good point. Because it disrupts the whole room. So non-negotiable would be forcing a teacher to keep a student or students who disrupt the room.

Speaker E **00:38:44**
Yes, ma'am.

Speaker L **00:38:46**
A superintendent should respect the diversity of our neighborhood and the neighborhoods that surround it. We are a very mixed community and schools should reflect that. So there should be no difference across the board for students.

Speaker B **00:39:07**
[Speaker A]

Speaker A **00:39:08**
I think the East Side— we want the whole ISD to come up, right? We all agree on that. But the East Side is its own community and so I think I think that Dr. [Superintendent] should look at these zones that you've carved out for north, west, central, and elevate, because there's no east zone, and our schools have been carved into different ones of those buckets, from my understanding.

00:39:38
And I think it speaks to perhaps a lack of understanding of what communities on the encompass space that can be different from one another. So I do not want to take away from North and West and Central, not, not at all, but I think that there should be a

commitment to better understand the communities that currently don't have a zone.

00:40:00

Well, I don't know what the name is for those people.

Speaker E **00:40:03**

The chiefs, the regional chiefs. I think I shared with you the list of which chief is—

Speaker A **00:40:08**

And I think our schools are kind of in different chiefs. And so I think that just speaks maybe to an opportunity for him to commit to Eastside excellence as well as Northwest Central.

Speaker E **00:40:21**

And then there's Elevate. Elevate is its own as well. So some of the schools could be elevated.

Speaker A **00:40:26**

They are, yes.

Speaker M **00:40:27**

So they would get mixed up.

Speaker B **00:40:29**

Thank you.

Speaker E **00:40:29**

Okay, so anybody else want to answer the question, what are the most important values of this community that the I don't know how to articulate it as a value, but a strategic approach to ensuring parental engagement.

Speaker F **00:40:49**

Because many of the things that people are talking about is from that, it's a symptom of that, that lack of engagement. However, that's above the superintendent's capability. He can't do that.

Speaker B **00:41:01**

They I think that's cannot a great point.

force it. So all they can do is be committed to a strategic way to measure it, to encourage it. So that would help.

Speaker H

00:41:14

And it goes to that idea— I don't know, I'm not the superintendent, that's the job, but it certainly should be under the authority to make it happen. We, most of us know [CM 4] He's an amazing community member. If you don't know him, you need to know him. He's with [a local organization] now but his primary purpose out in the community is to figure out why kids aren't showing up for school, mostly in the multifamily.

00:41:43

And here on the east side, it's been huge. And he learned that they're not showing up for school. I mean, half the classrooms are be empty because the parents don't feel that it's safe to let the children leave home to go to school. And I don't know if that's under a superintendent purview, but it certainly is something that can be worked on from that level down, that they don't feel it's safe to let their children go.

00:42:19

And then at the same turn, could that be because so many parents think of the classroom as the daycare center? Even in high school here, my kids go there and I don't have to worry about them, not have to feed them. They just go there and be. And I don't know what y'all can do to stop that, but it's serious.

00:42:37

And again, if you don't know [Community member 4] your life will be rewarded for knowing him. Okay.

Speaker B

00:42:46

Yeah.

Speaker M

00:42:48

Also, I think we have some communication issues. If you've got a child that attends this school and moves to that school, whatever age, whatever, the information about where they are and how they're doing and what their strengths are and all the stuff that's kept usually in a folder somewhere never gets to the new teacher until months later, and it causes gaps in the kids' learning.

00:43:18

Where the computer age will keep us safe, it seems to me like we could put that information so that it goes with kids and we don't have those gaps.

So communication.

Speaker E **00:43:36**
All right, are we ready for question 4? So this question is, what are some things that Fort Worth ISD is doing for our students right now that are working and you want to be sure that we keep doing?

Speaker A **00:43:58**
Could you read the question again for torture?

Speaker E **00:44:00**
Oh, what are some What are some things that Fort Worth ISD is doing for our students right now that are working and you want to be sure we keep doing?

Speaker A **00:44:08**
Partnerships like Literacy Roundup, I think. So for those who don't know, there's a challenge with dyslexia and a lack of resource or identification of resource.

Speaker I **00:44:20**
So partnerships like that, as that grows, that is going to help children get to their I think that you might want to increase the number of good intervention specialists that you have, because there's a difference between what counselors do and what intervention specialists do. So I think you might want to increase the number of intervention specialists.

Speaker B **00:44:52**
Thank you.

Speaker N **00:44:56**
We have many fine art award-winning programs within the district, and I don't think that those should be dissolved or budget removed from this.

Speaker A **00:45:10**
You have invested and begun to invest in our facilities, and for that we're grateful because that will make the kids more excited Excited to go to school. This was a redo.

Speaker E **00:45:20**
Oh, this looks a lot different. I was here a long time ago and it didn't look like this. Yeah, this is a beautiful campus.

And just to mention, Courtney also lives on the east side.

Speaker N **00:45:29**
I do.

Speaker E **00:45:29**
[personal information] I live [nearby]

Speaker A **00:45:33**
And now we're having the new elementary.

Speaker E **00:45:34**
I went to Dallas Independent School District, but I got here as quick as I could. I've been here since 2009.

Speaker A **00:45:42**
And just so the elementary is being rebuilt So we are seeing some investments in facilities, and that will make the kids happier to come here.

Speaker E **00:45:51**
And that those were the 2021 bond program, so those construction projects are continuing to go, and there are updates on the website on that as well. I was digging in the website and found it, so that's there as well. All right, anybody else? What should we keep doing? Hi, [Participant 5] Yes, ma'am. Oh, [Participant 5] close.

00:46:23

Did you want to answer the question?

Speaker C **00:46:26**
No.

Speaker G **00:46:26**
I think you should continue the innovation, the rethinking, and coming up with new ideas.

Speaker B **00:46:34**
See what works.

Just like we're doing now.

Speaker E **00:46:43**
All right, anybody else want to answer the question, what should we keep doing? Yes, ma'am.

Speaker D **00:46:51**
If the district has not dissolved the applied learning concept, I feel that that's something that should continue.

Speaker E **00:47:01**
I believe there is their classes with that.

Speaker O **00:47:04**
Yes.

Speaker E **00:47:04**
Black one.

Speaker N **00:47:07**
Yes. I think we should keep our libraries and then we should start updating them with books.

Speaker E **00:47:17**
Yeah, I think we approved a lot of books in a recent board meeting. There was, there was a big book order that was just—

Speaker N **00:47:23**
those are core novels, not one.

Speaker E **00:47:26**
Yes, they were Yeah, they were core novels, things we probably all read in high school. All right, now the last question. This is, this is the fun question. So when you think about Fort Worth ISD, how Fort Worth ISD is educating our students, is there anything that you think is not working and that we should stop doing?

Speaker H **00:47:53**

And correct me, I heard you present, uh, in your position with the Sid Richardson Foundation, uh, [CM 5] and [CM 6] hosted, and you shared that, uh, I think it's state legislation that mandated that children could not be given a failing grade.

Speaker C **00:48:12**
That's not state legislation, that's a practice. It's not a state. I've had many teachers tell me that if they're going to give a grade below a C, they have to go discuss it with the principal.

Speaker H **00:48:34**
That's what they were saying?

Speaker C **00:48:36**
Yeah, that's not a policy from the top down. That's a practice. Or maybe teachers share with you the types of practices.

Speaker H **00:48:49**
And that's what I was referring to when you talked about graduating. They should graduate with true grades, not grades that the teacher is forced to give them so they move on to the next class.

Speaker M **00:49:01**
That's just horrible. Horrible.

Speaker H **00:49:05**
There's no consequence for not learning, and you get Blame it on a teacher for not teaching. What kind of motivation does it take away when a teacher can't do anything regardless of the child saying, I'm not reading that, I'm not doing that, because they can't— they have to pass on to the next grade?

00:49:29
That's absurd to me.

Speaker B **00:49:32**
So like participation goes—

Speaker H **00:49:35**
Absurd to me and wrong.

I have a question from someone who's on a— they don't like— they want to know about curriculum that includes religious references that they do not agree with, and they want to know that's something they want the school district to stop doing, stop pushing. particular point of view on a child and give parents an opportunity to opt out of that type of curriculum?

Speaker B **00:50:11**
Thank you.

Speaker M **00:50:13**
Okay, I think we need to know the difference between instruction and curriculum, and most people don't. They just rail them together. Curriculum and instruction. Curriculum is what we teach. Instruction is how we teach. And the masters of how we teach are the teachers. They're the ones that know that if this is what I need to teach a child, for this child, this is how I'm going to have to teach it.

00:50:49
Because I know my children. I know How that needs to be done. So there needs to be a clear idea of the difference between the two and hold teachers accountable for how they teach the curriculum that is mandated by the state of Texas. That's their job, is to say what is to be taught.

00:51:12
It is our job as teachers to know how to teach it.

Speaker I **00:51:16**
Thank you.

Speaker M **00:51:17**
And if they don't have, we need to give them training.

Speaker O **00:51:28**
Um, I'll be honest, I don't believe in this model or this curriculum, this form of instruction, but I especially don't understand why we would change Advanced Placement classes or on-ramps classes classes or even honors level classes. If it's this expensive, if it's $25 million, why wouldn't we focus that energy on the kids who need the most help instead of AP, which should— a teacher should have autonomy in AP.

My daughter took 4 AP classes this This year, I know 3 of those teachers are leaving because they lost autonomy. They see what's coming.

Speaker B **00:52:19**
Thank you.

Speaker H **00:52:20**
What does that mean that you just said? As someone who's old and doesn't— and grew up in a school that actually taught me things and I respected my teachers and all, what did—

Speaker O **00:52:31**
what, put it in an old person's So we are making these changes, scripted lessons in Advanced Placement classes. Those are the kids that are already scoring well, may exceed. And AP, Advanced Placement, is governed by the College Board, which is a national organization. So our classes, our AP classes, should look just like the AP classes classes in Grapevine should look just like the AP classes in Massachusetts.

00:53:03
They— it should be the same.

Speaker C **00:53:05**
Okay.

Speaker O **00:53:06**
But they're not. That's not what's going to happen this year. That's not what was happening at the end of the year. It didn't happen in dual credit classes where you have 2 teachers, you have a college professor and high school teacher. It didn't happen in OnRamps, which is similar to dual credit, and in honors classes Those kids earned that spot in honors classes.

00:53:28
They didn't— they scored well. So we shouldn't focus our attention on those kids. We should be focusing on the kids who really need extra attention. I would rather spend $20 there than change a class that's already doing well.

Speaker E **00:53:48**
Yes, sir, what should we stop doing?

Well, I don't think, especially in the last 15 years, that the district has given a lot of consideration to groups of people like the people that are in this room.

Speaker C **00:54:15**
I agree.

Speaker B **00:54:17**
I don't think— I don't, I don't see a lot of folks that look like they have kids in the schools.

Speaker J **00:54:23**
I haven't for 20 years.

Speaker B **00:54:25**
Yeah, well, why are we here? Because we're interested, and this is our community, and we want to see these kids thrive. We want to see the district thrive. And I think a lot of times when you hear news stories or releases from the district You know, about this, that, or the other subject, and they talk about the stakeholders.

00:54:49
You never hear much about the taxpayers. You never hear much about the business community unless it's, you know, a huge corporate brand. And we're here, and there's probably a lot of— I know [CM 7] and [CM 8] have spoken to people on the federal government. You're actually reading with a group of people, reading to kids.

00:55:14
And at least I've gotten the impression that frankly, if you don't have kids in school, we really don't want you up here.

Speaker E **00:55:21**
I think they do want volunteers. Well, there's a volunteer— yeah, I think they do.

Speaker B **00:55:25**
Well, they have— I think that we're probably— maybe both of us are guilty of making a little bit of a generalization there. I think that the school district needs to— in my opinion, okay, the school district needs to understand that the old way of doing business is over. What they have done the last 15 years is throw their doors open and whoever shows up shows up, while their best and their brightest Whether that be academically, whether it be athletically, or whatever, they're transferring out.

Our neighborhood where [Family member]and I live, north of the freeway but in the Eastern Hills Pyramid, we get always one and maybe two nice 5x7 full-color postcards every year from Birdville ISD. Nice pictures, kids in their band uniforms, kids in their sports uniforms. sports uniforms, cap and gown, the whole 9 yards, touting what they have to offer.

Speaker J **00:56:31**
Okay.

Speaker B **00:56:32**
If you went to, um, and I think, I think this is probably still true, there's, there's 1 or 2 schools in the Arlington District that if you look down their athletic rosters, you'd be surprised how many zip codes are 105, 112, 103, These kids are going, they're leaving, okay? And the kiddos have to have a reason to come to school other than just academics.

00:57:01
I did, you know, I was a good student, but it's not why I came. I was in the band, that's why I came to school.

Speaker E **00:57:10**
What instrument did you play?

Speaker B **00:57:11**
Woodwinds.

Speaker E **00:57:13**
I played French horn.

Speaker B **00:57:14**
Oh God, that's hard.

Speaker C **00:57:16**
Good for you.

Speaker B **00:57:17**
I can't do it.

Speaker E **00:57:19**

I can't do it today.

Speaker B **00:57:22**

Oh, well, I'm— my chop's up a long time. But anyway, the school district is not responding, not only to the, you know, you talk about charter schools on the sub-base, they haven't responded to the districts around them that are selling, you know, their programs to their students. And the district needs to start selling what they have to offer, not only to their own folks, but to folks outside the district.

00:57:57

And I'll leave you with this question, and I don't think that this is something that's been done since the Board of Managers has been in charge. That would be interesting to know if before you were here this was done. You so often hear about the enrollment of the district and the enrollment of like the students in Experimentum.

00:58:26

Okay, well, I come from a sales background. What's the population of the district? What is the K-12 population of the district? And then what's the enrollment of the district? And that difference is where we need to be putting some time and effort at. I know that we want to raise the academic performance of the kids that are currently in our schools.

00:58:59

But if you want the shortest way to raise the overall academic performance of a school or a district, go out and retrieve some of these kids that have gone elsewhere because they thought opportunities were better. And then maybe they're A/B students and maybe they're, you know, athletes or band members, you know, those are hits.

00:59:23

You get a few of those coming— and I know I'm kind of focusing on high school here— you get, you get a few of those coming back to each school, I think it would make, I think it would make a significant difference in the academic rating of not only the district but our campuses.

Speaker M **00:59:45**

Stop talking about Start celebrating your successes and have the way to measure and celebrate and let everybody know how important they were—

Speaker G **01:00:06**

are.

When I was in school, I knew the name of my superintendent and I knew he loved me because he sent a birthday card to me every year.

Speaker B **01:00:14**
Wow.

Speaker M **01:00:15**
17 years that man was in leading that school district, and he wanted the very best for every child there, and he worked hard.

Speaker C **01:00:27**
What school district?

Speaker H **01:00:28**
Spring Branch.

Speaker C **01:00:29**
How many kids?

Speaker M **01:00:31**
It was— I don't know how many kids at that time. Let's just say by the time I got there, because I'm post-war baby boom, In Fort Worth, they were doing classes morning and afternoon because they didn't have enough teachers. In the school district I went to, you went full day. Had the same problem Fort Worth did, but they tackled it differently.

01:00:57
So look at where it's working. Look at the past, what has worked. and keep going and use some of the talent that you've got outside of your school district.

Speaker B **01:01:14**
There are lots of people—

Speaker J **01:01:15**
That's a really good point.

Speaker M **01:01:16**
The program that they had where kids in middle school went and visited the different

businesses, the different places, and got inspired. Middle school's hard. Kids don't know who they are.

Speaker H **01:01:31**
They got inspired.

Speaker M **01:01:33**
That was a wonderful program. So use your community. Use your community people. It's not just the money. It's the brains, what they're willing to put in with the kids. So stop looking at what's not working. Start celebrating what is.

Speaker J **01:01:53**
I'd point out that all these years later, She still had a lump in her throat telling that story about that superintendent.

Speaker C **01:02:02**
I loved him.

Speaker M **01:02:03**
I knew H.M. Landrum from his card that he sent me every year, and I knew I was loved. I was loved by my teachers. I was loved by the superintendent. I was loved by the lunch ladies. I was loved by everyone. They loved me. They wanted me to be successful.

Speaker H **01:02:23**
That's my story too. My story too. And I moved around being Air Force. My teachers loved the students and individually knew them. I have no idea what size the classrooms are now. What's the average size of a classroom?

Speaker E **01:02:44**
A lot of them are 14 to 20.

Speaker H **01:02:47**
How many?

Speaker E **01:02:48**
14 to 20.

01:02:49

Elementary is capped at 21, I think, but middle school can go up to 36.

Speaker H **01:02:56**
36 is high. 36 is way too many. I would say I'm at 20, and I'm, you know, but I love where I was. I love school. I learned even when I had trouble. And my most embarrassing story is I called my 5th grade teacher mommy one time in front of the whole classroom, and I wanted to go home.

Speaker E **01:03:14**
She was.

Speaker H **01:03:15**
I loved her. Yeah, yeah. And even learning Spanish in a foreign country, the patience. So with the story you're telling, it— again, I go back to so many kids are in school because that's where they're told to go and not inspired. Am I wrong?

Speaker O **01:03:35**
Is there room for love in this model?

Speaker H **01:03:39**
There you go. That's a good question.

Speaker O **01:03:40**
I mean, I see the 10-minute lesson, the 30-minute or the 30-second call and response. They turn and talk to each other, but it's timed. And is there room for a little extra, I think, is what a lot of teachers are bothered by.

Speaker N **01:03:59**
There's not.

Speaker B **01:03:59**
There's not room.

Speaker J **01:04:00**
That gets back to what I was saying.

Speaker C **01:04:02**

We take a lot of the joy out of being a teacher. Right.

Speaker D **01:04:08**
Okay, so I'd like to circle back around and get these back again. So how many, how many open positions did you say we have?

Speaker G **01:04:16**
21.

Speaker D **01:04:16**
21. How many— now you said we have 9,000 employees, but how many teachers do we have? Not, not assistant teachers, but actually degreed?

Speaker B **01:04:26**
I would have to regard that as a follow-up.

Speaker H **01:04:29**
Oh, I thought that's what you were answering.

Speaker D **01:04:31**
No, 9,000 employees. How many teachers were— how many positions were furloughed? I don't have that data in front of me. Okay, how many, um, how many teachers do we anticipate are waiting for that check to show up that's supposed to show up sometime this month before they put in their resignation?

Speaker G **01:04:50**
I think what he's referring to is the TIA designation funds that part of it was already paid out.

Speaker D **01:04:57**
But that also gives you all the specific data because it depends on the specific teacher and it depends on the resignation date.

Speaker E **01:05:06**
So it's like bonus money?

Speaker D **01:05:07**

How many, how many new contracts have you signed already for this year? Percentage. So the teachers who have signed their contracts to go going into the '26-'27 school year.

Speaker C **01:05:22**
That would need to be a follow-up from HR.

Speaker M **01:05:25**
Okay.

Speaker C **01:05:25**
There's about 5,000 teachers, a little less.

Speaker E **01:05:29**
How many, Dr. [Administrator 3] 4,700 teachers.

Speaker D **01:05:34**
4,700 instructors. Okay. So I, you know what, what I see, what I've noticed is now with this alternative certification for instructors now, I think that a lot of times that's a double-edged sword. You know, I think that the district, I think all districts, okay, I think when you have a new instructor come in, I think there needs to be some mentorship, you know, an older teacher that's been there that does well.

Speaker M **01:06:04**
Experience.

Speaker D **01:06:05**
My son's mother is an educator, okay, and we— she can tell you She can tell you because the teachers talk, because when they get these kids that come up from the previous grade, they know that Mary does a great job, you know, and John doesn't do a great job. And so there's some things as far as that's concerned.

01:06:33
And I think it's great. Curriculum versus instruction, she nailed it on the head. I think a lot of times I've seen a lot of teachers in some of the schools, when the kids— once the kids are dismissed, they've already got all their stuff together, they're headed to the car, you know. And I think just as, especially if we're paying these teachers $60,000, $70,000, $80,000, $100,000 per year, how many hours are they actually in at the school as everyone else has has testified growing up, some teachers would be there till 7, 8, 9, 10 o'clock at

night.

01:07:16

They wouldn't take all that [coarse] home with them. They would do it there. And you would know that you could, hey, come in. Just like in college, this teacher has— here's their office hours. Here's when they're there. Here's when they're there to help you, to, you know, to stop what they're doing. I think that the whole culture has to be recultivated and explained to teachers now that, you know, just because your kids are gone at 3:30 in the afternoon doesn't mean that you're down at the bar at 4 o'clock.

Speaker M

01:07:50

Oh, really?

Speaker D

01:07:51

In addition, I also feel, I also feel, because I know I know that, that for a fact, because I've had— I know several teachers who have died due to alcohol-related issues, that we need to have some support for those teachers. We need to have some support for those teachers because some of them can't deal.

01:08:17

They just can't deal. They can't deal with the stress. They can't deal with all this other stuff. And we need to be able to be able to to be there to support them. Um, okay, I think that's it.

Speaker M

01:08:28

Thank you.

Speaker F

01:08:29

Possibly amplify the platform the school's been using.

Speaker E

01:08:34

To stop doing?

Speaker F

01:08:35

Possibly. It needs to be reevaluated. It should be reevaluated. Why invest almost $1 million every year into a program that is not proven to have a dramatic result. It's moderate.

Speaker E

01:08:54

What is—

Speaker F **01:08:55**
maybe what is Amplify? Amplify is a platform the district uses, they contract with, and—

Speaker H **01:09:02**
What's it do?

Speaker F **01:09:03**
It's like a supplemental online learning program, and I believe they put higher-risk kids on programs.

Speaker J **01:09:10**
Higher-risk in what way?

Speaker F **01:09:11**
Grades, they're suffering in their grades. And they get on the program and it's, you know, whatever modules. However, we don't know— I wouldn't say we don't know if the curriculum is good or if it's just not enough, but the point is it's not doing what they thought it would do. And if that's the case, they need to reevaluate how well it's working.

01:09:38
I think that's a good point. Working with these kids and then possibly reallocate that budget into other things that are working based on data or some of the things that we talked about, new initiatives that support parent involvement, et cetera. But you shouldn't be spending that amount of money on a program that you've been using I think at least 3 years, probably more.

Speaker I **01:10:05**
I think that's a good point.

Speaker N **01:10:08**
Along with Amplify, you also probably should be looking into iReady, and this district needs to stop using it as a babysitting service. And probably should— somebody should look into the recent lawsuits that have been filed against them. What do you say? It's, it's another supplemental program that teachers put— it's like, oh, you're done with your work, go get on iReady, and it just gives you multiple, you know, things that you're supposed to read and answer and all of this.

But it's not coming out as, you know—

Speaker M **01:10:46**
Busywork?

Speaker H **01:10:47**
Basically.

Speaker N **01:10:48**
And there's no time to—

Speaker H **01:10:49**
the students are already done with their assignment, and there's other kids in the classroom doing the assignment, so they have to Occupy their minds with the kids that already did the assignment.

Speaker N **01:11:00**
I need you to be quiet, so go get on iReady. But there's no accountability. There's no, you have to get on iReady and you have to do 30 assignments. And that person over there moved because it took them longer in the classroom. Well, you're only responsible for doing 10.

Speaker H **01:11:15**
And who monitors and gauges the success and how often is it Engaged for success?

Speaker N **01:11:26**
It just goes to your campus and then downtown to see— downtown to see how many lessons your campus did.

Speaker M **01:11:36**
But not the outcome.

Speaker I **01:11:37**
Correct.

Speaker M **01:11:37**
Okay, no accountability. So there has to be accountability. So stop the no accountability

programs.

Speaker H **01:11:46**
Is that what you're saying? No, Mr. [?] I don't want to say—

Speaker E **01:11:53**
Well, thank you for everybody coming and sharing. This is informing us in our work as we set about to set those goals and guardrails that I mentioned. So I appreciate y'all all coming out tonight.

Speaker G **01:12:07**
Thank you.

Speaker J **01:12:07**
Thank you.

Speaker H **01:12:08**
Thank you.

Speaker E **01:12:08**
And we do have the STAR data and then a contact list there if anybody wanted to call me.

Speaker D **01:12:13**
Can I make a final comment? You know, [P4] brought something up and [Participant 6] touched on it as well. You know what I mean? Getting these kids ready for life, for college, for trade schools. I will tell you that in talking about BISD, BISD is now a Title I school, which is, you know, not what we want to be.

01:12:37
But, you know, Birdville is no longer the premier district to work in or to live in, or my business is in Birdville, I grew up in Birdville, I went to Birdville ISD, but it's not, it's not like it was.

Speaker M **01:12:52**
It's changed.

Speaker D **01:12:53**

It has changed, okay. I can tell you that my, that my advisor in, that my advisor in high school was horrible.

Speaker C **01:13:04**

Horrible.

Speaker D **01:13:05**

And had been there for decades. I'm sure that we have the same obstacles here in Fort Worth ISD. I personally mentor young adults, okay, because that's, that's what we are, you know, because they, some of them, they, they have no guidance at home. They have no guidance at home, and, and it's, it's sad and it's unfortunate And their self-esteem has been impacted due to that.

01:13:36

What do you— and I tell people, I said, you know, I said, you're going to work on your associate's degree, 2 classes at a time. Whether you took comp 30 years ago or you take it in 30 years, you're still going to have to have it. You're still going to have to have lit.

01:13:53

You're still going to have to have your science. You have to have all these classes. classes. Chip away at it, 2 classes at a time. Get that associate's. Get into a trade school. There's trade schools. Don't go to— don't go to ATI. Go to TCC. Your tax dollars pay for that. You can many times go for free.

01:14:15

I can go for free.

Speaker E **01:14:17**

If you do well enough, you get a scholarship to TCU. I went to Dallas That's how I got to SMU. I have an associate's degree.

Speaker D **01:14:24**

But what I challenge the people in this room is to plug into a school to help guide those children, guide those young adults. Let them know with your life experience to be able to say, hey, you can do this. I work 130 hours a week. I took off early to come here.

Speaker M **01:15:38**

You can have one parent work and everybody who's at home has separate relationships.

Now he has 2 parents who work, so it's a little different.

Speaker H **01:15:48**
That's still free and so forth, sure, but we recognized it. That's what we thought.

Speaker D **01:15:53**
Well, the obstacle now is, is that the children go to work, they go to work at McDonald's or Wendy's or wherever it may happen to be, and the parents take half or 3/4 of their check To pay for the household expenses.

Speaker H **01:16:07**
My late daughter worked [in the district].

Speaker E **01:16:09**
She died the year she was teaching, and she said that very same thing.

Speaker F **01:16:12**
She said, "I've got kids who are responsible for their own." We're just having a conversation now.

Speaker E **01:16:20**
It's it's what happens outside of class school.

Speaker M **01:16:23**
Change, and we're going to have to change to support our community, and our community is going to have to support our students.

Speaker E **01:16:30**
And that is why we're here.

Speaker I **01:16:32**
Yes, thank you.

Speaker D **01:16:34**
Thank you.

Junior League Of Fort Worth

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Speakers:

Speaker A - 0.0%

Speaker B - 0.0%

Speaker C - 0.0%

Speaker D - 0.0%

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Speaker F - 0.0%

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Speaker I - 0.0%

Notes:

No notes.

Speaker A

00:00:00

Well, thanks. My name is Pete Aaron and I'm president of the school board. I'll let him introduce himself in a moment, but I'm answering your question, but answering it for everyone. The school board, the appointed board, we are— our big assignment, the most important thing we do, is going to be set goals for the district.

00:00:27

Here are the things that we learned from the community, what your vision, what your values are for the Fort Worth ISD. And we're also going to set guardrails, things that no matter what, the school district, the superintendent, the board will not, will not do. It's interesting, I saw an article this morning about Lake Worth ISD recently when And we went through the same exercise.

Speaker B

00:00:53

Then you asked kind of what kind of goals.

Speaker A

00:00:56

The goals are pretty granular. You know, they have to do with student outcomes. They have to do with student experience in addition to academic outcomes. But the purpose of this exercise is to hear from all of you on what's important to you. What are we doing you want us to keep doing? What are we doing that you want us to stop?

00:01:21

What are your aspirations for the Fort Worth ISD? And I'll quickly introduce myself. My name is Pete Garen. I went to Arlington Heights High School, and I have grown up in Fort Worth. [personal information about a Board member's family] I've worked for some over the course of my career. For the last 16 years I've worked for a nonprofit.

00:01:49

I found most of this work in public health programming. Our biggest focus over the last decade has been literacy, and not just literacy instruction in schools, but literacy preschool, after-school programs, summer school programs, And try to bring the community together to be partners with school districts around the city and around the county to help our children read better.

The city of Fort Worth, 12 school districts, about half the kids read at grade level. Fort Worth ISD, about 40% of the kids in Fort Worth, 40% of our kids read at grade level. And we have schools that have as We have schools that have 68, 70% of our kids reading at grade level.

00:02:41

Everybody else is somewhere in between. We've got some true islands of excellence. Our goal is to not have an island— islands of excellence, but have a continent of excellence. And no matter what zip code a child lives in, no matter what school you go to, you should be able to read at grade level.

00:02:58

And we're going to do that. It's a quality school. It's a school that he or she can be proud of, that parents can be proud of, and giving our children the opportunities that they deserve. And I'm drawn to this. I'm 74. This is, for the last 15 years, this is just what's kept me in what I would call public service.

00:03:26

We failed our kids and we got to do better. Status quo for most of our kids, not many of them, but for most of them, just wasn't working. So that's— I had an opportunity to apply for this and was selected to do that. That's why I have this position. Tennessee, if you would introduce yourself.

Speaker C

00:03:48

My name is Tennessee Walker. [personal information about a Board member's family] [personal information about a Board member's child] We are committed to public education in this community. Serving kids is kind of my passion project. There's someone in the back that I've done a lot of that with as well through the Big Brother Big Sister program.

00:04:07

I chair our local board here. With that, we have mentees in pretty much every school in Fort Worth ISD right now, and so I want to make sure Like Pete said, regardless of what that school is, that those children are able to receive a high-quality education and that they're ready to go out there and be productive, wonderful members of society.

00:04:28

Like Pete, it was an application process. [personal information about a Board member's family] . Initially I said no, but it's just something that a couple other people asked me and, you know, started thinking about it and weighed on me, and people have to step up and

do it.

Speaker A

00:04:42

Thank you.

Speaker C

00:04:42

And it's hard work and change is hard. Like Pete said, we've got some, some excellence in the school district. The goal here is to expand that and to continue to raise the level across the district so that, you know, in a few years from now we're looking at being hopefully the best-performing urban district in the state of Texas as opposed to the lowest, which we have been consistently.

00:05:02

It's not a position of blaming anything or anything along those lines. It's just simply there's a problem, there's a problem, and we're going to work to To address that. The goals and guardrails that Pete mentioned, that is what we do. We set the goals, they're going to be outcomes-based. The guardrails are going to say, superintendent and team, to achieve those goals you cannot do these things.

00:05:19

It's the buffers to keep them in line. Those will be set based on the vision and values of the community. That's why we're here. We're doing hopefully 60+ of these. The QR code is going out. We've got, I think, 3,600 surveys back. We're trying to get as many of those as possible. There'll be a data analysis, and the— what we hear from the community, the consistent data analysis feedback there is going to inform us as to what those goals and guardrails will be.

00:05:44

So that's the purpose of this work. We're doing this for another, you know, at least through mid-September, and then we'll be setting those goals and guardrails for the superintendent, and those will inform budgeting decisions for the next school year. And the reason we need to do this now is because some of those guardrails hopefully are going I want to say we have to be fiscally responsible with our money.

00:06:02

We have to use it in a way that honors the guardrails and best serves achieving those goals. So that's why we're here. I really appreciate y'all being here tonight on Monday and look forward to hearing from you.

And I would like to mention the survey and QR codes here.

Speaker A **00:06:20**

If you would post it and share it as widely as you can, We are— Tennessee mentioned that we're up to, getting close to 4,000, upper 3,000s. No surprise, I guess, but the Pasco Pyramid is almost twice as many as any other pyramid. And if y'all can help us make people aware of this, And post it on your own, whatever kind of social media you have.

Speaker B **00:06:56**

School board, this next week we're going to be walking the carpool lines. Dunbar and O.D.

Speaker A **00:07:03**

Wyatt, uh, Pyramids have the lowest perform— or lowest survey completion, and we're going to be walking carpool lines at those schools. We've got some other efforts and some social media efforts that are targeting the pyramids that have performed— or that have been the lowest in completing surveys. But if y'all would help us do that, and if you're here tonight, we'll have a chance to have this conversation.

00:07:31

But I ask you too to please fill this out. If you could pretend like you're in the Heights Pyramid with all the— Paschal's beating us 2 to 1. It's [?] this yellow jacket in the— are there any, any questions about it? And I wish you could be both places tonight.

Speaker D **00:07:53**

Well, I'm going to try. I was going to ask respectfully, is it possible to take these questions in reverse order?

Speaker A **00:08:00**

Um, yeah, well, I don't know that we want to do them completely in reverse order, but if you What I've found, and done a lot of these, is no matter what order we start, so many people start with number 5. So we accumulate a lot of answers to number 5 along the way.

Speaker D **00:08:21**

I think number 5 might be the most productive.

Speaker A **00:08:24**

For you?

Yeah.

Speaker D **00:08:26**
Okay. I will say based on— and maybe it is the Pascal Pyramid, that's my echo chamber— but based on our friends And the people we're hearing from, I would say everybody's focused on the request.

Speaker B **00:08:37**
Does anybody object to that?

Speaker A **00:08:39**
We, again, this Heights guy doesn't want to let a councilperson call the decisions, but we'll decide later.

Speaker C **00:08:49**
And so my request, if anyone, if you do feel yourself answering that word, if you don't mind just saying, I'd like to answer question number whatever it is, and state that question Because when we do the data analysis, that'll help make sure that we have apples-to-apples comparison of the data.

Speaker B **00:09:04**
And we are asking you to talk in a microphone, not because—

Speaker A **00:09:07**
obviously we can hear you, but we are recording it, and, and that ensures that we have the kind of recording that's easy to transcribe. And we're trying to standardize that as much as possible all over the— in all of our listening sessions. So I think putting it actually right by the speakers is going to work okay up there.

Speaker C **00:09:28**
I'll move it up here though. I thought you meant the person talking. I got you.

Speaker B **00:09:33**
Put it right there.

Speaker C **00:09:34**
There we are.

Okay, we're going to start with number 5. When you think about how Fort Worth ISD is educating our students, is there anything that you think is not working and that we should And I'd like you to think not only about the last 3 weeks, but we also want to look at the last 3 years.

00:09:59

And for those of you who have had children in the district over the last 3 years, um, at the end of last year we had 40% of our children reading at grade level, less than that doing math at grade level. So if you could share I'd like to hear some insights on how we got there and then also maybe talk about the experience of the last 3 weeks.

00:10:22

But I— if we would— there's more. We want to hear about the last 3 weeks, but we would like to also hear about the last 3 years. So we have some insights there. It's been a long time since I've had kids in school. Okay, question number 5.

Speaker C

00:10:41

Raise a hand, we'll bring a mic to you.

Speaker F

00:10:43

Yeah, yeah, I'd say we're gonna go first. There you go.

Speaker A

00:10:45

Absolutely.

Speaker D

00:10:46

And I'm sorry to be very vocal.

Speaker A

00:10:50

Um, why don't you just sit down?

Speaker D

00:10:52

Sure, that sounds great. My name is [Speaker D] I'm a [district elementary school] mom

Speaker A

00:10:57

Um, you know Lori George?

00:10:59

Personally, no. Um, I think my husband knows her, but, um, [personal information] Um, we really love [our school] It's our 3rd year at [our school] We moved to the neighborhood for [our school]. It has been wonderful until this year, which was very unexpected. We assumed that because [our school] has an A academic achievement rating and such wonderful teachers, many of whom have been there for 15, 20 years and would still be there this year, that not much would change.

00:11:30

We also had a board of managers, or I'm not sure who they were, someone from the district came in June and talked to us about our principal, and there were a lot of parents there, a lot of people who were concerned, and they assured us [our school] I think their word was [our school] would have autonomy our teachers would be— would have autonomy.

00:11:50

That was not true. And myself, I can't speak for everyone, I feel lied to. I do not have trust in the board. I do not have trust the TEA, and the more I research and the more information I find, I'm very upset. And so I'll get into specifics very quickly about what I think needs to stop happening.

00:12:13

We have to stop micromanaging our teachers, particularly our teachers who are master certified. That does not make any sense that you have teachers who you know are good, they have master certifications, and yet you are tying them to AI-created slideshows and not letting them use their professional judgment to say, this is not working for my classroom, the children I see sitting here, I'm going to skip this slide, or I need more time on this concept for my children that are sitting right in front of me.

00:12:47

Because every child is not the same, every classroom is not the same, particularly when you have very young children. You're going to have a day where they're extra rambunctious and they need more time, or maybe for some reason a handful of students in that classroom are confused by a concept and that teacher needs more time on that.

00:13:04

Putting a timer in the right-hand corner of a slide deck for master teachers just does not make sense. What that makes sense for, and what I am really concerned about, is that this is a cost-cutting measure that's being Tested on Fort Worth ISD and other low-performing districts to see if we can get AI to do this cheaper and put uncertified teachers in these classrooms reading AI-created slide decks.

And now we can do this cheaper.

Speaker A **00:13:37**

I can, you know, I can tell you that's, that's not a goal, but I'm not asking you to believe that that's not a goal. So I think implicit in what you've said, I can guess at some of the specifics, but if you could go through several things you mentioned that I guess that you would like to have discontinued.

Speaker D **00:14:04**

Yes, and I'm sorry, I'll try not to take all of the time. I could speak for a very long time on all of these things. I think we've got to treat our teachers with Trust and respect. Telling teachers they cannot take bathroom breaks for, for almost 5 hours at a time, I mean, that is inhumane.

00:14:20

You cannot expect your good teachers to stay if that is how you treat them. You, the students, you can't treat the schools like a prison. You cannot tell the teachers that they can't have decorations in their classrooms, that they can't have carpets in the classrooms, they can't have circle time. That is just taking all of the joy of learning out of schools and just making kids not want to be there.

00:14:43

And by and large, that is what I'm hearing from children in our schools this year for the first time ever. My child comes home every day and tells me he's bored. I have seen a major step back in the difficulty of the curriculum. He is coming home just saying he did busy work all day.

00:15:03

The GT program, I, I'm really concerned about this model that it is going to be solely focused on raising this low and lowest common denominator rating. Not that those children don't matter, they do. I'm not saying Fort Worth ISD was perfect last year or years before. Some things need to be done, but you cannot forget about the children who are already on par learning or advanced.

Speaker G **00:15:28**

Thank you.

Speaker D **00:15:28**

you can't throw them out because all of those parents like me are going to leave the

district, and all that's going to do is leave the district with less money and less funding and ultimately down the road higher crime rates in Fort Worth.

Speaker A **00:15:42**
Now, if you could wrap up.

Speaker D **00:15:44**
So I understand. So I— and then the last thing I would like, I would like to know, and maybe this is where I need to be at Polytech, as far as AI, um, is Is there a human reviewing those slideshows before they're being given to the teachers? And if not, that needs to happen.

Speaker A **00:16:03**
The AI has just come into the conversation this week, so I, I don't know all the inputs that led to those slides, but, uh, it's, uh, it's based on the Bluebonnet curriculum, which I've never heard anybody say that it was an AI product.

Speaker D **00:16:25**
Well, I mean, that's actually interesting you bring that up. I'm glad you did. Fort Worth ISD never announced the partnership with OpenAI. OpenAI itself announced it.

Speaker A **00:16:35**
There are 50 schools—

Speaker C **00:16:38**
districts—

Speaker A **00:16:38**
or 50 school districts in the United States, but that did not predate the development of This curriculum, Bluebonnet curriculum, was developed a few years ago, and the fourth ISD elected board approved it last year. We didn't; it was approved before we got here. So the role that they got three years ago, whenever Bluebonnet came out of the S.

00:17:11
I just don't know, but I, uh, I think this curriculum— and you might better ask that question to [Superintendent] but this curriculum predated that agreement with AM.

Speaker D **00:17:33**

No, I understand that, but I think where we're really seeing a lot of the Practical impacts is AI seems to clearly be creating the slideshows for classrooms, and AI seems to be creating a lot of these worksheets. And when I say that, there are very obvious large volumes of errors that humans typically don't make.

Speaker A **00:17:53**

Yeah, let me— I was a part of a conversation at one of the schools last week. We do have teachers that are bringing the errors to the attention of the principals. And with any new program, you're going to have errors. And they are— they're surfacing across the district, and the principals are surfacing them.

00:18:21

And the district regional director for South, which is where I was, uh— What's his name? Said that, you know, that is their top priority, is going back and correcting those.

Speaker C **00:18:34**

So yeah, I'll speak a little bit to— in talking to teachers in the district, I think that the math and science curriculum in general is not as riddled with errors. The ELA curriculum is. My understanding, and this predated us, was there was a, you know, version 2 basically rollout that was supposed to correct a lot of errors that were there last year, and I'm not here to tell you anything but the truth, which is my understanding is a lot of those weren't corrected and we're still dealing with a lot of those same things.

00:19:00

To Pete's point, that is something that we understand is being worked on. And again, operations and day-to-day curriculum is, it's not really the board. I mean, unfortunately, you know, it's a volunteer gig and I'm trying to know and do as much as I can and be there as much as I can, but the operations side and Dr.

Speaker G **00:19:18**

Superintendent.

Speaker C **00:19:18**

The superintendent and his team They're in charge of really, you know, finding those and correcting them. But I think what we can tell you is you're— the issues you're raising with curriculum errors are— it's not something new for us to hear. It's not something that we haven't passed along. As [?] said, we're hearing this quite a bit.

Speaker A **00:19:35**

And I've heard it for language, Spanish and French classes as well. So, uh, I don't think anybody would deny that there are errors, but And the only reason I know about this effort to service them and correct it is it's a huge problem. Nobody wants a mistake. Principal doesn't want a mistake in the curriculum.

Speaker F **00:19:55**

Well, to be clear, it should have been a priority before the school year started.

Speaker D **00:19:58**

I agree. Yes, and that's where I was going. Is there a human being reading this before you send it to these hundreds or thousands of teachers and also telling the teachers You can't deviate?

Speaker A **00:20:12**

Well, you know, we really can't answer that kind of question without, uh, with a kind of granularity that you would want it answered.

Speaker D **00:20:25**

And I appreciate that. I work for a tech company. I am on my company's AI committee. We're very pro-AI. That was number one when we created our AI guidelines.

Speaker A **00:20:35**

There must be I know that, and I'm confident that our CEO, our superintendent, knows that. There's really not been much conversation at all about the role of AI in this until ChatGPT, I guess, announced that. So I, it's, I couldn't, just can't answer that. Good.

Speaker D **00:21:02**

Can I ask a question? How, how do you think we should feel as parents of Fort Worth ISD stakeholders that we found out from ChatGPT that there's a partnership with OpenAI and not from Fort Worth ISD?

Speaker A **00:21:16**

I think that— I don't know how substantial the role of ChatGPT is. So I, but my, I'm all about transparency. I think that anything that would be of interest to the parent, to the public, it should be out there. I believe that very strongly. So, but I can't speak to the role that any— I'm not asking you to.

00:21:53

technology or any tactic went into developing this curriculum. You work for a company and it's got a board of directors and it hires a CEO and the CEO tries to advance the goals of the company and that's what the board of your company does. That's, that's what our board is. So some of those Questions we just can't answer and probably never will be able to answer because this is 12,000 employees.

00:22:27

Things are happening every moment, every day. I do know, again, I just happened to be at one of the schools and the principal and the regional director, they're all over this issue. So I'd say there's, uh, I don't know if y'all want to— I think we're good. Stay on— I'd really like if you could, unless— I'd like to go back to question number 1 because I'd like to start with the bigger picture and ask what, what should Fort Worth ISD students know or be able to do?

00:23:04

You know, if you could only pick 1 or 2 of the most important things, if you had— if you were writing a A goal for the district. And I'm not talking about a practice or a tactic, but a goal. Um, you know, Lily B, 50% of the children there don't read at grade level.

00:23:20

Um, you know, the goal I have for Lily B is 100% reading at grade level. So if y'all could, uh, help us with that, what— when you think— and I don't know if everyone here is a parent of a child, and In the Fort Worth ISD, but you don't have to be to answer this question.

00:23:40

When a child is entrusted to the Fort Worth ISD, what are some of the skills that you want to make sure the child acquires over his or her school years in the Fort Worth ISD?

Speaker H

00:23:57

I have a kindergartner and I have a 2nd grader at [a district elementary school] And this is my second board of managers, and then I went to the superintendent's as well. And so I think that all Fort Worth ISD parents can agree that we want all of our students to read at grade level or be at grade level for everything.

00:24:15

I think our bigger concern is the way in which we do it. And at the superintendent's session, I imagine y'all have seen the same data that he's sharing there. The Fort Worth ISD, while we're at the bottom relatively speaking for the state, state, we're on an upward trajectory, like we're heading in the right direction.

And so we're getting there, we're just not where everyone else is at yet. So I think we all can agree that we want all of our students to have access to a quality education and to be able to graduate at level or above and have the opportunity to do that. I think we don't want that to happen and in the process lose out on the spirit of education and the enjoyment of education.

00:24:56

and the love of going to school. Because while we want them to hit those markers, and they're incredibly important even for our economically disadvantaged students, which my boy's current school is 90% economically disadvantaged, um, I want them to love school more than that, right? And their growth is really relative. So if they're coming from an underserved community, I can't expect them to go home to an over— We were at [a district school] .

00:25:22

We were at, um, [a district school] and now we're at [a district elementary school] So I have seen all the sides of the spectrum, and I really want us to meet them where we are. I don't want— we— I don't want to lose them. [my child receives special education services]

00:25:40

And while I want him to be at level, and he really is academically very intelligent, MAP testing, he's a smart dude, this schedule is incredibly stressing him out. So he's going to hit the numbers that we need for growth, but he's going to be really stressed out while he does it, and I think that's my concern.

Speaker A

00:26:02

And I should have had it all along.

Speaker B

00:26:06

I apologize. You know, we have had a lot of discussion, these listening sessions, and also in the board meetings about special education. And in my day job with the Sid Richardson Foundation, worked a lot in special education. Could you talk about, from the perspective of a parent of [a student receiving special education services] what your goals are?

00:26:34

What do you want the district to do, or what do you want your child to be able to do? And I think it's so important that drawing on that parent experience that you help us set these goals. I looked at the ones at Lake Worth and, uh, thank you, uh, and, and they had a goal specifically about special education.

And, um, so I, I don't want to miss the opportunity for you to share What do you think, uh, what you want to happen as far as goals for, for all of our children, including our special ed children?

Speaker H **00:27:17**

Sure, sure. So I think for a neurotypical child, a normal student, this rigorous schedule and the clocks and the timers is very stressful for just a regular student. I think you add in [a student with disabilities] so my son is very much about transitions and times.

00:27:38

These time frames move very, very fast for him. [he receives accommodations] if he needs it, but because the schedule's so tight now, the teachers are trying to figure out how to give him that accommodation while also moving on to the next thing, right?

00:27:56

So she's like, I'm trying to build in a little cushion for him, but I'm also trying to not get on get off on my schedule, because if I get off on my schedule and a regional director walks in, I'm going to get reprimanded for not being on time. But my son could be having, you know, I asked him today, how was your day?

00:28:13

And he was like, a terrible, terrible, miserable day. And I need you to talk to somebody about why the day's so long. Okay, he's a 2nd grader. [he receives special education services] He went to [a district school] when he was nonverbal So he, his day has not gotten any longer. It feels very stressful and long to him this year.

00:28:32

And I quite honestly think our staff at [our school] are probably making accommodations they shouldn't have. I mean, I think they're figuring out how to make it work, but if they stuck to the rigor of the way the curriculum's set up now, he would be incredibly stressed. So I would say be really mindful of students with IEPs.

00:28:51

If our neurotypical students are really stressed out by the way in which curriculum is being delivered, Imagine the students that are just sensory overloaded and on the spectrum or have communication issues. It is so much more difficult for them, and it's really difficult for a teacher to manage that. My, my son is unique because [he receives special education services]

but he's in gen ed, so he's in a regular classroom with accommodations.

00:29:19

So imagine a teacher dealing with everything that we're talking about now and the rigor of the schedule of the day, and you're trying to also help my son who really just wants to integrate into a normal classroom, but he's just stressed by the whole thing.

Speaker B **00:29:33**

Yeah.

Speaker H **00:29:34**

So I think that there's got to be some mindfulness on how we're approaching special education students. If our regular families are really stressed about what's happening right now, we are 10 times more stressed as a special education parent.

Speaker B **00:29:48**

Yeah, thanks for sharing that. Okay, other thoughts on what should Fort Worth ISD students know or be able to do? You know, and you thought, you know, you spoke for most parents, and that's read at grade level. We have seen in other school districts they have set a goal for that because it has not been happening here.

00:30:18

And so you're, you're mentioning that as a goal, read at grade level. And, uh, and we're also well below the state average when it comes to numeracy as well. And we've heard some people have shared with us in these meetings that they would like to see high standards for numeracy as well.

Speaker H **00:30:44**

And I want them to enjoy it along the way. You know, I really want— I don't want them to learn how to be a really good test taker or check the right box. I want them to really enjoy it. And just— I'm sorry.

Speaker F **00:30:54**

No, you're fine.

Speaker H **00:30:55**

So I was just telling—

You know what, we're not picking up what you're saying either. Do you mind if she speaks now and then—

Speaker H

00:31:01

I'm just gonna round out and I'm gonna sit right here so I can do it. Okay, so my last, my last argument is, um, I collect all of my kids' things from every year, and then I put them in bins for each school year and try and be a good mom that does that.

00:31:14

And I told my husband, this has to be the least colorful school year I've ever seen for a kindergartner or a second grader. And my second grader— oh, this is my kindergartner. The dog in his reflection. Beginning, middle, end. Lesson: do not be greedy. That's what came home today from my 5-year-old. And I thought, well, This looks like high-quality education from the Fort Worthite.

00:31:37

Unimpressed, right? So this is not going to excite my 5-year-old about reading. But my 2nd grader had his same teacher in kindergarten, and I can go through his box and it's full of color and cutouts and exciting things. And so I'm watching 2 children go through the same kindergarten teacher, and it feels the complete opposite and like the most bland.

00:32:02

Like, I can't imagine a child getting excited about learning when this is just— this is from today. So I think there's got to be— I want you as board of managers to have oversight or visibility to what's happening in the classroom and what's going home with them so that you can ask the right questions and say, we want to move the dial on those, on that data, but are we— is this how we're going to get there?

Speaker B

00:32:27

Well, I don't want to duck responsibility, but we have to— we've hired a superintendent that is the expert, and we're not. And so if— I don't— we're not going to find ourselves where we're going to be examining curriculum. We're going to hold the superintendent accountable making sure that your child is successful, right?

00:32:55

And, and if, if your child is not successful, we're going to hold the superintendent accountable for that and expect him to hold the people underneath him accountable for that. But I, I don't want to—

Right, I think that you can't get into the weeds of it, but I do have questions about the level of influence the board of managers actually does. If all you're really in this role for, that you volunteered for, and you've made yourself the face of the board of managers, right? So people naturally are going to come to you with questions, and all the questions, even if they don't directly— aren't directly driven by you, then what is your role?

00:33:31

Is it just to say, hey, we want everyone at reading level, and that's the only thing we're going to stick it to you for, and if you don't do it, then you haven't been successful? Because then that—

Speaker B

00:33:40

May I respond to that though? It's, uh, We're listening to you and others all over the district and also reading these surveys. That's how we're going to decide what the goals are. And I can't tell you what, what they'll be. I can tell you what we've heard other places. So I, I can't tell you that.

00:34:04

I do know that in order to meet any sort of performance goals, it's, it's not one single thing. And a great curriculum without good teachers, a good teacher without a great curriculum, a good principal, good APs— there's, there's so many pieces of it. And so we're not going to come in and say, well, the AP is doing a good job, or that teacher's doing a good job.

00:34:34

We're going to say we hold you accountable for accomplishing these goals that we have learned from the community that you want and monitor progress against those goals. And all of us, wherever we worked, we know that there's so many contributors to good performance in an organization. And, uh, there's 12,000 employees. I, I The other— or this summer, I was going to some of the principal training, and I happened to be sitting next to an operations person, and they were— the presentation had been on how do we get the first periods actually starting at 8:00, and they talked about it at some length.

00:35:22

And we have heard that the first period generally did not start It was the shortest period in the day, you know, over the preceding years. And this woman sitting next to me, she said, do you know, appreciate how hard that is? And I said, well, share that with me. And she said, well, you know, the maintenance folks at the bus barn have to be there on time, and they've got to be well trained so the buses are ready to go.

The bus drivers have to be on time. The person that does the routes changes them every morning. The teachers have to be on time. The cafeteria workers right now, when the bell rings, they start moving the kids towards the classroom. They've got to get 63,000 children fed because we feed every single child, as we should, every day.

00:36:12

Can't learn on an empty stomach. So it's— there's so many piece parts that go in to our children being successful. And so we're, we're not going to get in and try to micromanage each of these, but we're going to say, [Superintendent] uh, in morale is, is obviously part of it. Uh, so we're not, we're not going to tell him how to, you know, what the recipe is, but we're going to hold him accountable for, uh, serving our kids in a way that you'll want them served.

00:36:46

So that's, that's, that's our role. It's not a passive role. That's why these meetings are so important, because we don't want to make up these goals. We want to hear from you. And so we will build goals based on the community input from thousands of voices, and then we're going to expect Dr.

00:37:08

[Superintendent]to come up with a plan that gets our children there. And, and it's everything you're talking about. There's got to be a good environment, good work environment. He's— children need to be well-fed, they need to be healthy, and they need to be emotionally, socially and emotionally supported. So meals, a nurse, counselors, teachers.

00:37:34

So it sounds like— you know, the board is abdicating our responsibilities here, but we don't want to presume we know what your values are. It's a billion-dollar budget. 12,000 people are going to have the way they spent their day changed, and our job is to make sure that all of those tens of thousands, millions of decisions that are made every day are moving in the right direction.

Speaker A

00:38:03

Thank you.

Speaker B

00:38:03

So would you mind letting some others share? I appreciate your— and thanks, I appre— you know, we've, we've had conversation twice, and, and thank you for coming back. I appreciate it.

Okay, so I'm not much of a public speaker. I wrote several things down because I won't remember them. Um, I'm a parent of an 8th grader at [a district middle school] and when you ask what values should be non-negotiable, as you can—

Speaker B **00:38:25**

Now, which [school]?

Speaker F **00:38:27**

Um, [campus location]. Um, so when you ask about these guardrails and goals, my answer to most of this is that accountability, uh, specifically accountability that includes meaningful follow-through. I also wanted to touch on something that the, the other moms have said. You know, we have a younger student that we actually pulled out to homeschool this year because we were told that she was not allowed to work ahead.

00:38:54

She is She's a 3rd grader this year. [she is advanced academically] , and she's bored. And so we decided to homeschool her this year for that reason, um, as well as the increasingly restrictive environment in which students are being expected to learn.

00:39:18

Um, For example, my 8th grader has assigned seating at lunch. He's 13. He doesn't need to be told where to sit while he eats. School is not just about their education. It's about social interaction as well and learning how to adapt to social interaction and, um, the school environment as well as, you know, learning how exactly to interact with other people, and they can't do that when they're sat at the same table every single day with the same students.

00:39:55

It just, it limits those interactions. Within the first few weeks of school, [a teacher] including that animal cells require sunlight to produce energy, food passes through the trachea and then the esophagus, And there was something today that was said, um, that I don't remember off the top of my head, but I raised these concerns and met with the teacher and the principal.

00:40:24

I was assured that the misinformation would be corrected with the class, and according to my son, that has not happened. Instead, during that meeting, significant responsibility

was placed on my 13-year-old to ask questions and correct his teacher when she's wrong.

Speaker A **00:40:38**
Thank you.

Speaker F **00:40:40**
Again, he's 13. He's in this class to learn. He won't always know when he's being given incorrect information, and that is not an appropriate safeguard. Academic inaccuracies should be reviewed, corrected to— corrected for affected students, and followed through administratively. Um, again, with the same teacher, the syllabus was provided only to students. It was not sent home for parent review.

00:41:08
It further restricted the water bottle policy, and again, I involved the principal. I was not going to replace the, you know, $30 water bottle for one teacher's preference for it to be clear plastic. So, you know, classroom rules shouldn't contradict or unnecessarily restrict campus or district policy. And a 13-year-old should not be presented with something characterized as a binding agreement without an accompanying parent or guardian signature.

00:41:40
And the accountability— accountability issue also applies to transportation. Just today, he was 15 minutes late for school because the bus was 20 minutes late for pickup. This is not the first occurrence, and we've had significant inconsistency in afternoon drop-off times as well. It doesn't— it's not just an inconvenience, it affects attendance and student safety.

00:42:02
So yeah, basically my concern across all of these is accountability.

Speaker B **00:42:10**
Thank you. Anyone else want to speak to the first question?

Speaker J **00:42:16**
So this one's not really the first question, but this is about— so my school, we came from Like on level and A students.

Speaker B **00:42:25**
Where did you go to school?

I went to [a district elementary school] And at our school now, [a district middle school], we do this thing where you take a DOL a day and you have learning established in advance. Some kids get learning and they're straight-A students, and then they get down on themselves and they're like, they're mad because they're like, I'm a straight-A student just because Because I got one, like, 2 answers wrong, I'm now a learning student, and it doesn't make sense.

00:42:55

They, and like, they should just have fun. It's not supposed to be a closed environment, like, not supposed to have, like, engagement time with your teacher. And I think a lot of teachers don't know anything, and I think they're just being taught with AI. I don't think any of this is true.

Speaker A

00:43:13

Thank you.

Speaker J

00:43:16

And out of 12,000 employees, I think you could have one person read all their AI.

Speaker B

00:43:21

I beg your pardon, I didn't last— the last thing you said.

Speaker J

00:43:24

Out of 12,000 employees, I think 5 of them could read the AI statements.

Speaker B

00:43:31

Okay.

Speaker G

00:43:31

I think what he's saying is that the AI— the teachers aren't being able to do what they do. They're just forced to read slides. The teachers have lost their creativity they can't teach what they've been teaching for years and it's turned into reading slides. I'm very concerned about the honor students and the AP students as you go higher up.

00:43:53

I feel like we are teaching now to the lowest in the classroom. I have been told specifically, and in our— [a district middle school] and I've been told specifically that in our math class that when you take the DOL, the teacher then gives instruction to the kids that are on learning.

Is that the lowest one? And so the kids that are above that get accelerated work to work on by themselves or in small groups. They're not getting instruction. So what happens is that comes home, so we end up doing classwork at home on our own because they have not not been provided any examples of how to do that work.

00:44:36

And so I'm now teaching my kids math and paying for an outside tutor, which I shouldn't have to pay for an outside tutor because the teacher is not teaching my children. So I mean, I, I feel like we are not— so as far as the goals, I think that yes, so everyone should be on reading level, but you cannot forget about the higher learning kids that are in honors and AP classes.

00:45:01

This curriculum is not working for anybody. This is not going to do it. I do not believe that the quality of this curriculum is even going to help the lower learners. I think that the honors kids are forgotten about. I think that— I do not think that my family will stay if we have any opportunity to get out of Fort Worth ISD if this does not change.

00:45:21

And I know that there's many people that feel that way. And the quality of has gone down. I, I, I've seen— I just was texted a picture of curriculum today from 8th grade that has a picture of the 13 colonies, and it includes Florida, and it actually has 20 states highlighted, and they're all labeled wrong.

00:45:42

I've seen a picture of a 1st grade math where they're counting on hands, and it has the hand and it has an extra finger in there. So it's actually counting to 12, but it's got an extra finger. I've seen something where they're measuring and it goes— it starts and counts in ones and it's like 1, 2, 3, and then it's 5, 7, and then 8, and then suddenly we're counting in twos.

00:46:08

It doesn't make any sense. And it's clearly AI and it's clearly not been reviewed by a human. And I don't understand. We We did great when we were at [our previous school] We had no problems. We had homework, we didn't have classwork coming home. And this is even with kids— [personal information] and they were still able to get all their work done and just bring homework home to do and it was fine.

00:46:30

And now we have classwork that we're doing at home as homework because we're not getting any instruction.

Speaker B **00:46:38**
Well, thanks for sharing that.

Speaker J **00:46:40**
One more thing. So I have an elective in middle school And it's CTE, and [Student] goes to it. And, um, we get these packets every day, and it's straight AI, and it's like misspelled words that like people like have like a— like they have like extra body parts on them or something, like an extra finger on them.

00:47:03
And we're reading through, and our teacher's like, that's not right. And he has to fix it for us. And it's just mostly AI, and it's not like encouraging anything to us to read. And like all this homework, like it's not homework, it's schoolwork. Like we should be able to do it in school, but we don't have time because our teachers don't teach it and they've lost their creativity.

00:47:28
And we have— and I'm stressed about it now, and I don't want to go here. I want to go to private now because of all this.

Speaker H **00:47:34**
Thank you.

Speaker B **00:47:34**
Well, thanks for, thanks for sharing that. And I'm, you know, you mentioned that you've met with the principal, and that's, that's— I'd encourage everyone to do that. You know, we have other people here.

Speaker G **00:47:47**
Let's—

Speaker B **00:47:48**
I'd like to make sure everybody—

Speaker G **00:47:49**

Can I add something? I did talk to my principal and I sent her an email, and I have not gotten a response.

Speaker B **00:48:01**
Yeah, others?

Speaker E **00:48:07**
I'll just make one statement, um, and I have it written down here. Improvement should not require successful campuses to surrender what made them successful in the first place. I'm gonna just keep it tidy like that.

Speaker B **00:48:23**
Yeah, thank you.

Speaker C **00:48:25**
Okay.

Speaker B **00:48:26**
You know, our next question is, what describes a successful graduate? If you could only pick one or two of the most important things that describe when a Fort Hasty student is a successful graduate, what would those be?

Speaker G **00:48:54**
That they're able to go on and be competitive in what college they apply to, or if they wanted to go to a trade school, that they're able to have the skills to do that, that they're able to read, but they need to be competitive with what's coming from private schools and what's coming from other districts that are successful.

Speaker B **00:49:14**
Thank you.

Speaker I **00:49:18**
Just, just being able to be a critical thinker, being able to know how to, you know, not necessarily argue, but to question things. Because like I said, you know, like my wife said, unfortunately, just these first 2 weeks, there have been things in the curriculum. And I know you don't— you know, I want to be clear, I believe you guys when you say that you are concerned and you want to improve it.

And you're in a really bad spot right now because of where we are as a district. And I mean, you're— this is essentially facing the music, right? You're trying to fix it. Um, it's just, it's, you know, I grew up in Fort Worth ISD. You know, I graduated in '01. I was at, I was at Atwood, then Hanley, then Eastern Hills.

00:50:01

My brother and sister went to Dunbar High School. I mean, we, we're Fort Worth ISD. Um, but now, just within the last couple of years, my son and my daughter, who we now homeschool, have just said— and it was within the last year to 2 years— they're both just not happy with Fort Worth ISD.

00:50:20

Um, now whether you want to attribute that to, you know, the specific school— I mean, she went to [a district elementary school] That is a good school with a phenomenal principal. But the curriculum, you know, she just wasn't— she wasn't enjoying it.

Speaker H

00:50:34

Thank you.

Speaker I

00:50:34

Right, and she wasn't being challenged. And my son is, you know, he's advanced too. He's luckily— I'm sorry, I'm not trying to go off on a tangent, but my son, you know, he happens to be more well-versed in science. He follows Neil deGrasse Tyson, he studies outside of class. But not all kids have that opportunity, you know.

00:50:53

So as a 13-year-old having to second-guess what your teacher's teaching, whether it's the teacher or the curriculum, you know, You know, I want them to be able to think critically so that they can ask those questions, know how to escalate when they don't feel that the answers they're getting are adequate. You know, I know that's just one of many points, but I really think that that's an important one because if they're not critical thinkers, then, you know, I mean, they're not going to continue to educate themselves later on in life.

Speaker B

00:51:22

Great point. Absolutely. Okay, anything else on graduation? Number 3, what are the most important values of the community that the superintendent must honor regardless of pressure or politics in accomplishing the work of the district? When you look at people in positions of trust, you've entrusted your most precious asset, your kids. What are you looking for?

What are the values that you want to see in superintendent, in the school? What are those values?

Speaker H

00:52:06

I don't want to take this if you want to say something or someone else wants to say something, but just making sure. Okay, I recognize the job that he has to do, and I want him to do the I want him to turn the ship around, but I want him to keep our family values and the community values and concerns top of mind for him.

00:52:25

Our spirit is being slightly crushed now. We feel very jammed into a rigid schedule, and I want him to keep that in mind. He's trying to prove that he can change the direction in which we're going and strengthen data. We absolutely understand the job that he has to do, but I want him to really think about the students in our district, the diversity in our district, and ensuring that our students are enjoying learning.

00:52:51

He was an educator, and so I really want him to say, if it was his child in this room, would they be having fun, right? Because I think that's so incredibly important.
At [our school], we took a hit because 90% of our school is economically disadvantaged, and we came from [a district school] so we came from the best of the the best to a low-income school.

00:53:11

And so when you take the spirit out of those classrooms, like fairy lights and curtains and carpet time, that might be all those students have.
[description of a recent neighborhood incident]

00:53:28

So our, our district is very unique and diverse, and I want him to remember the spirit of education, and that while yes, we want to grow our rankings, we want our data to look better, and we want to turn this ship around, we can't just crush the spirit of education in the process.

00:53:47

And I feel like 3 weeks in, that's absolutely what we're doing. And I think he has an opportunity to really change that course, and I'd like to see him take action. And I'd also like to see you all hold him accountable to answer to some of our concerns.

Thank you.

Speaker H **00:54:02**

and kind of change the mood and tone that's taking place in our classrooms right now. So I just don't want him to lose sight of the value and the spirit of the community and a student.

Speaker A **00:54:13**

Thank you.

Speaker B **00:54:20**

Well, thanks for coming out.

Speaker F **00:54:21**

Um, really just to touch on her point as well, um, one of my son's teachers back in 6th grade at the same school. Her entire classroom was decked out in Harry Potter. Everything was Harry Potter. It was one of our favorite teachers, one of our favorite classes, and one of his favorite teachers that— and he's not— she taught social studies, and that's not really his subject.

00:54:43

Loved that class. 7th grade, meet the teacher. We went back just to see her classroom decked out beautiful, loved it. Went back this year and it was sad. It was sad walking into her room.

Speaker I **00:55:00**

Just to keep it brief, transparency and honesty. I mean, I've only heard about the AI slop. I'm not— I haven't really read into it, anything like that. But to your point earlier, when you were saying, you know, how limited the conversation has been about it, the district should have been able to put out something.

00:55:20

that said this is going to be utilized, not the company advertising about it? Because in doing so, we as parents and even the teachers could have prepared and said, hey kids, just so you know, this is an experiment, as this has always been for a while now. You know, let's be prepared for mistakes.

00:55:42

I mean, it's not the answer you want because you don't want mistakes, but At least then we're prepared to tell them, hey, look, we're working through this. This is something that happens with education. It's a developing thing. And I think having a lot of transparency as well as being honest, even when it's not good news, would come— would go a long way.

Speaker B

00:56:01

I thank you for raising that point. We shouldn't have read about the AI arrangement, whatever it is, and we're all speculating about what it is in the newspaper. Shame on us. You know, that's not the kind of transparency that we need, and it understandably raises a lot of concerns and questions. And we should have been ahead of that.

00:56:26

We should have been the first to provide that information to the public and be real specific about what it's being used for and what it isn't. So thanks for saying that. I appreciate that. I agree 1,000%.

Speaker C

00:56:40

And I'll agree, and I can be a little more to the point, but, uh, from a communication standpoint, uh, we have been terrible since this started. Um, and I say we because, you know, the board's a part of this. I mean, operationally, I don't have the, you know, information to push that, you know, the communications out, but it doesn't matter.

00:57:00

It's we, and it is a very well-vocalized issue. Uh, it is a point of, you know, lots of pressure to fix this. Uh, because you're right, doesn't matter if all of you like what we have to say or don't like what we have to say, you deserve to know what the plan is.

00:57:18

Uh, and the job that's been done on that front has been poor. Um, again, it's not something that's not top of mind. It's extremely top of mind. Um, because I've lost a lot of sleep over a lot of things. And the communication has been a big part of that because we have created— we've allowed fear to fester for some things that weren't real issues because we didn't get out in front of them.

00:57:43

And for things that are issues, they land better and can be dealt with and solved easier if people know it on the front end. And we've got to get better at that. And yes, and I— but again, I promise you that it's That's not one ear in, one ear out the other ear up here.

That's something that all of us as board members have been vocal about. 12,000 people, new leadership, you know, people being put in place throughout the summer. It wasn't optimal or good communication in the face of a lot of change, and that's not an excuse. It's just what it is, and it's got to get better.

Speaker B **00:58:20**

If you don't mind.

Speaker I **00:58:23**

And we appreciate you doing this. Um, I'm not trying to take up any more time. I just wanted to say that this is why we've mentioned some of the extraneous things as well, not just the questions you're answering, is that way you can go on record for you.

Speaker B **00:58:35**

No, I— we appreciate that. We've— there has not been a listening session yet that we didn't hear from the people who participated about many things that weren't directly in response to these questions.

Speaker A **00:58:52**

Well, I just had the question, so I'm still—

Speaker B **00:58:54**

Yeah, but you know, I, but I think it's one of the things that comes through in, in the comments y'all make, and we've heard elsewhere, there's values that you're, you're speaking to. You're, you're giving examples in the way you feel about them is really sharing your values with us. This is what's happening, it upsets me.

00:59:20

So you're sharing with us what your values are. So it's not, you know, I want this value, but when you raise something and you express concern about it or outrage about it, that's a value statement. So that helps us as well. It doesn't fit perfectly into this, but But you're sharing your values with us, and the values that you all have shared with us tonight, implicit in the concerns that you've raised, the criticism that you've raised, you're sharing values.

00:59:52

You're upset about it because of— so that's important for us to hear. So that's helpful. So thank you. And we remember. Tennessee and I have had long conversations about the values that have been shared with us, and the transparency has not been good. Absolutely

not. I don't think it's been intentional hiding the ball.

01:00:22

I would put it partly busy, but also just partly lack of competence. So we are working to make that better. So thanks for raising it. Yes, are you raising your hand or just— okay, no. All right. Yeah.

Speaker G

01:00:53

Who makes the curriculum decisions? Is that [Superintendent] or is that a department? or it's not y'all is what I'm understanding.

Speaker B

01:01:02

It's definitely not us. The curriculum decision was actually made by the elected board last year. That's when, for the at least lower school, the Fort Worth ISD adopted the curriculum that we have. So we inherited the curriculum that we have.

Speaker C

01:01:19

I'm sorry. So So at the district operations level, Dr. [Administrator] is the, um, Dean of Curriculum. I'm not sure what his actual title is, but he's the head curriculum guy underneath [Superintendent] The curriculum itself is written and developed and approved by the state agency, the TEA, and by and large teachers who write the curriculum.

01:01:47

It doesn't make it good, bad, or otherwise. It just is what it is. And then ultimately, you know, my understanding of it is as a district on the operations side, Dr. [Admin] and his team— now again, it predates them, so I'm speaking of how it would work now if there was a change— but they would look at it, they would vet it, and then ultimately it would come to the board for an approval vote.

01:02:09

But our job is not to get into the granulars of that. Our job is to ask, you know, can you defend how this is going to properly educate and grow our children. And if they can give meaningful answers to that, then we support them and hold them accountable. But the curriculum that is in place, again, was— it predates us.

01:02:28

Again, not right, wrong, or otherwise, it just is what it is.

Um, so yeah, we didn't have these curriculum issues last year, so is this a brand new curriculum that the elected board decided to implement this year, or is this a state-implemented curriculum?

Speaker B **01:02:50**

The school board approved— trying to think exactly when it was— late fall approved this curriculum, the Bluebonnet curriculum, and it was beginning to be introduced in the spring of last year. And, and this is for elementary, so Uh, and it is— but it's that decision, that curriculum that they decided on just last year that we are implementing this year.

Speaker F **01:03:22**

Okay, so this is the basically state-created curriculum with the religious input that the schools are incentivized financially to adopt?

Speaker B **01:03:36**

We weren't on the board when the school board voted to adopt this curriculum, but it is the Bluebonnet Curriculum. That's what you're referring to, and the school district approved it last year.

Speaker I **01:03:49**

Just, just to state it, that coincides with the exact time frame where my kids started not wanting to be at school anymore, just so it's on the record.

Speaker B **01:03:59**

Yeah, thank you.

Speaker G **01:04:02**

Okay, um, um, so you said that Bluebonnet was for elementary. What are, what are the upper grades doing?

Speaker B **01:04:12**

I, I don't know the title of the curriculum, but the, uh, I can't answer that. We have not had a vote on a middle school curriculum.

Speaker G **01:04:24**

Okay, I've just noticed it just says Fort Worth ISD on all the I didn't know, like, if it's a curriculum or—

That's just a branding thing.

Speaker G **01:04:31**
Okay.

Speaker C **01:04:32**
I didn't have anything to do with that.

Speaker G **01:04:33**
Oh, I'm not accusing you.

Speaker C **01:04:36**
I don't think it indicates an ownership or necessarily development by the district.

Speaker H **01:04:40**
Okay.

Speaker C **01:04:41**
I may— I don't want to speak out of turn. That's my understanding, is it's simply this— they've decided that things are going to say Fort Worth ISD because we're in Fort Worth ISD now. I think that's just a— yeah.

Speaker F **01:04:52**
So is the middle school and high school curriculum different than it was last year if nothing was voted on to replace it?

Speaker C **01:05:01**
I honestly can't answer that.

Speaker B **01:05:02**
Yeah, I can't answer that either. Yeah, okay. Um, I'd like you to also, as I asked earlier, not just talk about the last 3 weeks But think about your overall experience with the Fourth ISD. What are some things that Fourth ISD is doing for our students that are working and you want to be sure to keep doing?

Speaker I **01:05:33**
MAP testing, and it would be great— y'all may not have any control over this, but if we

could start utilizing that rather than standardized testing, that'd be great because the MAP tests have been amazing. My daughter is still using it even in homeschooling, and it has been phenomenal as far as actually tracking growth rather than the standardized testing.

Speaker B

01:05:56

Well, thank you, and, and we do continue to use the MAP. I say we, the school district. It's, um, and we're— the board will be more attentive to MAP results because that is one of the ways we'll be able to see if they're accomplishing the goals. If they're— if we have— if community decides we want to have academic goals, MAP is something that we'll be following, and we'll get reports at every school board meeting how we're progressing towards accomplishing those goals.

01:06:30

And MAP will be one of the measuring tools.

Speaker C

01:06:33

I agree. I like— this is me. This is me as a parent, but I, I like the MAP as well. One, it's, it's quick feedback. You don't wait forever. You understand where your kid, where your children are at, uh, and it gives them really benchmarks to work from. Um, to speak briefly though to the standardized testing, obviously STAAR I think is what you're referring to there.

01:06:51

All of them. Uh, but yeah, um, you know, that is a state mandate. That's out of the state. And so that's one thing I can assure you, unfortunately, we don't have any control over. I will tell you that this This is the last year of STAR. There's going to be a replacement coming in that hopefully will— I don't think it's going to be exactly like the MAP, but formatting-wise, hopefully it'll be more along those lines with some cleanups.

01:07:17

I've got nothing to do with it. It may be the best product in the world, it may be the worst product in the world, but it will be different. And just so you know, if it's the worst product in the world, we don't have any control over that. If it's the best product in the world, I also don't have any control over that, so I'm not trying to take credit.

01:07:31

But just so everybody knows, there will be a change coming from the state level next year with that.

And the new— the replacement for the STAAR test is going to be 3 times a year, so you can actually measure progress, and the schools will be able to use the information they gain from that to shape how they interact with our children.

Speaker A **01:07:54**
Okay.

Speaker B **01:07:58**
We're back to number 5, and I— oh, pardon me, excuse me, I beg your pardon.

Speaker J **01:08:08**
For the kids, because some kids from the lower schools can't really afford it, and now they have free food. And like you said, they can learn on a full stomach. It's good.

Speaker B **01:08:20**
Yeah, thanks for mentioning that. That's a You know, the district serves breakfast and lunch, free breakfast and lunch, to every, every child in the district now.

Speaker A **01:08:31**
I think that's an undermentioned positive.

Speaker B **01:08:36**
It's, it's huge. I mean, it— and we know what happens to our children in the summer when they don't have that. So, okay, thank you all. We've covered 5 pretty well, but if anything else we might want to add? Okay. Oh, okay. Well, you've been very brief up till now. You can go ahead and wax on.

Speaker E **01:09:09**
Yeah, that's all for now. And so full disclosure, I [volunteer with a school support foundation]
. You've given me money before. Thank you, sir.

Speaker G **01:09:18**
Yeah.

Speaker E **01:09:18**
I do a lot for the kids. I don't have kids within the district, but it takes a village to raise a child. And so I'm there to help. I've been at that school for almost 10 years now helping out. I don't get paid to do any of this stuff. I raise $20,000, $30,000, $40,000.

The first few years we were raising about $80,000 for that school. The outcomes are really high, but the funding is really low coming from the district side. I think it's public education, I get it, that's why I'm there. This year has been a struggle on the district side. I've got a few things written down here that I'm just going to list off.

01:10:02

So Cyber Patriots program, it's a computer networking— I don't want to say hacking thing, but it's something that the students are there to learn and to participate in. And the only way they can do that is if they have computers. They don't have any of the computers. The district took them all away.

01:10:20

They needed 16 desktop computers. The students can't participate this year. On the VPA side, visual performing arts side, they've had a kiln that's been broken since the spring. I ended up buying a new thermocoupler myself to go install it, but this has been broken since the spring. They have no clay this year to start the semester.

Speaker G

01:10:46

None.

Speaker E

01:10:47

I'm going to come in, I'm going to buy, buy clay for all these students for the entire year. It's ridiculous that the funding keeps getting cut, and it's I don't want to say private citizens, but other people. You understand this from the Sid Richardson side, having to come in and support the school district and give these students extra money, the stuff that they should already be supplied.

01:11:10

So it's very disheartening just to keep having to raise money every year, and from the district side, the money keeps getting slashed. We have a $40,000 budget for about 500 kids. This is the discretionary funding for the school for the STEM and visual performing arts side. That's like $80 to $90 per child for the entire school year to support a STEM and visual performing arts program.

01:11:33

That's nothing. The, uh, the robots alone that we're building cost like $2,000 a pop. For music licensing, it can cost $1,500 to put on one of their performances. Um, I'm gonna buy some new— it's called Marley underlain bit. What is that? underlayment so that the ballet students can go do ballet without hurting their feet.

We had a student go to Juilliard. This is the second time for Fort Worth ISD. She came from [the school] but I've heard over the past years that the district won't upgrade some of the basic things there, like just underlayment so that they can dance for some of this stuff. So just trying not to complain.

01:12:13

It's my job. I put it upon my own self to go raise money for them, But it's very disheartening just to see what's going on, and the money's not there. It just keeps getting slashed.

Speaker B **01:12:24**

Thanks for sharing that. Thanks for sharing that. All right, well, [Fac.] thank you for hosting this. I appreciate—

Speaker F **01:12:37**

oh, pardon me.

Speaker B **01:12:37**

Excuse me.

Speaker F **01:12:43**

I was just going to add to the, you know, the budget for basic classroom necessities. There's not, there's not enough. Teachers are spending money out of their own pockets. The supply lists coming home to parents are astronomical. Um, and then aside from that, like at [my son's school], there is a construction project in the entire building.

Speaker A **01:13:07**

Thank you.

Speaker F **01:13:07**

They have no library. Their band hall is under construction. The orchestra hall is closed, and it's not expected to be completed until my son is no longer even in the school. And that's very disruptive to a learning environment.

Speaker B **01:13:25**

Sure, I understand that. Thank you. All right, anybody have any additional things to add? Thank all of you for, for being here. Thank you very much for sharing with us. Thanks for devoting the time to educate us. That's, that's why we're, why we're here. And I can assure

you that your, your voices are heard.

Speaker C **01:13:50**
Yeah.

Speaker B **01:13:51**
And that shapes our understanding of what's going on, and that's critically important for us to be able to, to do the jobs that, that we've been entrusted with. We're trustees for your kids.

Speaker E **01:14:05**
Trustee.

Speaker F **01:14:06**
What feedback can we expect once these meetings have concluded?

Speaker B **01:14:11**
We will, we'll conclude them September 15th, and September 25th or 26th, we will meet in between the 15th and the 26th. all of the information from all of these meetings and all these questionnaires will be gathered up, analyzed, and based on that input, not our own personal opinions, but based on that input, we will come up with draft goals and we will— goals and guardrails— and we will present them at a board meeting and opportunity for the public to comment on them.

01:14:57
We'll take— and I've left out some steps, but not ones I think that are relevant to your question because the superintendent has a role as well. And we will present those. We'll have an opportunity for more feedback, and then based on that, we will vote on these goals and these guardrails, and we'll We'll use them to shape the coming-up budget, and we'll also use them to track progress against the goals that, that have been set with, with your all's input.

01:15:26
It will be the North Star for the board's work over the, over the years ahead.

Speaker F **01:15:32**
And that'll be an open board meeting?

Yes.

Speaker F **01:15:34**
When will we get notification of the date?

Speaker C **01:15:38**
The date's already— it'll probably be on the table. Those dates are published on the Fort Worth ISD website. The entire meeting schedule is already posted.

Speaker B **01:15:45**
Yeah, for the whole year.

Speaker F **01:15:47**
So in the almost 10 years we've been in Fort Worth ISD, I've never attended a school board meeting or a meeting like this. I've never had concerns.

Speaker B **01:15:55**
Yeah, well, thanks for, thanks for coming tonight. It's a period of great change, great change, and that's hard. Um, it's hard if you're doing it perfect. And it's hard if you're not doing it perfect. Um, and so thanks, thanks for coming out. It's really important that you did. We appreciate it and want the best for your kids.

Speaker I **01:16:23**
And we appreciate your resilience because I can only imagine what you walk into sometimes.

Speaker C **01:16:28**
Thank you all for being here. I mean, you know, [Speaker E] a dear friend. I've known him for a long time, and especially for a man That doesn't have kids in this district, he probably does as much as anybody in Fort Worth to serve kids. He's got a heart of gold. Obviously, the student that spoke tonight, didn't know he was coming, [personal information]

01:16:44
And [personal information about a Board member's child] You know, we go to these things, and I say that because this truly is our community. And like I said, I didn't know they were coming. I didn't know [Speaker E] was going to be here. But You know, these are people that I know, I respect, care deeply about, and, you know, they're bringing concerns, y'all are bringing concerns, and everybody's here for the right reasons.

Um, and, you know, my sincere hope is we look back 2 years down the road and we've seen real progress and we're on a really, really upward trajectory. I don't know, people ask me, are you still glad that you did this? I tell them, give me 2 years and I'll answer that question.

01:17:20

Because resiliency is one thing, and thankfully [Board member's family] volunteered me for this first because otherwise she wouldn't put up with the amount of time commitment it's taken. But it's hard. It's been probably the hardest thing I've done, but hopefully it's for a legitimate purpose that comes to a good end.

Speaker B

01:17:39

I can say that I didn't know— there was really only one board member that pointed that I knew well before this, knew one a little bit. Tennessee and I didn't know each other at all. I, I've just valued so highly the people that I have the opportunity to serve with. It is really a fine bunch of people.

01:18:06

I'm by far the oldest, but they're people that have all made a commitment to do this for the right reasons. They come from a lot of different backgrounds. 4, first in their families to go to college. One is the first in her family to finish high school. And their lives have all been changed by public education.

01:18:31

And they were very busy people. Every single one of them has been very successful, not only in the profession that they chose, but also investing in the community.

Speaker A

01:18:43

Every—

Speaker B

01:18:43

all 8 of them have done so many wonderful things for this community. [personal information about Board members' families] like Tennessee does. So, I can tell you those 8 people that I serve with are fine, fine people, and they're doing it for the right reason. I can just assure you that. So, thanks all of you. Appreciate it.

01:19:08

[Facilitator] thanks again. Thank you.

Leadership Fort Worth

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Speakers:

Speaker A - 9.56%

Speaker B - 11.31%

Speaker C - 17.13%

Speaker D - 6.98%

Speaker E - 9.85%

Speaker F - 0.34%

Speaker G - 7.1%

Speaker H - 16.07%

Speaker I - 1.48%

Speaker J - 2.15%

Speaker K - 2.64%

Speaker L - 6.13%

Speaker M - 0.66%

Speaker N - 3.45%

Speaker O - 5.15%

Notes:

No notes.

Speaker A **00:00:10**
Testing.

Speaker B **00:00:18**
Good evening. Hi everybody.

Speaker C **00:00:30**
Hi, thank you so much for being here. My name is Courtney Garner Lewis and I am on the appointed school board, and these are my colleagues Tennessee Walker and Jay Stegall. We work very closely together as we work to improve student outcomes in Fort Worth ISD. So tonight we, we are hosting listening sessions all around the community.

00:00:55
We— our goal is to have 60 of these done. I think we have 50 on the schedule right now that are either completed, scheduled, or in the process of being completed. Um, we'll be doing this work until September the 15th. Um, so I always like to start with why I'm doing this work, um, because I think it's important to understand, you know, why I'm called to do the work that I'm doing.

00:01:19
Um, the school district exists for one reason and one reason only, A school district exists to improve student outcomes, and that means improving what students know or being able to do. It's as simple as that. And a school district belongs to the community. And then you have a school board, and the purpose of a school board is to represent the vision and values of that community.

00:01:43

And so that's what we're here to do, and we are doing these listening sessions so we can get get a sense of the top priorities of the community, because what we're going to do with this data is we are going to develop goals and guardrails that will guide the superintendent in his work.

00:02:01

I'm a first-gen college student, public education student. My daughter went to public school. I would not have made it to college without a solid public education.
My daughter graduated from [a district high school] I've been an active volunteer in Fort Worth since 2009, and so I volunteered in a lot of public schools, and I've seen a lot of the disparities that exist in this community.

00:02:30

I tend to volunteer on the east side because I live on the east side, and I would always hear, you know, my friends talk about their great schools, and I would ask, well, are we talking about the same school district? Because where I'm at is different than what you're describing to me. And so when the call came out, who wants to apply to be on this, this appointed board, I raised my hand because I said I'd like to be a part of that solution to help.

00:02:56

Um, and so that's why I'm here, because I believe every student, no matter their zip code, no matter what side of town they live on, they deserve that quality education. Education is the key to success. If you don't have education, if you can't read, You can't— I mean, you can't do anything. And we— I believe that education is a civil right, and all children deserve access to quality free public education.

00:03:21

And so that's kind of why I'm here. That's what we're doing. We're listening. We want to hear— we want to hear from you. We have 5 questions. The 5 questions are pretty simple questions, and we are going to gather this data. And once we get data from all around the district, All around the community, we will do a data analysis of this data to develop the goals and the guardrails that the superintendent will follow as he does his work to improve student outcomes.

00:03:51

So, um, I'll let Tennessee and Jay just introduce themselves. I'm a banker. Some of you know me, been a banker.

I'm a bank president.

Speaker C **00:03:57**

I've been doing the same thing for 26 years. It's the same thing no matter where you go. I lend money, I get it back and get a little bit of spread. an interest. That does not fill my bucket. Community service does. So this energizes my batteries. So I enjoy my community service, and I've done a lot of it around Fort Worth.

Speaker E **00:04:17**

Thank you, Courtney. I'll echo a little bit of how Courtney started, which is public education is the foundation of who I am. I went to a public school from Aheia, Texas, originally a small town. Neither one of my parents graduated from college, but they were very adamant that I would do so. And I continued my education thanks to them encouraging me and giving me the opportunity in the public schools where I went, allowing me to learn, uh, allowing me to become a lawyer.

00:04:43

Very similar to Courtney, being a lawyer, it can be enjoyable, sometimes it's not, but serving the community and helping people is. My passion project in town is Big Brothers Big Sisters. I serve as the chair of the board of Big Brothers Big Sisters. I've volunteered with them since 2009. Been a big twice, uh, and volunteer through other efforts as well in town.

00:05:05

My kids go to school here. They're in public school. I don't know any different. I don't intend to put them in anything but public school. And so my family's invested in this working, and we've got hills to climb. We have progress to make. And again, that's why we're here. The feedback from you all, as well as the feedback we get from everyone else, is going to help us identify the visions and values of this community.

Speaker F **00:05:26**

Thank you.

Speaker E **00:05:26**

And not just one segment of the community, but the community as a whole. And that's what we'll use to develop those goals and guardrails. So thank you for coming out tonight. I appreciate you guys sharing. Again, there are 5 questions. We're asking the same questions at every single session so that we get consistent data.

Everybody's responding to the same prompts. In addition to being able to speak tonight, raise your hand and speak, and in a kind of a smaller session like this, you'll have a lot of opportunity to do that.

Speaker F **00:05:53**

Thank you.

Speaker E **00:05:53**

Um, there's also QR codes, and you probably have already received some form of communication to click on and complete the survey. It's the same 5 questions in a written form, and don't feel like because you shared tonight orally that you can't do the written form. We encourage you to do both because we want to hear from you in your own words.

00:06:13

And the last thing I'll say about that is we are going to record the session tonight. The reason for that is, try as we might, typing and writing, we can't keep up. And so with the recording, we can have an actual transcript of what you said, and that's what goes into our data set.

00:06:26

And again, we want this to be your feedback directly in the data set, not something that we interpreted as we tried to type very fast. So again, thank you all so much for being here and look forward to hearing from you.

Speaker G **00:06:38**

All right, um, good evening. Following 2 great people here, my name is Jay Segall. I'm born and raised here in Fort Worth, right? So not too far from here, 76104. I'm a poor kid, um, and, uh, to be quite honest with you, I was raised by a single mom who believed in education, believed in service.

00:06:58

And so, uh, those, those two things were non-negotiable. If I'm being honest with you, I spent some time where I wasn't doing a lot of serving. So this opportunity popped up, I felt like it was the right thing to do and put my name in the hat to help, help out the community that supported me as a kid.

00:07:14

So Um, I'm really here based upon how I was raised as a kid, uh, and I love seeing— I love seeing kids in general, uh, attain their goals, reach their goals. And, and, and we do that

through improving the outcomes, right? Uh, helping kids be better, uh, in the classroom, that translates later on in life.

00:07:34

So, so again, that's, that's why I'm here. Um, my background is, uh, I was just telling [Speaker K] consumer packaged goods, retail, and now restaurants. I work for McDonald's. Please don't tell anybody how bad your Big Mac is today. Uh, I'm here for the kids, not Big Macs. Um, nonetheless, uh, but, but I work, I work at McDonald's.

00:07:51

I work with the, uh, the corporation, uh, and we help franchisees each and every day.

Speaker H

00:07:55

So that's what we do.

Speaker F

00:07:57

Thank you.

Speaker C

00:07:59

And so I want to make a distinction between board work and superintendent work because the 2 things are different. So the board is a governance board. We're here to represent vision and values. We are here to set goals for the superintendent and how he does his work. We're not here to tell him how to do his work.

00:08:15

So we tell him, these are the 3 things we want you to do, these are the 3 things the community asks you to do, these are the 3 things that you cannot do, and then you do your job. So that is the role of the board. The superintendent is in charge of operating the school district.

00:08:31

So all of— there's a list of contacts there for different people for different issues that you may have that you need help with, and the people— the person closest to the problem can help with the problem. And so we wanted to provide you a list of contacts there that could help. The superintendent is also doing listening sessions.

00:08:48

He's doing one tonight at South Hills High School. His listening sessions are strategic

communication sessions where he's listening to parents, he's listening for solutions. And so he is doing his operational listening, and we're doing doing our governance listening. And so those are the 2 pieces of the work and how they'll come together.

00:09:05

And so I'll jump into our first question. So our first question is a vision question. And so this question is, when you're thinking about K-12 education— this can be any age student— what, in your opinion, should Fort Worth ISD students know and be able to do? If you can pick one or 2 of Most important, what should a Fort Worth ISD student know or be able to do?

00:09:39

And there's no wrong answer here, and I've done probably 15 of these, so I guarantee you I've heard it all by now.

Speaker G

00:09:44

You want me to bring anybody?

Speaker C

00:09:47

Jay will call names.

Speaker I

00:09:51

They should be able to read at their grade level or higher.

Speaker C

00:09:57

Reading at grade level or higher.

Speaker F

00:10:00

Thank you.

Speaker E

00:10:02

In the back, I will deliver a mic to you just for audio quality, make sure we catch everything. So if you raise your hand, I'll be happy to come to you.

Speaker J

00:10:09

I think they should be able to advocate for themselves.

00:10:13

Advocate for themselves. Yes, very good. So in our minds, what should a Fort Worth ISD student know or be able to do? Top 1 or 2 things that are most important. Anybody else?

Speaker K **00:10:27**
Critical thinking.

Speaker C **00:10:29**
Okay, critical thinking.

Speaker F **00:10:31**
Thank you.

Speaker H **00:10:33**
And just to expound upon that, I think learning is experiential.

Speaker C **00:10:37**
So can we get the mic? Yeah, I want to make sure that we, we catch all the feedback.

Speaker H **00:10:42**
So just to expound on the critical thinking idea, learning is experiential, so that the learning environment and the ecosystem lends itself to them being able to not only critically think but experience their learning, engage their learning, um, so that they can expand their muscles and their curiosity along their, their learning journey.

Speaker F **00:11:05**
So thank you. Thank you.

Speaker C **00:11:09**
So what should a Fort Worth ISD student know or be able to I'll take the second question.

Speaker L **00:11:18**
I certainly believe we should have high expectations for what our kids learn, but I think we should also have high expectations for what we instill in them while they're learning that. So let's take respect, for example. I'm the parent of an 8th grader in Fort Worth ISD, and if you've got a middle school teen girl You know that they see a lot more than what they're told to see.

00:11:44

And I think that it's important that when we have high expectations for learning, we also have high expectations for respect and a culture of explaining why we're doing what we're doing, and transparency maybe, so that they can move through the world in that way. We model behavior for our students in—

Speaker M **00:12:04**
at all levels.

Speaker L **00:12:05**
in an institution of learning, and I think that needs to be institutionalized and a priority. And if there isn't respect and transparency top-down, they're going to pick up on that.

Speaker F **00:12:18**
Okay, thank you.

Speaker C **00:12:21**
Okay, before we move to question number 2, anybody else want to add to what a Fort Worth ISD student knows or is able to be? All right, so our next question is also a vision question, pretty similar to the first question, but this is when you think about a graduate. So what describes a successful graduate of Fort Worth ISD?

00:12:46
How would you describe a successful graduate of the district?

Speaker H **00:12:50**
This is one of the questions I really like. Um, And I've said this at the few meetings I've gone to, our students need to be able to have choices when they graduate. A lot of the things that we're doing, and not just the educational system here in Fort Worth, but period, is not giving them the choices to grow, thrive, and flourish as they graduate.

00:13:17
Um, and so we talk about, you know, The gateways and early literacy and, you know, middle years math and things like that. But being— and to them having access to those things, um, things like dual credit, like programs that are vitally important at that third stage that we need to safeguard. We need to make sure they're staffed.

00:13:44
And those in your staffing And some of the staffing even creates the opportunity and the

choices that they have. So I think for me that they have options when they graduate because of the type of education system that they've been in, that they've tracked in from, I would say, pre-K-3. That's something I've advocated for for like 5 or 6 years.

Speaker C **00:14:09**
Early literacy is very important.

Speaker H **00:14:10**
Into, you know, when we see it in the data in the CCMR, um, rate. So for me, it's they need options. They need to have viable options because they've been prepared.

Speaker F **00:14:23**
Thank you.

Speaker C **00:14:24**
And CCMR is College Career Military Readiness, and it's something that the legislature has defined as a, as a goal for, um, students. Oh, in the back.

Speaker F **00:14:34**
Okay.

Speaker D **00:14:39**
So I think when we use the word successful, I, I wanna, I wanna articulate that for myself, I'm not determining that in, in a metric-based language. So success, I think someone mentioned students can advocate for themselves, reading at grade level. But I think the other thing that I would really love to see from our Fort Worth ISD students is an ability to navigate a very complex world that goes outside of meeting a, a standard of performance.

00:15:15
So an ability to exist in extraordinarily complex situations, and that means having a great sense of self-awareness. Um, back to that advocacy piece, obviously they would need to be able to read at grade level, but comprehension, critical thinking, Holding tension, navigating these, these systems that we're preparing them for, but in a meaningful way.

00:15:41
So I think that when I think of success— and
I have a kiddo, [health information]
and so success for him is going to look like, in terms of advocating for himself, of knowing what what puts him in danger,

what puts him at risk.

00:16:01

It won't necessarily be meeting standardized success metrics. So I think, you know, them having a, a strong sense of self that goes beyond a, a test score is going to be paramount to their success beyond Fort Worth ISD.

Speaker B

00:16:21

Thank you, [Speaker D]

Speaker M

00:16:26

Okay, so my answer— all right, so my answer ties into what [Speaker D] was saying, not necessarily metric-wise, but I think they should be able to be emotionally and socially adaptive, um, just aware in general. Because I remember when I got dropped off at college and my mom and my sister drove off, I just kind of stood in the parking lot.

00:16:57

Okay, like, what do I do now? Like, so I think if we can foster a culture that teaches them that they can be adaptive and fluid and, you know, moving with society, I think that's also like success in and of itself.

Speaker F

00:17:18

Thank you.

Speaker M

00:17:23

Thank you.

Speaker B

00:17:23

Um, so the first 2 questions I really don't like because you are guiding us to, to how to answer. Um, because we really need to be looking at the elementary level. When I moved to Texas, because I'm from Southern California, which is totally different than what it is here, it depends on what zip code and what areas, what boundaries you live in, is the type of education you're going to get.

00:17:46

We are fortunate enough to live in Tanglewood. She went to Alice Carlson. My oldest one went to Tanglewood, so we had that luxury. But you were being taught differently, and with our PTA, we're able to buy the resources that we need to be able to teach these kids

at a higher level. At 5th grade, we're teaching them about credit cards, interest rates, property taxes, all these things where other elementary schools are not doing that in Fort Worth ISD.

00:18:12

We are using Wordly Wise, which these kids hate, but we love at the end because it's like SAT prep every single grade level. We don't have that in every school, but at the same time, we also have the resources of time, the resources of money, which the rest of the kiddos in North ISD don't have.

00:18:34

So you can't really look at what a successful graduate is When they're not all at the same playing field and they don't have all the resources. So a successful graduate, what is that? What is your definition? Because that definition can vary. I am a college dropout. I dropped out of college. I opened up my businesses, school of hard knocks, and then I went to school in my 30s and 40s, and that's when I got my college education.

00:19:04

Only because this one was telling me, I'm not going to college, you're successful without going to college. Yes, we can do that as an entrepreneurial, but we also understand why you need to go to college. But I had the resources then, but a lot of these people don't have that knowledge. And so you have me as a parent, Tanglewood parent, totally different than what South Hills parent would be.

00:19:29

So how do we level that playing field? We have to concentrate on that. Having GATE program available, having those sped teachers there, having speech people there. So these 2 questions, you are guiding us to the answers that you want us to say, but we're not really looking at the beginning of it. They were like the luxury of going to Reading Friends for preschool, which are the same teachers that end up teaching at Tanglewood.

00:19:56

So it's a totally different playing level, right? [student information]
half a year and a half done of college already. You can't compare a Pasco kiddo to a kiddo at O.D.

Speaker F

00:20:10

Wyatt.

So my, my definition of a successful student is one who's prepared for the next step, no matter what that is, and it doesn't have to be college. Today I'm seeing college graduates not being able to find jobs. I'm seeing early I'm seeing graduates calling me all the time asking me to help them find a job.

00:20:29

So I would say a successful graduate has— is prepared for whatever's next.

Speaker B

00:20:34

And that's the importance of having the GO Centers. And we got rid of a lot of those GO Centers because it's exposure. A lot of kiddos, always when you ask them in elementary school, what do you want to be? Teacher, fireman, police officer, because that's the only thing they've been exposed to. She's been able to do 2 summers at a pediatric dentist's office because We have friends who have— who are dentists and everything else.

00:20:56

The other kiddos don't have that. So if we get rid of those GO centers, they don't know that, hey, you can go become a welder and earn $50 an hour, or be that plumber and then end up owning up your own business. So we don't have that exposure even in the high school level where we can be saying, hey, college is not for everyone.

00:21:15

My husband didn't go to college. He went to trade school. He's an IT guy. So that's another thing too. We don't have the resources for all of our kiddos in Fort Worth ISD.

Speaker C

00:21:28

So that kind of leads into some of our questions 4 and 5. What are we doing well? What are we not doing well? We'll get to those questions. I will tell you there is a construction academy that is, that is being developed. I heard about that last week at a chamber meeting where the superintendent was speaking.

00:21:43

So yes, so CTE Pathways are being expanded, and he recognizes that it's not available in every school, and he did say that they are looking at ways to expand those CTE programs to more schools. So yes, those things are coming. So, um, anybody else want to add to this last question?

Speaker H

00:22:00

But you know, I think it's important to point out though, likened to what she was saying,

you know, less faith than our topography. I tell kids when I talk about all the time, look at even how high school were built.

Speaker J **00:22:12**
That's there.

Speaker H **00:22:13**
You, you know what zip code is where, but making sure that they have access to those things because they're there. But I looked at that hangar at Dunbar because it's not utilized, or kids aren't pushed that way. It's sitting there as a resource that's underutilized. And I think it's okay to create the space, but if you don't Create pathways to the space.

00:22:41
It's just, I mean, it's performative, you know. Um, back to that, what I alluded to with access, our dual credit for some of our kids in zip codes, as you were referring to, are a lifeline. I've had to help kids register for dual credit in the last couple weeks. That's important. Because they're counting on those things.

00:23:06
If they don't have that support, they miss a whole opportunity to economically and even access academically to do something that, you know, you're talking about being first-gen, that nobody else in their family has done. So access is huge when you're talking about success. When you're talking about success. If we don't create the environment, it's there, but what are we doing to create a pathway for a child to actually access that?

00:23:38
Because like I said, that hangar has been out there and it's beautiful, but how many kids have been able to graduate with that certification?

Speaker C **00:23:45**
So Bell walked away from that partnership years ago. I asked questions about that and they, they just walked away because the years and years and years ago they They were not getting the results that they needed. So we're working on— I am working on trying to re— I introduced the ISD staff to the Bell staff.

00:24:03
Hopefully they can work that out. But that was an example where the Fort Worth ISD was performing so poorly that an industry partner that provided a very important educational pathway walked away from that partnership. And that was many, many, many years ago.

Yeah, it was. I had a young man that was actually a few years ago And like I said, the Texas Western, there are tons of programs that we have, but if they're underutilized because there is no access, like I said, they're purely purported.

Speaker C **00:24:32**

Thank you. So our next question is around values. I've heard some values brought up in some of our other answers, but this question is, what values must the superintendent honor regardless of pressure or politics in accomplishing the work of the district? What are your non-negotiables?

Speaker I **00:25:03**

All right, I have 2. I have—

Speaker A **00:25:06**

thank you, by the way.

Speaker I **00:25:08**

Um, I'd say one, listen to the teachers, administrators to truly learn, like, what's going on in the schools. Um, you know, I work in a different sector of education, but where you're really going to find where improvement can happen is with people who are doing the work every day. And so just listening and applying that feedback and letting the teachers and administrators know that, that they have been heard and that their feedback has been applied.

00:25:41

I think that's going to be critical for moving forward. And I know there's certain things like with state legislation, all of that, that, uh, it's hard to work around, but I think, um, moving forward, I think that's, that's going to be critical to, to, uh, for the superintendent.

Speaker F **00:26:02**

Thank you.

Speaker I **00:26:03**

I also would, um, just recommend that the superintendent also make meaningful connections with other sectors of education, such as higher education, to truly learn what are the barriers and what are things that students who are coming from K-12 into higher education— what are the things that are missing? from K-12 students, and how can K-12 be or improve to, to help improve that career pathway?

Because that's huge, as, as many of us who are involved in education know, that's huge in the state to build our workforce, and that has to happen with education as a partner.

Speaker F **00:26:51**

Thank you.

Speaker A **00:27:03**

Um, this first part is going to tie along with, uh, you said your name was [Speaker N]right?

Speaker N **00:27:09**

[Speaker N]

Speaker A **00:27:10**

[Speaker N]sorry. And what [Speaker L]talked on earlier, and that is number one, uh, respect. And part of that, the first part of that is in That day-to-day behavior with those who truly are the boots on the ground providing education and stability for the children of this ISD. There are a lot of actions being taken without transparency, and so teachers are left making changes late into the night before us as a school.

00:27:43

I mean, teachers are going through reams of paper a day without an increase. and budget for that. And so there's a lot of decisions being made without a lot of understanding of what those potential outcomes or consequences are for the long term. And I worked in a financial firm for more than a decade, and so I know what consequ— what my planned outcomes for any project that I plan to change and do, and As an end consumer of that, it feels very much so like a knee-jerk reaction a lot of the time.

00:28:22

And the other part for that, I would, I would say, is integrity is also what I'm looking for, um, out of a superintendent or, um, or anyone that's serving the children of our community. I know that y'all have been working with AJ, and he talks a lot about integrity. and, and what that means in thinking about those student outcomes.

00:28:46

And I think sometimes that leads to having to make really hard choices that you guys have made.

Speaker C **00:28:51**

I haven't agreed with all of them.

Speaker A **00:28:52**

That's okay, that's for another day. But I think also, um, along with that, that is baked into that, that mutual respect. Um, and also in regards to the respect and the transparency issue is It's communication as well. Um, I'm a parent in the school district. I have children in the school, and I have been lucky enough to have my kids at a school that historically has had a lot of those needs met.

00:29:25

And this year, it has been every day, every parent is waiting for what, what is going to happen next. And it is because we are not receiving that communication. I hear about really great things.

Speaker B **00:29:36**

That's, that's awesome.

Speaker A **00:29:38**

But I'm, I'm not receiving overall, here, here are, here's what we're working towards, and here's what this looks like. This is why we're switching to this curriculum. This is why we're actually submitting DOLs on every day, right? Because if that's the case, I will get on board. But I want to be brought on board as a partner, as a partner in this community.

00:30:00

I know teachers who— I actually won't speak for teachers, but I, I would like to think that they, they feel the same, um, because we all have the same end goal in mind and we recognize that changes need to be made. But right now it feels like everything is coming at us. And I mean, we've had teachers removed midday from classrooms that have left preschool students without a teacher and without access to the technology for the rest of the day.

00:30:29

And these are First-time school attenders who— it's a dual language class, so actually some of them are learning English for the first time too. And so it just feels as a— as what I would perceive as a partner in this journey together, um, is that our wants and needs are also not being taken— actually, you know, not even my wants and needs, my children's wants and needs are being taken into consideration.

00:30:57

And so really That is where that respect and integrity come hand in hand. Those are one and the same for me.

Speaker F **00:31:04**
Thank you. Thank you.

Speaker C **00:31:07**
Thank you. Anybody else want to add to the value question here, your non-negotiables?

Speaker B **00:31:17**
Um, for me, respect, right? She's felt very disrespected lately at our school, unfortunately. especially when the district comes over. Um, humility— take— taking account that you don't know it all and accept that you made a mistake. And be collaborative. The teachers, the staff, they're the boots on ground. They know our kiddos more than we do.

00:31:46
They know why they're acting up. They know if they're tired or They're just stressed out because of all of organic chemistry or whatever. So be collaborative and listen. It doesn't take much just to listen and take into account what is being said to you.

Speaker F **00:32:09**
Thank you.

Speaker L **00:32:12**
I would say 2 things also: equity and partnership. When [Speaker B] talked about knowing people who are dentists and that helping get internships for her kids. Let's be intentional about making those opportunities, creating those opportunities for students in other parts of the districts that don't have those privileged associations. Um, if a kid gets read to a lot at home or a kid is in a bilingual household, um, they're going to have certain advantages that other kids won't.

00:32:45
Let's think of how we can create equity in providing those opportunities in the classroom for those students. By partnership, I don't know if that's the best word, but that's what I'm trying to reflect. A lot of what [Speaker A] and [Speaker B] and [Speaker D] said about not siloing this work. We're not educated— well, I'm not an educational expert.

00:33:08

Use my I statements, right? AJ would want me to do that. I'm not an educational expert. Um, but that doesn't mean I don't have a right to understand what the educational decisions being made by the district are. Um, it's disrespectful to assume that we don't have a right to know that. And that's what partnership could look like.

00:33:30

Again, I don't know if that's the best word, but that's not what's happening now. Um, and I think that the only way that we're going to have a continued positive trajectory for this district and this city is if we think in terms of partnership and collaboration, not siloing it and we know best and we're going to do it without telling you why.

00:33:53

That will run us into a wall that'll push us back even farther than we were before.

Speaker C

00:33:59

Thank you.

Speaker F

00:34:00

Okay.

Speaker O

00:34:05

Um, all good feedback, but I wanted to just add a couple of things. Someone mentioned my biggest concern as an educator. My biggest concern is when I see, um, with some of the standards that existed before, there were certain standards of care, so to speak, that happened for, for our differently abled students, right?

00:34:31

And I think some of the biggest fears that I hear from parents and from persons that have students that have challenges, learning challenges, is what is that going to look like when some of those standards— are they going to, you know, if they go away, and of course they are, it's some cases, especially, um, and this is nothing against choosing a voucher system or staying, but what I'm saying is you gotta look at this, the kind of difference in what the educational pathway will look like for, for students that are differently abled.

00:35:20

And I'm concerned about that.

Speaker L

00:35:21

Thank you.

Speaker O **00:35:22**

as well. And I'm also concerned about, um, students. You know, we can set up as many programs, as many access doorways as we want to, but the reality is if nobody's going through those doorways for whatever reason— it could be due to, I don't know, there's a doorway here— or it could be that I know the doorway is there, but my parent— um, I don't have a support system or someone to tell me, uh, to direct me to the doorway.

00:35:57

So we can think of a lot of reasons why that could happen, but I, I think of having a connector, a system to where from elementary school to middle school, from middle school to high school, And of course, high school to college for those that college is for. For some students, uh, it won't be college.

00:36:22

Back in the day, we had programs like CETA. Some of y'all might remember that in the room if you're 21 and over like me. Um, but we had a lot of those training programs, those apprenticeship-type programs in high school where someone could learn a skill and make a decent living after they got out of high school if college wasn't the pathway.

00:36:44

But I think how we frame success and how we— the lens that we look through as parents, teachers, community persons, persons, um, in corporate America, etc., is going to be the deciding factor. Um, not only just how we view it, but how How does— how do we translate that to, to these kids that are going through— and I'm saying this as a licensed counselor and social worker— uh, incredible, uh, amounts of stress and things that some of us didn't even have to worry about back then?

00:37:27

Okay. And so anyway, I just wanted to think about all of those barriers. There's a lot of extrinsic stuff we need to deal with. There's a lot of intrinsic stuff we need to work with students with, but the pathway, the, the handoff is what I'm concerned about. Do we— when we talk about pathway, do— are we just going to create some steps, or am I going to hand it off to that person in higher ed?

00:37:53

Or if I'm a school counselor at Dunbar or somewhere, am I going to sit down with that family and actually talk about options for some type of apprenticeship program. And as a

community, will we build those type of opportunities for our kids?

Speaker F **00:38:14**
That's—

Speaker O **00:38:14**
those are my questions and thoughts.

Speaker A **00:38:16**
Thank you.

Speaker F **00:38:16**
Thank you.

Speaker C **00:38:19**
I think [Speaker D] was next.

Speaker D **00:38:23**
So values, um, so values, I, I The values question is always an important one. I, I want to say, name something just about the structure of the question. I think superintendent honoring values regardless of pressure or politics— pressure and politics are always going to be there. So I don't— I think we could even just strike that out and say, you know, what are the values that I want the superintendent to honor for student outcomes?

00:38:50

Because that's what I've heard when I've attended the meetings, like, what are these values to our students? What are we impressing upon our students by modeling behavior that we want them to see? Um, what are the values that we hold as a community? Um, how do we demonstrate our values when we engage with people?

00:39:07

And so, um, one thing— there's more than one thing, maybe, but the first thing I would say is follow-through and conscientiousness. You know, I, I remember being at the board meeting where the decision to eliminate the SLPs and INA and dual language, that there was some context that was provided saying that was evidence-based.

00:39:29

Following through with providing that evidence base to the community. So as a parent of a

SPED, a SPED parent, I want to know what that evidence base was. I think, you know, we have probably seen that the superintendent didn't really put together a plan, and, and I, I actually want to appreciate Tennessee for you naming that.

00:39:50

Like, I, I think [Speaker B] brought up humility. I think you named that, that, that was on you. And so I like— I would like to see more of that, of the recognition of we didn't really get that vote right, we didn't do that right, and we want to remedy that. I think that's a great demonstration of a value set that I'd like to keep seeing.

00:40:08

Um, but that conscientiousness of if you're going to name something like evidence-based, or we're making this decision student outcomes, provide that information to the community, provide that information to parents who are making these decisions of where we want our kids to go, what programs do we want to enroll them in. And the second element I'll say to values is going back to what do we want a successful graduate to be, is can all of our graduates and you all putting these guardrails in place for our superintendent.

00:40:43

Can you stand by every decision that you make? And when you can't stand by it, what is the response after that? And, and I want to, you know, call attention to how, you know, you named that, Tennessee. I thought that was important to name. I want to see more of that from this board.

00:40:58

And when you put it in place for the superintendent, is ask for a plan, put those guardrails, put those constraints in place, and when he doesn't meet that standard, I want to know how that is course-corrected because you're expecting that of students, you know. And so, so I— those are the things I would say are 2 key things for me as a, as a parent and as a community member.

00:41:21

And the 3rd thing is we drop balls constantly. I'm the queen of dropping balls. I have 17 balls on the floor right now that I've dropped. And so it happens, of course it happens, but how do we, how do we rebuild when that happens? And what do we do when we know it happens at the expense of our kids and, and their learning and their preschool experience or their language experience?

If now they're in a different school and there's not a dual language program, what are we, what are we doing to rectify that? That's a, that's a, that's a values question that, that I, that I wanted to, to just name for this question.

Speaker B **00:41:57**

Thank you.

Speaker H **00:41:59**

Okay, and I think I'm gonna lean in more to To like thinking from more of a social-emotional health lens, um, we're enduring a lot. You all are enduring a lot. Like, our community has endured a lot in this takeover. And for me, compassion, understanding, and centering that humanity— we've probably lived in this Vortex for about a year and a half.

00:42:29

We've been watching what's happening in Houston. We've been watching, okay, waiting for scores. We, we've lived through this process way longer than when this process began or started taking place. And so I think it's important as not only you all, like I said last Tuesday night, like you all are it us, you know, not an elected board, but the accountability.

00:42:57

And what I heard you saying, we're counting on you all to hold that space of accountability in, in a— because you all have lived it with us, right? You all stepped up because you've watched the trajectory of where we come. To point out, I think somebody said it, it's not to say that things did not need to change.

00:43:18

Because they did. But it's the way in which the change is taking place that I think is something that is very jarring. Systems work is always hard, and nobody's negating that. It's the way in which it's being done. And so what I need to see— I think what the community is screaming for— is compassion to be shown.

00:43:44

Understanding, like, this is not— this is not the start of this for us. And even after, you know, AJ finishes his work, conservative finishes their work, [Superintendent] is no longer— we're still going to be dealing with the effects and the impacts of this. And so I think for me, it's the compassion, the understanding, and centering humanity.

00:44:07

Like, I, I— this is not an easy process for you all.

Speaker F **00:44:09**

No.

Speaker H **00:44:10**

It's not, and I understand that. Um, and so working in conjunction— and thank you all for doing this, uh, working in conjunction— and I will say, I was watching that board meeting. I really did appreciate that when you said, hey, wait a minute, I get it. That making sure people understand that speaks volumes because there again, our trust— I'll say it in knowing how government works— my trust Isn't necessarily in Dr.

00:44:37

[Superintendent] I'm putting my trust in y'all because he's essentially looking to you all to give him— and that's why these goals and guardrails— thank you to everybody who's here because this is his blueprint, this is his roadmap, but you all keep him on the road. And so for me, that— those are the things, 3 things that I really— they're non-negotiables.

00:45:00

I mean, seeing compassion, And all our communities understanding for where we are and why people need those things. It's been a breakdown of trust, and it didn't just start— I'll say, speaking from our community, it didn't just start with takeover. I mean, we always— you mentioned it— we've always had to speak louder or longer or, uh, say, hey, we're here.

00:45:24

We've always had to do that. So some communities are Are we going to be seen? Are we going to be heard? Are we going to be steamrolled over with a process that we're watching play out in other places? And it's very political. We're watching it be played out in other places, and we don't understand this process and how it's affecting us.

00:45:49

But to the, the young student here, uh, for them, this is need what it means. I think it's important to note that it more so than any because they are feeling it, and I think they're taking on the impacts of it. We're speaking, we get to speak up, and [Participant 1] thank you for talking about advocacy.

00:46:05

Some of them don't know how to speak up, but they're actually the ones onboarding all of

the weight. Our teachers as well, but our teachers can choose to leave. Our kids don't have any autonomy. And so That's what I would say on that.

Speaker B **00:46:23**
Thank you.

Speaker C **00:46:24**
Tennessee, you're in the front.

Speaker K **00:46:28**
I really wanted to just highlight what, what [Speaker D] and [Speaker H] mentioned as far as the values. So what I want to see in a superintendent that I have not necessarily seen enough of is understanding how much change is coming So there's a lot— not to, not to minimize that into a business sense, but it's, it's a lot of change management, which also requires a ton of communication.

00:46:55
And so seeing how many new people are in places— and again, I'm with [Speaker H] I'm not saying that change and things didn't need to change, but it's how and when and how it's being communicated. And many of you in your companies and your lines of work have already gone through this too, where you've launched huge initiatives, you launch huge things, and there's plans and communications.

00:47:21
And I'm not saying there aren't, but it's not been as effective as it should be because unlike in a business situation, right, where we're talking widgets or things or processes or clients or customers, these are people's kids and their neighborhoods. Um, and so what I want to see from the superintendent is more appreciation around that, around change management, around communications, around rallying their— the team, understanding there's so many new people, there's institutional knowledge.

00:47:53
Again, not saying it should have not changed, but that causes lots of ripples across the community and makes the district seem like the left hand doesn't know what the right hand's doing. And again, just to reiterate, I want to see ownership because that's true leadership too, right? When we're in Leadership Forward, we're in the business of leadership, and one of those things is humility and accountability.

00:48:19

And so when, when we screw it up— and to [Speaker D] point, we— I screw up on the regular— but owning that and then moving forward and figure out how to make it not happen again.

Speaker F **00:48:30**
Thank you.

Speaker E **00:48:31**
Thank you.

Speaker B **00:48:37**
I like change management, [Speaker K] Um, I used to be a franchisee, so let me tell you, when you guys pull something— um, so not just change management, we all come from the business sector, so we We all understand how change management works, and this is where you can also help the superintendent understand what it is, and he's not doing a really good job because we all know the school district needed help a long time ago.

00:49:05
I've been here since '06, and I've been complaining about it since then, um, but I'm a huge advocate for public school education. Um, fiscal responsibility is another thing. You guys can totally hold them accountable for that. We should have been doing that.

Speaker E **00:49:18**
Not I think that's a great point.

Speaker B **00:49:18**
be spending money that we shouldn't be spending. If we're buying books, I can guarantee you guys can save that money because I work for [a government agency]
, and I know people mark up everything they sell to us. So you guys, fiscal responsibility is one, one thing. Another thing is academic excellence.

00:49:41
If we're going to have academic excellence We need to have the support for the teachers and the money that is needed. You know, I'm really proud of her AP Calculus class from last year. Not only did they beat out the average score for the state, but also the average score of the nation.

00:50:02

So if they could do it, we can go ahead and see what's working at that school and see How we can implement it in another school. I mean, there's that famous movie of that calculus or pre-calc class from East LA that was able to do it. So why can we not do it here?

00:50:23

If we can support our students and have us believe in them, they can accomplish anything. But we are not believing in our students and we're not believing in our teachers.

Speaker A **00:50:34**

Thank you.

Speaker B **00:50:35**

And if you can help with that, because you all come from businesses and we're all stealing from each other on how to improve our processes, how to make more money, ROI, how to make our productivity of our employees go up. I'm looking at sensors, I'm looking at all these different things. We can do the same for education.

Speaker C **00:50:58**

Thank you. Okay, so are you ready for question number 4? So question number 4 is, what are some things that Fort Worth ISD is doing for our students right now that are working and you want to be sure that we keep doing? I heard Go Centers. I heard that earlier. Anything else that Fort Worth ISD is currently doing that we should keep doing?

00:51:27

doing? Yes, dual language programs.

Speaker H **00:51:32**

Oh, dual credit.

Speaker C **00:51:33**

So yes, dual credit program, dual credit program available to everyone, every neighborhood. That's what I heard. Anything else that Fort Worth ISD should keep doing?

Speaker A **00:51:49**

Dual language.

Speaker G **00:51:51**

Dual language along with dual credit.

All the duals.

Speaker G **00:51:57**
All the duals.

Speaker K **00:52:00**
Is pre-K available everywhere across the district? I'm asking if pre-K is available across the district, the whole district.

Speaker C **00:52:11**
I am not sure.

Speaker K **00:52:13**
That would be one of the things.

Speaker C **00:52:14**
There's pre-K 3 and then there's pre-K I would have to look to see. There's 3-year-olds and 4-year-olds. There's Head Start. There's lots of options. So I don't know, that would be an operational question. That would be a definite staff question.

Speaker E **00:52:30**
Regardless, there are space limitations which create an issue. So, so it's not a— not every child.

Speaker K **00:52:37**
Maybe it's a groomer.

Speaker C **00:52:40**
Like, there may be space on it in an east side school, but people People want to go to Tanglewood, they don't want to go to the east side school, so there's maybe space over there but there's not space over here where people want it to be. So there's space but not always enough space in the places where people want them to be.

00:53:03

Okay, our last and final question. When you think about how Fort Worth ISD is educating our students, Is there anything that is not working that we should stop doing in educating students?

So I am a student at [a district high school] and to me, I can like speak for.

Speaker B **00:53:40**

I think that Fort Worth ISD is not focused on educating us because we have so many, um—

Speaker H **00:53:55**

Take your time.

Speaker N **00:54:29**

We have so many rules and regulations that don't help us at all. Like, um, every day when I go to school, I feel like I'm in a jail cell because You have so many rules that are so— it's not, like, useful. So, like, the superintendent or, like, um, the guy below the superintendent, I don't know who he is, but he came to [my school] and he basically— He's the superintendent.

00:55:19

I'm just like— I'm just like, I'm basically told, like, the teachers what they're doing wrong and stuff, and the teachers at our school are scared of whoever comes into our room because they know that they can get in trouble for not, um, teaching the right things. And y'all are like, we need to maximize instructional time and we can't have brain breaks.

00:55:45

I feel the longest brain break we can have is a minute, which is horrible because we learn for like 7 hours a day, and I feel like we do need a break. And with the schedule and everything, we have a 30-minute Lunch, which I bet y'all can't even eat lunch in 30 minutes.

00:56:16

And we have off-campus, uh, lunch, so when we want to go off campus, we have to speed through the school, like, school, like, in the streets because we don't have enough time to get lunch and come back to school on time. And the teachers hate having a 30-minute lunch. Because this is the only time they have a break.

00:56:39

They have only one planning period for both, like, A and B days. And this is the only time they can use the bathroom. So they're sprinting to the bathroom. This is the only time they can eat and, like, actually have a break. Break from teaching. And also dress code. Y'all enforce dress code on us high school students, which I don't really know why you even

care about what we wear.

00:57:19

Like, it's not really like benefiting our education. So the, um—

Speaker B **00:57:25**

I'm sorry.

Speaker N **00:57:28**

I think the dress code is— it's— it targets a certain ethnicity group, and it targets a certain gender, and it's— it targets a certain body type because we all don't have the same body type. And with Forth High not educating our students With the rules, I think before we got taken over by the state, I think we were doing pretty well with the curriculum that we had.

00:58:07

And with the curriculum that we have now, it's not really benefiting us because we're being taught things that you don't want us to be taught. And It's not really beneficial for like some of, like, some of the jobs that some of the students want to go to and stuff. So there's just a lot of things that all of us kids hate coming to school, and I just think that we need to find a better way with these rules and regulations.

Speaker O **00:58:44**

Thank you.

Speaker N **00:58:47**

Um, and I'm so glad that this is my last year here because I'm so done with, with everything. Like, I'm so ready to go to college because I just feel so bad for the students who are in the grades below me because they're gonna have to deal with this.

Speaker F **00:59:08**

Yeah.

Speaker N **00:59:10**

There's so much that I could go over, but I'm gonna have someone else.

Speaker C **00:59:17**

Thank you for sharing.

I want to thank her for coming because I said this at the NAACP meeting last Tuesday. I've got kids calling me saying it feels like juvie school. They never went to Juvenile detention center, but they had friends who was describing the environment, and I voiced that last week. So to hear her say that here, and if she's saying that— and no, but you alluded to it as a mother earlier— if she's feeling that at [her school] I don't know what the kids at Eastern Hills are feeling.

00:59:59

I don't know what the kids at Tank are feeling. Or Dunbar are areas that are marginalized and are used to being treated that way. Education should not be punitive feeling, and right now our kids are saying this is punitive. To hear a child who is in AP— she's excelled— say, I don't want to go to school, I really do hope in some of this, we talk about, and I've heard this almost ad nauseam, that we're putting students first.

01:00:35

That wasn't a student that's being— that is feeling like she's being put first. And so solving for, there again, the compassion, the understanding, and centering their humanity. Everybody in this room has graduated at least high school. This is their experience. And if they're feeling like it's a punitive, negative experience, what are we doing?

01:01:01

We talk about the goal of education, but it's to build the whole child. And if 2/3 of that child is missing as we're building it, then we're not doing that. And so for me, that's what I— I don't want to keep hearing those stories because I'm getting them and I'm hearing them. And it's really— and I just say, young lady, thank you again for advocating because you're holding space.

01:01:31

I'm hearing from 9th graders who are saying like, this isn't the experience— like, I gotta do this for 4 more years? Or I'm gonna transfer to Crowley just because I can't do this. We've got to start listening to them. And truly centering them in their educational experience. None of this is— this is not Dr.

01:01:52

[Superintendent] experience. I know you all are trying to produce better student outcomes, but how are we producing those if this is how they feel? It's not. It's not. So that— I hope in her tears and in her testimony I hope you all can take that back, and as you're making decisions, think about, as these decisions are being made, what the carnage is in those seats.

Because that's what I just heard, and that's what I continue to hear. So again, young lady, thank you. I hope this— your senior year should be Like, it was one of the best years of my life, and I hate that you're having that experience. I hate that you're having that experience. And as an adult, I'll commit to doing what I can to ensure that you don't have that experience anymore.

Speaker F **01:02:59**

Thank you.

Speaker B **01:03:07**

So going back to what a successful graduate is, right, it's being well-rounded and not having this, and not them and their leadership class trying to decide how are we going to fit in pep rallies, how are we going to fit in our sports because now we can't do them during the week. They're going to be cut short because it's after school or it's on the weekends.

01:03:34

How are we going to get those kiddos to the school on a Saturday? All these different things that we've changed on them is very unfortunate. And middle school was kind of iffy because of COVID and now her senior year is being ruined because of of this because we're not listening. Um, we went to [a medical provider], and there they include them in their care.

01:04:05

They ask them, why are you crying? What can I answer?

Speaker I **01:04:09**

What can—

Speaker B **01:04:10**

what do you need to know? How can I help you? We don't see that, where you're actually going to the child and seeing, hey, what is working, what Working, not taking their perspective on things. And many of y'all say how the kids are disrespectful. You can see that they even care about their teachers.

01:04:34

They don't like seeing their teachers stressed out. They don't like seeing their teachers being scared that they're going to be reprimanded for whatever. How many teachers are quitting and are going to keep quitting? And how many times are y'all gonna vote to

report them to TEA? When we don't like our job, we quit.

01:04:57

When the job conditions change— this is a huge change, and we know that. Change management, y'all. You know franchisees don't like it, or clients, or banks, regulatory. You know, it's just things like that, the humility, the human aspect. We are not taking that into account. And she's trying to get her whole entire class to go to this, the board meetings, and I hope she accomplishes that for all of y'all to see, because she's not the only one.

01:05:30

And this is a high school student who will advocate, but how many other students in other high schools don't know how to advocate, don't know how to speak You guys have kiddos too. So let's make it best for everyone because we are only as strong as our weakest link. And if we want to be economically great, we have to help all kiddos.

Speaker O

01:06:06

I just want to quickly add that I am a behavioral scientist, and, um, we put a lot of emphasis on IQ, intellectual quotient, but we don't think about the EQ, which is the emotional quotient. Um, And that is equally important, if not more important in many cases, than IQ. When I talk to employers in the workforce today, if I— and I have, and I've looked at research that verifies this— that employers of today say hands down, give me any emotionally, um, you know, someone that has high EQ.

01:06:55

versus IQ. Because IQ, I can send them back, I can send them to college, they can get trained, we can— but EQ. And when we create situations that are, even if it's, I'm certain, inadvertent, okay, that create that kind of stress and barrier and pressure on students, um, I, I, I'm concerned about the EQ, which is very, very important that we, we want to produce.

01:07:29

When we talk about success, we want to produce a balanced student. Yes, the— I guess the GPA is important. Yes, it's important for many reasons, but we also want them to feel good about themselves, to feel good about who they are and how they're moving and where they're going, and just to be emotionally healthy as well.

Speaker F

01:07:55

Okay.

Um, I also wanted to touch on, uh, recognizing that we as a district, obviously we're all wanting to better student outcomes. And I recognize that the district is trying to take more of a data-driven way to, to do that and to prove that, but it seems, especially particularly with my children who are all in elementary school, that there's almost too much data being collected to the point where you're not going to be able to garner like any real information from it.

01:08:36

It is drowning out any real meaningful data to be gained from it. Um, my kids cried like every day the first week of school by the amount of, um, the amount of work that was being expected out of them from a worksheet. They had a packet of worksheets that they received every day, um, that they had to take the time to do before they moved on to the next, to the next part, in addition to doing a quiz on the iPad that gets immediately sent to the district.

01:09:13

So to me, it just seems that it's more data on data on data, but it's putting that pressure on my children, especially because really that first week of school, they should be getting to know their teachers, their class, the structure.

Speaker D

01:09:28

Hands down, especially—

Speaker A

01:09:30

I feel very strongly about elementary schools because I got 3 of them in it— but they are the center of a community. They provide more than just an education. They provide a lifeline. They provide nutrition. They provide developing EQ so our kids can hopefully grow and become the type of graduate we hope to have in Fort Worth ISD.

01:09:54

But instead, right now, they are being expected to produce worksheet after worksheet that actually— that information doesn't even go back to the district. They're just being asked to produce. And also, it is at a certain level that if you are below— [special education information] and I also have a child who performs above— it does not serve either.

01:10:16

That there's no time baked into this so that the teacher can reach either one of my kids. So I have a kid coming home where I'm equally as stressed. I'm not sure if he can write to do the spelling test, right? Because he's not getting that time baked into class to develop fine

motor skills, because the end data of what he presses on the computer for a predetermined lesson is what matters.

01:10:40

And he feels that, that those are all of his words coming to me of, I have to do this and it was boring. And so he's not actually being able to develop himself, to, to grow. Or I have another who, who just feels that none of her learning needs are getting met either, performing above.

01:10:58

And the teachers are at a loss. There's no time because of the data that's being asked for them to produce day in and day out. And so I am all for a data-centered approach, but we need to be more strategic in how we gather that data And what does that look like? I think a really wonderful also suggestion earlier was looking at what is working and how do you implement that.

01:11:24

And that to me is another wonderful way that would stop this paper production and asking children to essentially be just writing down the answers that they know that they need to provide. Or actually, my youngest Currently rates nothing.

Speaker L

01:11:48

So, um, first I'm going to say something we haven't been doing well for a while, and then I'll go back to what our [student] was talking about and offer something there. We have not been supporting our teachers in classroom management. That's been a problem, and And it's just exponentially worse now. When you have uncertified or teachers without much classroom experience that have not been taught how to manage a classroom, how to set expectations and behavior, um, it spirals out of control really quickly, and then no one's learning.

01:12:24

Right now we offer no support that I can know of, that I can see, for the vast number of uncertified teachers. have right now. Um, and I know from my daughter that the inexperienced teachers who have never been shown how to manage a classroom, um, have just spiraled off the rails, and my daughter's not learning anything in those classes.

01:12:47

That's got to be much worse now across the district than it was before just because of how many new uncertified teachers we have. Um, these online certification programs,

alternative certification programs, don't teach classroom management because that's something you have to learn hands-on. Um, again, I'm not an education expert, but I'm seeing the problems, and that's something we haven't done well for a long time and we need to do now.

01:13:15

Um, My daughter is feeling the same things as the senior here, um, and there's a lot of reasons for that. I advocated with all of her teachers in elementary school about how nonsensical it is to over-prioritize standardized tests. Look, I'm not a person who doesn't have a problem with standardized tests. That's how we know how we're doing as a district, as a school, as a state, as a nation.

01:13:48

But I've had many calm face-to-face conversations with my daughter's teachers that stressing kids out about how important this test is or threatening them, which I've had elementary school teachers do, say if, if you don't all do well on this, you're not going to be together next year because some of you won't make it.

01:14:06

I just calmly pointed out to them how detrimental that is to the actual outcomes on the test because you're transmitting that stress that you're feeling from your administration—administrator down through the kids. Well, that's what our kids are feeling right now in Fort Worth ISD. I'm having to entertain for the first time, my daughter having been in Fort Worth ISD for 10 years now, the possibility of changing schools for her just because of the toxic environment that the campus leadership is at her school.

01:14:37

Um, I don't know Why that is. I don't know if there's no support. I don't know if nobody's checking on new leaders that are in place. She's got a new principal and a new AP. Or I don't know if that's what they want. I don't know if that's what your superintendent wants our campus leaders to do, to run people off.

01:14:57

But that is what's happening. So that's not an isolated perception. I don't know that the causes are the same, but that is a reality.

Speaker F

01:15:05

Thank you.

And know that we hear you. We, we are hearing you. We hear this feedback and we are listening. And we get to spend 2 days with AJ for the next 2 days. And we asked for AJ. He was our choice. We asked to switch our coach to AJ because many of us have him.

Speaker L **01:15:27**

Might be too late.

Speaker C **01:15:28**

So we will have AJ. But yes, I hear you. The toxicity, the, the toxic leadership. I'm hearing you as we're doing these, these sessions and know that we— our job is to hold the superintendent accountable. Jay, would you like to say something?

Speaker G **01:15:48**

No, I'll speak. So at the end of the day, if I get my hand slapped, I get my hand slapped. It doesn't make a difference, right? I'm volunteering, right? So I think it's important for y'all to know, and I'll be honest, you know, if I'm sitting here I don't know if I believe this, you know, but, but I know there are 9 people that want to help.

01:16:05

I know that. Um, and that's why we started this work, right? Um, it was going pretty fast from a change perspective, right? So the block coming at us, okay. Um, I think— I know, I know, I'll speak for myself— group, we made decisions based on the information we had, right? And, and we made those decisions, um, again with that information.

01:16:28

I grounded myself in not jacking up my family name, not doing anything immoral, right? Those are my guardrails when I make a vote, right? So if we hadn't been getting communication— we recently asked for a strategic communications plan, you know, we're waiting on it.

Speaker D **01:16:48**

Hadn't been That long?

Speaker G **01:16:50**

About a week and a half to 2, right? But we're asking more questions, uh, and, and, and I want to be able to be quite honest with you. I want to be able to be in my Albertsons 820 and Brentwood Stair shopping. I don't want nobody messing with me because some decisions I made.

So I'm grounded in doing what's right. We're grounded in doing what's right. Um, so we hear you. Thank you. Thank you. [personal information about a Board member's child] [personal information about a Board member's child] So that, that's had a huge impact on me. I want to tell you I appreciate you sharing, but know that for this group, you know, we are going to make sure that we hold the superintendent accountable, right?

Speaker O **01:17:37**
Really?

Speaker G **01:17:40**
Really grounded in them. That's what the purpose of this is, to understand what those guardrails are so we can hold him accountable. Right? Because when this is all said and done, we'll all be here. Right? We want to be able to fellowship with y'all and be able to be seen, you know, as if we made a positive change.

01:18:03
But know know that we here. I wouldn't make No, no, no. I'm just saying, know that we hear you. Know that we hear you, right? And and I'm I'm fighting for you [personal information about a Board member's child]

Speaker F **01:18:19**
Okay.

Speaker G **01:18:25**
I'm not supposed to be talking. Listen, sessions, by the way.

Speaker C **01:18:27**
Yeah, we're really not.

Speaker G **01:18:29**
I'm supposed to be listening, but you know we're gonna talk.

Speaker E **01:18:32**
Let's talk. There's a toxic culture. We see it, we hear it. We're not oblivious to that. And timing-wise, I wish this would have been done so many ways differently where we could have made a difference going into this school year. That was out of our hands. And, you know, all we can do now is try to make it better as we go.

And that's what we're hustling to do.

Speaker A

01:18:51

Yeah. Um, I just want to echo everyone else of thank you. Truthfully, this is probably one of the more meaningful Thank you. I want to thank you for the wonderful sessions I've been able to sit in, and I feel like I gained a lot of knowledge from everyone else in this room, but also deeper respect for all of you.

01:19:08

I, I recognize, um, what you all are doing is, is never easy, and I know that you all are working and thinking constantly about our children. One thing that I really appreciated that you just said was to know that you All will hold our superintendent accountable. So I would like better understanding of what does that— like, what does that look like, um, moving forward?

01:19:34

I know that you all are defining guardrails and goals and you plan to work with them on that, but what does that look like moving forward in also a regular strategic sense of, um— I mean, I could feed you some things of like asking more questions at board meetings, or what does that look like for you?

01:19:55

I don't want to speak for you either.

Speaker C

01:19:56

I think one big thing right now that we want is strategic communication. We feel like the community should understand why changes are made. The board should understand why changes are made. We shouldn't see it on Facebook and then find out after the fact that, oh, something got changed. So one thing that I believe we're in agreement is, is we We want to understand the why.

01:20:18

We want a real strategic communication plan of how are you communicating with the public, which goes to transparency.

Speaker G

01:20:28

Yeah, because, um, [personal information about a Board member's family]I've said this, it's like the narrative, right? I've worked in corporate America and been through a lot of change. It's like we have the— I don't want to say the power, I would say power for lack of a better term— the

controlling narrative.

01:20:42

And a lot of that doesn't, doesn't come across because we don't share, right? And so there may be information we're privy to that we can't speak to, that if folks knew, they'd be like, okay, I understand the decision. I mean, I don't necessarily agree, but I understand, right? Because I can honestly say, again, not that you know me from a can of paint, but, you know, again, I'm a member of Potter's House Fort Worth.

01:21:05

I'm morally sound, and I can't lose my family, man.

Speaker E

01:21:08

Thank you.

Speaker G

01:21:08

Right? So I haven't made a decision yet that I felt that bad about, right? But it was based on community, based on information I was given. So, um, I think if we can be a little more strategic in how we communicate to the community, to the teachers, to the board, I think that'll help out a ton.

01:21:27

I've personally shared with that team that Fort Worth is different, right? I think we can bring work alone strategically. And I honestly believe— okay, this is a little pie in the sky, but I'm gonna say it— I believe if you bring full work alone, we can accelerate whatever changes we're trying to make happen.

01:21:46

So that's kind of how I'm coaching and talking to the administration.

Speaker K

01:21:52

I was just gonna say, what that speaks to is trust building. Mention our name specifically, was that through a lot of this, the change, the volume, all that pace, trust was broken. And trust hasn't been built in some of these situations. Not necessarily all of you, but just the circumstances.

Speaker E

01:22:18

You're not wrong.

I'm not even sure the trust is valued, that it's important to people.

Speaker A **01:22:23**
Right, and that's, that's what I wanted to say.

Speaker K **01:22:25**
I say that because we didn't mention it, and I feel like it is one of the things, and it speaks to our ability as a community and a city to move faster and support the kids, which is the end game.

Speaker B **01:22:40**
And that is so big. So I've been in Junior League for over 10 years, and with Junior League, we do a lot of work in the schools from east to west, Western Hills I've, I've been to almost every elementary school, and now we brought on junior highs. We have built that trust.

Speaker J **01:22:59**
Yes.

Speaker B **01:22:59**
So when Junior League comes to any organization or any place that we go to, we're like, okay, how can we help you? And they're like, no, no, you see what our problems are and you can go ahead and fix it. We have, we have that rep where we'll go in and fix. That's why when the Secretary of Education comes, they always ask the Junior League president to be there because we understand.

01:23:23
And that's something that wasn't done before. And as being a consultant and all that kind of stuff, we should have done that workshop, right? And so that's where a lot of these changes would have— wouldn't have happened if you would have taken the time to do the front-end work of it.

Speaker H **01:23:43**
And I think to that point of trust, it's extremely important to realize—

Speaker G **01:23:49**
I'm probably gonna get coached up for this, but I got, I got, I got 2 riders with me today, so we good.

I think in mentioning trust building, I think what you just mentioned about Jubilee, I think about it even in the You talked about bringing Fort Worth along, right?

Speaker F **01:24:15**
Yeah.

Speaker H **01:24:16**
When you repair that trust, you want advocates, you want us pushing with you, because whether you're an elected board or you're an appointed board, when you have the support of your community, you don't get called out on the carpet at all. You see what I'm saying? We meet you now and say, okay, what do you need us to do now?

01:24:38
And I think that's where everybody wants to get to. I mentioned that to you last Tuesday. Nobody wants to be adversarial, but it's a two-sided coin. I can advocate for you or I can be adversarial. You pick which one that is. And I think in building that trust, it creates synergy as to where we can all lock on And support them.

01:25:02
But I think there again, in repairing the trust that was broken and then building the trust that's needed, it's vital right now from the administration. And like I said, I echo that sentiment after coming through. I'll be honest, when we were at Dunbar, I was kind of, you know, I was, I was like, okay.

Speaker C **01:25:25**
I mean, 3 Yeah, I'm sorry.

Speaker H **01:25:28**
I was just like, you know, the NAACP, it was a little bit— so as you all too get out in the community, people, people want to know that we can trust you. And that's why I, I thank you all for engaging in the 60, because it's also given us more of a rapport feel with you, because you, as I said again, You all are the people that we have to put our trust into.

01:25:55
You all chose to sit in the seat and you're sitting in the seats, and the only recourse we have is you doing the job of governance to make sure that our district does get to where it needs to be. And so, like I said, thank you for naming that, because there again, trust breeds collaboration, trust breeds the respect, trust breeds the trust.

Thank you.

Speaker H **01:26:18**

breeds, I think, even our students feeling it and sensing it and seeing it. Because even with them, you want to bring them along to tell a story, not coming to, you know, a school board meeting to protest. And, and I will be honest with you, they, they know, they feel, they sense, and they are ready to say, not on my watch.

01:26:43

We're not going to do this. And so I don't want to see it get to that point either. We do need to start building— well, I don't want to say that. I do want to see it get to that point because they do need to learn how to advocate, and when something is not right, they need to say that.

01:26:57

But I would love to start seeing some of that synergy built. Like I said, you all are coming and engaging in a very authentic— from what I can sense, an authentic fashion. That needs to happen with leadership too, because it doesn't feel authentic at all.

Speaker F **01:27:18**

So, anyone else?

Speaker E **01:27:26**

And to your question a little bit about what does it look like, um, in the short term, the reason we have the timeline we have here is we need to get the goals and guardrails in place by the end of October because budget setting for next school year starts in November, the planning process.

01:27:42

And so the goal is to have the goals and guardrails in place to inform the budget decisions. So the superintendent and the staff, when they're making those budgeting decisions, they're doing that with the goals and guardrails in place in a sense that the financial decisions that are being made are going to be responsible and are going to respect the vision and values of the community as we've carried those forward into the goals and guardrails.

01:28:01

So that's step number 1.

Did you say at the beginning—

Speaker A **01:28:05**
sorry, just to clarify—

Speaker D **01:28:05**
are y'all setting 3 goals and 3 constraints, or just 3 goals right now?

Speaker C **01:28:11**
So we are, we are setting between 1 and 5. The advice from the coaches is 3, because if you try to do too many things, you get nothing accomplished. So 3 goals is what we are advised, but 1 to 5 is the range here.

Speaker L **01:28:27**
And constraints too, right?

Speaker H **01:28:30**
And constraints, yes, both.

Speaker C **01:28:33**
And there will be interim goals, so there may be a lofty goal here and there may be a bunch of goals that— milestone goals that the district, the staff will have to set the interim to make sure that we're progressing to the main goals.

Speaker E **01:28:48**
And the progress measures will govern, you know, our accountability as to goals. And some of these will be academic, but what we're hearing is a lot of the emotional intelligence piece, the trust piece. You know, I can't say for sure because we don't have the full data set, but those are things that we're hearing a lot.

01:29:07
And, you know, our job is to see what bubbles to the top and what's most important to this community as a whole and take those and set goals and guardrails around them, even if it's not something that's necessarily Directly academia-based. So, you know, that's part of the work still to be done. There will be interim progress measures to speak to how we'll go to that.

01:29:28

And so all of this is a work in progress, but step one is to get them in place for budget-setting purposes. And in essence, that means that our job— this is the best— the number one thing we're doing is setting these goals and guardrails. And it means our job really doesn't take effect until next school year.

01:29:45

And that [mild/coarse language]. I mean, I'm not going to call it anything other than what it is.

Speaker A

01:29:52

I was just saying that's a hard pill to swallow for us too, and that your job doesn't really start until next year because right now there's so much already.

Speaker E

01:30:02

And I can assure you, we're trying to do as little as we want to work with you.

Speaker A

01:30:06

I want to work with you. I want to be creative. I would like to work with you all, and I I do. I'm, I'm here and I want to be collaborative and do what needs to be done and support the school community. And I feel like today I felt that coming back.

Speaker E

01:30:22

Doesn't mean there's not change that can happen in the interim, and we're invested in seeing what we can do to do that. Um, but in general, you know, once we get the goals and guardrails in place, that's, that's the easier part because there it is in black and white for everybody to see.

01:30:38

Until then, until they go into effect and really, you know, govern next school year, there's a lot of interim stuff to do. Change can be made. Keep speaking up. Keep showing up. Like Jay said, I, you know, you may trust me, you may not. I can't change that. But I raised my hand to do this because I have kids here.

01:30:56

I want this to succeed. I want the district to succeed. That means every corner of the district, every person in the district Uh, like I said, Big Brothers Big Sisters is my passion project, and we've got mentees in every school in this district, and every one of them deserves a future where they can be successful.

And to do that, they need to be well-rounded. To do that, they need to have opportunities. To do that, they need to have access to the programs that are offered in the district at their schools. So all of these things we understand.

Speaker F **01:31:28**

Thank you.

Speaker E **01:31:29**

I don't have a magic answer to make it happen overnight. It's a big ship, we're trying to turn it. But please know that— I'll let it go to Jay— for the 9 of us, I think I can speak for, our goal is to turn it and turn it in the right way. I can't promise you success because I don't know what the future holds, but there's gonna be a lot of work put in to try to make, make it successful.

Speaker D **01:31:49**

Could I just make one recommendation? I know that y'all are going to be requesting a study. Strategic communication plan. Um, a strategic communication plan. Within that, could I make a recommendation of persuasion or influence to, um, discuss harm and like repairing some of that communal harm?

Speaker O **01:32:14**

Like how—

Speaker D **01:32:15**

like bake that into the strategic communication plan and not just clarity and clarifying this like urgent and rapid change, which I think we've all agreed is necessary, but also bake into that some of this reparation language of we recognize this. Again, I'm going to go back to the quote that I read about naming the areas that maybe weren't also where you didn't get it right.

01:32:41

I think that's gonna, that's gonna really benefit with this mutual partnership within the community that you all can ask for as a board to the superintendent when you're asking for a strategic communication plan. Because on that back end too, if it wasn't clearly obviously communicated with y'all either— so, so I think that that adds a lot of value when you're trying to repair and build trust, is building in some of that.

01:33:06

How do we, how do we address some of the harm that is very apparent that you all are I

mean, y'all are the ones that are out here interfacing with all of us, you know, and, and so you have that data point. So I think that would be— it's just a recommendation of when you're asking for that strategic communication plan.

Speaker E **01:33:24**
That's right.

Speaker B **01:33:25**
I don't speak a lot.

Speaker O **01:33:30**
You want the mic?

Speaker J **01:33:32**
No, I don't speak a lot, but this is my I just wanted to say something because my daughter just graduated from [a district high school] and I know a lot of students can't make it to these sessions. They might not have the transportation, or they just might not have the voice or want to be able to speak up for themselves.

01:33:53
So as you 3 are here, or whoever is part of the board, we as gatekeepers—

Speaker H **01:34:01**
basically, you guys are the gatekeepers.

Speaker J **01:34:03**
We need you guys to advocate for us, our voices that are being heard in this room.

Speaker H **01:34:10**
We need to make sure it trickles up to who needs to be really heard too.

Speaker J **01:34:13**
So while I'm saying this, like, really take, you know, the night to kind of— and I mean, after every session, make sure you take the night to reflect on things that's being said. I know you can't do every single thing you say. I understand that everything doesn't work for even every school, but just make sure that we're being heard because like, you know, we're here as a community.

I'm here as a parent. She's here as a student. We name all these other communities, but we're not really naming the students as much as I want to be heard today. So how are we making sure they're being heard as well?

Speaker C **01:34:52**
So that will be And I will say student voice is one of the voices that's being heard.

Speaker J **01:35:02**
I'm not—

Speaker C **01:35:02**
that's not under my purview, so I can't speak to what student groups are going to be listening to. I can tell you that I am going to a Girls Inc. session on a Saturday, September 12th. I was asked to come and do one of these listening sessions there where I expect to hear student voice.

01:35:18
I did want We had one of these at Union Gospel Mission because there are 60 children that live in Union Gospel Mission, so there were a lot of children there. I've heard from some children that chose to speak up. So student voice is very important to us. There are all voices in the community, and students are very important to us as well.

Speaker J **01:35:35**
And the last thing I want to say is I don't want it always to be like, for me personally, that I'm talking at you.

Speaker H **01:35:41**
We should be talking with you. There should be a collaboration.

Speaker J **01:35:44**
So as community stakeholders, how can we help you all too to make sure we're all having the same common goal?

Speaker C **01:35:54**
You know, I would encourage you to go to the superintendent sessions. I would really encourage all of you. He's doing 4 of them. He's doing one of them tonight.

Speaker B **01:36:03**

Hear—

Speaker C **01:36:04**

let him hear from you. You're— we're hearing from you and we can communicate that to him. But I think it's important for him to hear from all of you as well. Yeah, it reinforces what we are saying.

Speaker E **01:36:17**

The schedule for those are published on the ISD website, but also if anyone wants to reach out to any of us and we can get that to you. And, uh, to our students, if you and your, um, anybody from [your school], if you want to put together a session I'm happy to figure out a place to host it or listening for suggestions.

01:36:35

And I'll make that happen. We are trying to get these done by, you know, mid to late September at the latest, but if that's of interest to your peer group and yourself, I'd be glad to facilitate that.

Speaker H **01:36:46**

Can I make sure that's equitable though? Yeah, because therefore, you know, like I said, you mentioned going to Girls Inc. or Gospel Mission, or, you know, putting together— I think all students in all sectors of Fort Worth Like instead of having them essentially come to you, like go— just pop up at lunch.

01:37:10

Hey, how are you doing?

Speaker N **01:37:12**

How's it—

Speaker H **01:37:12**

the organic interactions is where you're going to get what's actually happening.

Speaker E **01:37:19**

Right.

Speaker H **01:37:20**

Being in the school and seeing how hard lunch is, going to dismissal, And seeing all the

kids standing outside waiting for pickup. Those organic interactions is where you're going to get what actually is happening. So I would challenge you, getting a group together from [her school]- she's here and she's a representative but that wouldn't have been an ask had she not been sitting here.

01:37:50

Organically just showing up in space. And sensing and feeling what she felt is what's going to make your job so much easier, because there again, you actually are feeling and sensing and picking. I know you all have jobs and all that, but making space to make sure this is done right and well, you're gonna have to feel it.

01:38:12

You're gonna have to. You're gonna have to feel what it feels like to not get lunch because—

Speaker E

01:38:16

I don't get lunch.

Speaker H

01:38:17

You don't have time, or they ran out of food, or there's mold on the food. There's— I mean, and like I said, when you're interacting with them, they'll give you everything you need to know, but they need to know that you're there and not in a formal sense, but I'm just here hanging out.

Speaker L

01:38:36

But in a safe sense.

Speaker H

01:38:37

Because that's where they're going to feel safe. It's got to be. Yeah, right. And I'm speaking for her, she felt safe sitting next to her Her mom in a room full of adults that was speaking. But if you go and engage them in their environment, and you know, it's a totally different feeling.

Speaker G

01:38:55

Yeah, um, shucks, man, uh, it's more, more real. So, um, I reached out to a school already about that, right? Um, and I, I don't think I can just pop the campus, right? I was like, hey, I want to come see it for myself. Being in the retail consumer packaged goods space, you know, we go to stores and restaurants and stuff like that.

And so I need to see how things are happening, right, based upon what's, you know, what the— whatever the standards say they should be. So yeah, I thought about that last week, and I think I caused a pretty crazy situation just asking the principal, hey, I just want to come see it. But I do think we can continue to push for school visits and make sure that we do experience that.

01:39:42

I'm a firm believer in that, right? So no, I think you're right. I just tried it last week and I caused a lot of problems. I can't imagine what happens if I actually pop up, but it may take that. If that's what it takes, that's what it takes.

Speaker B **01:39:54**

See, but this is the issue, right? You guys have created so much fear.

Speaker G **01:39:59**

Yeah, no, I mean, it's—

Speaker B **01:40:00**

Because I show up.

Speaker O **01:40:03**

Yeah.

Speaker B **01:40:03**

And I set up a table because I'm [a parent volunteer] again this year. But when I was [a parent volunteer] mom last year, or 20— class of '25, show up to sell the tickets for our Alley Cats because that's our senior celebration. And I'm there at both lunches and I'm just a table in the hallway.

01:40:20

And I'm like, Miss, what are you doing? The kids are so respectful no matter who they were. And they're like, Miss, what are you doing? Miss, this, miss that. And I haven't created that fear. Y'all have. She has fear, and they're sensing it from their teachers. When their teacher is not feeling safe, how do they feel safe in their own classrooms?

Speaker L **01:40:42**

Yeah, there's a culture of retribution. That's why I'm not going to bother with the superintendent sessions, because I have a kid in the district and I fear retribution because

that's the culture.

Speaker J **01:40:56**

Okay, this is what I'm gonna say. I believe what [?] is saying is to be true, but I also believe what you're saying is to be true. Don't give up, keep going, trying to get one of them. Oh, absolutely.

Speaker D **01:41:07**

No, I'm going.

Speaker J **01:41:08**

I'm just saying it can't be just you either. Yeah, so for right now, yes, we, we have fear. But you have to be able to change that.

Speaker H **01:41:20**

You have to be able to be accountable.

Speaker J **01:41:23**

There might have been some mistakes that was made. You're trying to change that. So just take it one step at a time, but don't give up.

Speaker C **01:41:31**

You know, I will say we did one of these listening sessions, and it was for a community group, but it happened to be at a high school. And it was a new principal. She had no idea who I was. She's like, who are you? I said, oh, I'm on the school board. I'm like, why are you afraid to speak to me?

01:41:48

She said, I come from [another district] we're instructed not to speak to school board members. And you know what school I'm talking about.

Speaker M **01:41:56**

Yeah.

Speaker C **01:41:57**

And I said, no, you can speak openly to me because I don't fire anybody. The one person that I'm responsible for is the superintendent, not for any teacher, not for any principal. And the thing that she brought up to me that she wanted to see is she wanted closed

lunches. She said open lunch was a problem for her, and she was afraid to say that to me because she comes from [another district] and their culture is for teachers, principals never to engage a board member.

01:42:21

So that's a culture, and I expressed that to her. I said, you tell me anything that you want to tell me. There's no retribution here for me.

Speaker H

01:42:29

I want the district to do what it needs to do.

Speaker L

01:42:31

No, that's why I'm here.

Speaker O

01:42:32

I trust you all, but that's not what And then you have to think about people that are not in this room. That fear is real whether or not it's, you know, so I always sometimes say to people and even people out there on the council, sometimes perception is a lot stronger than reality.

Speaker E

01:42:55

Absolutely. That goes into the lack of communication at the front end. Things that could have been communicated could have cut off a lot of fear. Things that weren't communicated created fear even where fear didn't need to be created because of the unknown. Um, you're not wrong about that. None of you are.

Speaker C

01:43:15

Well, I want to say thank you for your feedback.

Speaker O

01:43:19

Thank you.

Speaker C

01:43:19

We need to hear it, and we are here. We're here to help. I mean, we're all just community members. We're not educational experts. I'm a banker, for God's sake. I've never been in a classroom. I wouldn't survive a classroom. I appreciate what teachers are doing. They should be respected. They should be valued because they are shaping young minds for the future.

Know that we're here to help. So our next steps, we will continue to do these through mid-September. We as a board will take all of this data. We're going to use large language models for An unbiased way to evaluate the data. We're going to use 3 different models to evaluate what we're getting.

01:43:57

The survey is up, it's on Qualtrics. Qualtrics has data evaluation. I had somebody ask me, well, is the TEA going to analyze your data? No, they're not. This is our data. We as a board are going to evaluate this data with the tools that are available to us. Once we get that data, we're going to draft our our guardrails.

01:44:18

We will share those with the community. You will have a chance to see those before we vote on them. You should see that draft sometime in September. By the end of October, our goal is to have them in place, voted on. We will hold the superintendent accountable to them, but for this year— but the reason we're trying to do it this year is so resource allocation can be placed in those places for next year, because that's when budgeting starts.

01:44:40

So know that we're We, we are here and that's our timeline and that's what we're doing.

Speaker A

01:44:46

Uh, one last question. The strategic communication plan that you've requested from the district, uh, from the administration, uh, when do you expect that? And will that be presented at a school board meeting, or is that information that like will be available to people, or is— how will that be handled?

Speaker C

01:45:04

That's our desire. We would like to see that. That's what we want to see. We want to see better communication. And our— I think our question for us is our role. We are a governance board, so how do we ensure that that happens? Well, those things get crafted into guardrails. And so part of our training for the next 2 days we're going to spend with AJ is those are some of the questions that we will be asking to our coaches on as a board and governance, how do we make sure that the community is communicated with before decisions are made?

01:45:33

And that's That gets in these bowls and barbells somehow.

And to your point, the community deserves to know what the plan is. As it's in creation right now, we will have a part in, I guess, you know, reviewing that at some point. My hope is that's within a matter of weeks that we have that, but I don't have a firm answer for you.

Speaker A **01:45:52**

Well, yeah, no, I was just wondering because that's separate from this, and so I was wondering what that timeline and if that would be within And my last ask is, if you haven't already, please do fill out the survey.

Speaker E **01:46:04**

Also, please share this far and wide. And please, please, please, for those of you that have students in the district, encourage your teachers to fill it out. It is— it goes to us. It is not TEA. [personal information about a Board member's family] and she's a wonderful person, one of my favorite human beings. Encourage her to put it out there.

01:46:22

I understand that there are some people It's coming to us, and that's all I can tell you. But please, we want to hear from as many teachers as possible, principals, parents, just people who are interested in the success of the district. And we are doing a teacher listening session last week, and it was it was another item need to hear things.

01:46:47

So in a big way, so. Thank you all. Please share the survey far and wide, fill it out— friends, family members, social media. Uh, and again, thank you so much for being here.

Speaker O **01:46:56**

Thank you.

LVTRise Listening Session

Auto-transcribed by https://aliceapp.ai on Thursday, 17 Sep 2026.
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[recording link]

Words	23,330
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Speakers:

Speaker A - 9.1%

Speaker B - 11.25%

Speaker D - 11.77%

Speaker E - 17.84%

Speaker F - 4.64%

Speaker G - 1.36%

Speaker C - 6.4%

Speaker H - 2.16%

Speaker I - 3.56%

Speaker J - 0.85%

Speaker K - 7.24%

Speaker L - 8.7%

Speaker M - 5.89%

Speaker N - 1.19%

Speaker O - 6.11%

Speaker P - 1.95%

Notes:

No notes.

Speaker A **00:00:00**
You can be all the way around. We're very excited to be hosting the listening session here today. Dr. Pete Guerra is here this afternoon. Honorable Pete Guerra is here this afternoon, and we are excited for him to kind of host.

Speaker B **00:00:17**
And I know there's 5 questions.

Speaker A **00:00:21**
I think we've received them, and he's going to kind of take it from here, but Thank you all for being here, and there might be folks that are trickling in, so I apologize in advance for any interruptions.

Speaker D **00:00:33**
Well, thank you, [Speaker A]and thank you very much for all the posting you've done with this.

Speaker B **00:00:40**
Thank you.

Speaker D **00:00:41**
I appreciate that introduction. Thank everyone for showing up tonight. My name is Pete Geren. I'm the president of the school board, and this This is Rosa Verdeja, who is the secretary for the school board. And we're all— were appointed in the spring, and so all of us are brand new. One of the— among the many responsibilities of the board is to set goals for the district, and goals and guardrails.

These are goals that are going to be the way the board assesses how we're doing, judges the superintendent and how he's doing and how the whole team is doing. And this listening session is a part of a very important process of goal setting. And we, we're having listening sessions all over the, all over the city.

00:01:42

I want to thank [Speaker A]very much for hosting this, and I understand she also hosted one for the superintendent last week or the week before. And ours, ours are different. Board members' listening sessions are different, and we're going to go through 5 questions. I'm confident in all the listening sessions we've had, we end up talking about other things in addition to your Specific questions, but we do have 5 questions and we are asking the same questions wherever we are all across the city.

00:02:18

And we're recording the answers and also Rosa is taking notes. And we're taking all of this information. We'll end up with 4 listening sessions and some questionnaires. And we're going to collate it all by question and get the community's input on each of those questions. And with those answers, that community input, we'll use those to shape the goals and the guardrails.

00:02:50

And we're— our job is to represent the values and the vision of the community. We're not up there and we have— it's not people think, well, this is what the goal is to do. Or that's what the goal should be. We want to hear from you, and it's an extensive process. Let me talk a little bit more though before we go to our questions.

00:03:11

Talk about the survey. And this is the QR code for it, and you have a QR code on your desk. Right now we have about 4,200, 4,300 survey responses, and That's a lot, but it's not enough. And I'd like to ask you all, in addition to participating tonight, if you would fill out that survey and if you'd also share that survey with others.

00:03:39

I don't know what your different ways are of posting things, but we would like to get as many survey responses as we can. So whatever social media you have, any organization you're a part of, wherever you work, if you would share that QR code. Hi, it's good to see you. And then fill the questionnaires out.

00:04:02

We wanted the questionnaires to represent views across the whole Fort Worth ISD. And right now, and as a Arlington Heights kid—

Speaker E **00:04:12**

[Community member 2]

Speaker D **00:04:13**

Hey, nice to see you. Arlington Heights kid, I hate to say it, but the Pascal pyramid has replied almost twice as many as any other pyramid. So we certainly don't want the answers to these questions to be dominated by a bunch of Pascal Panthers. I say that jokingly, but we have some of the outlying areas areas in our district, the furthest from downtown.

00:04:47

We haven't had a response to the survey. So if you know people that are in any pyramid other than Pascal, please share it with them.

Speaker F **00:04:58**

Is the Western Hills Pyramid not?

Speaker D **00:05:01**

The Western Hills Pyramid has— we don't have many responses from the Western Hills Pyramid. No, we don't.

Speaker E **00:05:07**

We have to understand that Western Hills was divided, and so it really hurt because we no longer were.

Speaker D **00:05:15**

Yeah, it's— if you please partner with us on that. And I want to thank [Speaker A]She has done a fabulous job of posting it and putting on Las Vegas Trail Rides website. So please, please help us with that. And before I get started, any questions that you have about the process in front of us?

Speaker B **00:05:42**

Can you elaborate on— please help us with that, what she said, Western Hills is divided, and you said help us with it. What are we— what are you needing help with?

Will we— any parents or anybody that lives in the Fort Worth ISD community, if you would share that QR code Share it with them and ask them to fill out the questionnaire. Ask them to answer those those type of questions. And if you are in any way, you have connections either as a parent or friends, family with people who have children in the Western Hills Pyramid, please encourage them because we it's a very small.

00:06:25

Percentage of responses have come from the Western Hills pyramid. Now the Benbrook Middle High pyramid, it's a little higher, but—

Speaker B

00:06:33

That's a different category. Yeah, so, but it's a different demographic. You have Western Hills as LVT, LVT, I mean, uh, Las Vegas Trails. If somebody from the board get out and go to the parents or send it out to the parents I'm pretty sure they might do.

Speaker D

00:06:53

Yeah, and we had a board member last night go to the carpool line at Western Hills Primary and go car to car to car to car passing out these QR codes and asking people to sign up. So we're—

Speaker B

00:07:14

How about taking it to the schools and certainly housing? student, you probably can get a better response that way versus standing in a carpool line. A parent don't want to talk to anybody in the carpool line. I've been in that line before. Somebody coming to my window, I definitely don't want to talk to anybody.

00:07:30

Give me a QR code.

Speaker A

00:07:32

I also think that, that people in this community have— they have lived— they've, they have— they've given information and nothing's happened. And so their voices are there. They've given up. And, you know, yes, they work, they're tired, a lot of single parents. But I think it's because they have— that no one ever listens to anybody on the west side.

00:07:57

And Pembroke Middle High, when you agreed to split, or when the board actually agreed to split it up, you know, it just made it even worse.

We can go before that. When they decided When we decided to build, to do the bond package to build that as a middle school, let's make sure we say it for what it was worth. It was supposed to be a middle school. It was built for a middle school. They advertised it as a middle school.

00:08:19

There were several of us on this west side of town that said, no, that would be stupid. Why would you not build a brand new high school, rename that high school Western Hills, and if you need that much room for a middle school or whatever, you get an intermediate at Leonard and the junior high or whatever you need at Western Hills.

00:08:34

Hills, and it fell on deaf ears. Everything fell on deaf ears. And as someone who has taught for [many] years at [a district high school] and [taught for many years] we saw what happened. We also saw all the bond packages going through Fort Worth ISD for years, and every time Western Hills had something put on there, it didn't pass.

00:08:56

But until the first one we got passed was in '07 to redo our theater program and our band hall.

Speaker D

00:09:01

Thank you.

Speaker E

00:09:02

But for up in— I mean, it was just like everybody ignored us and they ignored that, and we told them exactly what would happen. Oh no, it won't. Yes, they did. They brought in an intern superintendent, and he was there for less than 2 years, and he said, oh yeah, we'll let you make it a 6 through 12 center.

00:09:20

Exactly what we said.

Speaker A

00:09:22

Well, there was things in the bond package that they didn't give us.

Speaker E

00:09:25

Other stuff too.

There were other sports complex, there were different things that That were in the bond package that should have already been on the Western Hills campus by now, and they said—

Speaker E **00:09:33**
Voted down every time.

Speaker A **00:09:34**
You know, we don't need it.

Speaker B **00:09:35**
Don't need it.

Speaker A **00:09:37**
So Western Hills is all— I mean, I graduated in the early '80s. Western Hills has always been the last school on the Fort Worth ISD.

Speaker B **00:09:44**
He knows.

Speaker A **00:09:45**
100%, always last school. Arlington Heights passed school right here because their parents complained the most or advocated the most.

Speaker G **00:09:53**
Yeah.

Speaker A **00:09:54**
And because their parents are wealthier and they sit on boards, you know, all over town. So those are the 2 most important schools in Fort Worth ISD, and then it just trickles down. And you would think that— I mean, Western Hills is not a bad school, and we don't have bad kids.

Speaker E **00:10:07**
We've never been a bad school.

Speaker A **00:10:08**

Great kids. But people think that we have bad kids, and so we don't— we never get anything. Like, we were the last to get new weights for the weight room. I mean, we had to fight the athletic department to get it. And I mean, every single thing that happens at Western Hills, we have to fight for it.

Speaker E **00:10:23**

Our school board's terrible.

Speaker A **00:10:24**

And so that's why our alumni have stepped up, and we're like, we're not going to let them do this stuff because it's the same as it was when we were there. And here we are 40 years later, it's the same exact thing. So we're tired of it, you know. And then Midbrook opens and they act like they're better than us now, and they get everything that they want.

00:10:42

And so, and we still— here we are at the bottom of the pile. I mean, our school might be newer than Dunbar, Eastern Hills, or, you know, some of these other schools, but still, they, they are, because they're older schools and they have a tradition, they still, you know, have more things than we do, or they get what they want easier than we would.

Speaker E **00:11:02**

Let me give you something to think about on that same, same line as someone that worked there. Every year we have someone from downtown, they come to the graduation. This is all before what, 3 years ago now, 2 years ago, somebody would come. The first time we had the superintendent, and I went through [former Superintendent 1] and I went through [former Superintendent 2] and I went through [former Superintendent 3] and [fmr. Supt. 4] and I mean, there's so many of them I can't even say.

Speaker D **00:11:28**

[?]

Speaker E **00:11:29**

The first time we had a superintendent at our graduation was [year] when [a former principal] had passed away in January, and that's a first time I had seen a superintendent at our school, at our school's graduation. And it just killed me because you're not here for, for us as much as you are for appearance.

00:11:55

Because all these other years you ignored us and sent somebody else, sent somebody

else, sent somebody else. But the superintendent couldn't be bothered to come see us. And the sad thing about that is I also say that I taught in other schools I was in one school district for 3 years, and in those 3 years, the superintendent was in my classroom 4 times.

00:12:20

Not to do gotchas, not to walk around and make the kids— he would walk in and go— he'd leave, he'd make his entourage stand outside or somewhere else. They weren't going to come with him. And he'd sit down next to my kids and he would basically, oh, teach me what you're learning.

Speaker F

00:12:34

That's not what I meant.

Speaker E

00:12:34

Not to interrupt me, not to intimidate me, but to talk to the kids. And before he left, he'd say, what do you really need? What are we not doing right? And that school district, 5 high schools. It may not be as big as Fort Worth, but it was not a rural community or anything like that.

00:12:53

It had 5 high schools, 5A and 6A high schools. And I've never seen a superintendent Do that. They all come with their entourage. They all come for the photo ops. They all come, you know, it's an intimidation factor at this point.

Speaker D

00:13:08

Well, thanks for that history. I appreciate it. You know, my history with Western Hills goes back literally to the very beginning. It was born on the Arlington Heights campus, and in fact, the first graduating class was That was my class. And we were— we had this unbelievable sophomore football team because we had all those kids that were going to go to Western Hills were still at Heights, and all the great players went to Western Hills.

00:13:46

We lost a player that became an All-American to Western Hills, and y'all killed us twice on the football field. So I— but after this important history that y'all shared with me, I appreciate that. I had no awareness of that at all, so thank you.

Speaker E

00:14:06

May I clarify something?

Do you mind using the mic?

Speaker D **00:14:11**
Oh, pardon me.

Speaker C **00:14:11**
Just hold the button down.

Speaker D **00:14:13**
We do need the mic to be able to pick it up.

Speaker B **00:14:19**
Yes.

Speaker F **00:14:19**
I represented on the Fort Worth ISD—

Speaker D **00:14:22**
I don't think we can partner anymore.

Speaker H **00:14:25**
Try it again.

Speaker D **00:14:32**
It's not turned on.

Speaker F **00:14:34**
Sorry about that.

Speaker D **00:14:36**
This is it.

Speaker B **00:14:47**
Hello.

Speaker F **00:14:48**

I apologize for interrupting you.

Speaker D **00:14:50**
You're not interrupting me.

Speaker F **00:14:52**
I represent Western Hills and all of West Philmore on the school board from 1996 to 2004. It was not easy, and it was also not easy Because the city didn't get it done.

Speaker I **00:15:11**
Thank you, thank you.

Speaker F **00:15:12**
We could not have a Zoom. The buses for people to get to work were horrendous. The bus routes starting at 5:30 in the morning, and if you're a parent, what do you do with your child when you have to make the bus? And it takes you an hour to get to the central density area.

Speaker D **00:15:35**
This one seems to have a problem. This one's already on.

Speaker F **00:15:39**
I've never had a problem. So yes, it was very difficult, and yes, the schools were ignored, and yes, we didn't get the first primary school because it was more important At Western Hills than it was anywhere else. And the whole neighborhood, the 28 apartment complexes that are Section 8 housing, were totally ignored.

00:16:12
Just not by the school district, but they were ignored by the, by the county.

Speaker I **00:16:19**
State.

Speaker F **00:16:20**
And they were ignored by the city. And those were quite a few arguments, many that— A few that were won, many that were lost. So I understand what you're saying, I really do. And I, I know the school district didn't get— didn't do for your children what it should have done.

But—

Speaker F **00:16:47**
I lost my train of thought. I'm almost 82. But it's very important that you realize that the schools closer to the mic. Yes, dear.

Speaker B **00:17:02**
Oh, okay. Yeah, just once it's on there.

Speaker D **00:17:08**
Okay, now go.

Speaker F **00:17:09**
You sure?

Speaker J **00:17:10**
Yeah.

Speaker E **00:17:11**
Now, now you're—

Speaker F **00:17:13**
see, you know, that's old people. I'm very respectful. But it's so important to understand that it's It's not just the school district, it's the city, it's the county. The 3 governmental agencies and entities need to realize how important the Western Hills area is and how important the children are.

Speaker D **00:17:40**
Thank you. sharing that history with me. I appreciate it. I'm not aware of that. And so that's helpful. Any other questions or comments before we start working through the questions? And I'm glad children have joined us tonight. Okay, our first question is This question I think is written sort of vaguely. Frankly, I think it's a hard one to get your teeth into.

Speaker A **00:18:22**
Sure.

00:18:22

But when you think about what you want our children to learn or be able to do that go to— are entrusted to the Fort Worth ISD, and I think about it in terms of elementary school, middle school, high school, and later we're going to talk about what you want to see in a graduate.

00:18:42

But what are the essential building blocks of a successful ISD, a successful school within the ISD? What do you want our children to learn? What do you want them to be able to do?

Speaker I **00:18:57**

Reading, writing, and arithmetic.

Speaker D **00:18:59**

Please say that again. Yeah, please speak into the microphone if you don't mind.

Speaker I **00:19:08**

Sorry, that's just a few things.

Speaker D **00:19:10**

Well, those are 3, 4 very important things: reading, writing, arithmetic, and critical thinking. Could you talk a little— one, those are the fundamentals, and we've not done the kind of job that our children deserve in those categories. Talk about critical thinking a little more, because I've— we've heard others that, you know, people have brought that up a lot, and I think we all understand it's, it's a critical skill, no pun intended.

00:19:42

I wonder if you have thoughts on what can happen in the schools that help improve critical thinking.

Speaker I **00:19:52**

I couldn't speak I'm not a teacher or an educator, so I mean, I have ideas of what it should be as to what my education was, but I couldn't break it down.

Speaker D **00:20:00**

Yeah.

Speaker I **00:20:01**

You know, year to year as to what I learned each year. That's not a thing. You know, you

learn to read, you learn to play, you learn to have friends, you learn to socialize and think, and all that comes together. So it's, it's not an absolute written-out structured thing that you can look to.

00:20:19

It's so I mean, it's community, it's everything else. That's learning. It is much more than school. It is school, incredibly important, but it should be— it is part of the thing, of the community itself. And so we should have all the support of all of us coming together, parents and students and teachers and everyone, to be a part of actually getting ourselves in here and concerned.

00:20:44

I appreciate the fact these Another part of it is these questions are not easy. They're not open. They're, they're very straightforward. They're very vague, and you're expecting us to make— I mean, come on. It's that people aren't necessarily going to fill this out on a computer. Like, I mean, I looked into it.

Speaker H

00:21:03

I mean, could I?

Speaker B

00:21:04

Yes, I could.

Speaker E

00:21:05

Am I going to go through this and say, what do I think here?

Speaker I

00:21:08

That is too much to ask for. You should be, you know, I don't know, I don't know how to ask the question. That wasn't my thing. I just think it's a little vague.

Speaker D

00:21:18

Well, you know, vague or open-ended, you know, we don't want to try to steer you in a certain direction when you think about— and we don't have a microphone over here, but when you So they're vague, another way to describe open-ended. And so we don't want to steer you in any direction when you just, you know, if you're building a school district from scratch.

00:21:48

You mentioned reading, writing, and arithmetic.

Speaker I **00:21:50**
You're not building it from scratch. It's not from scratch. It existed. Well, the problem with the Fort Worth Independent School District has been for a long time it's top-heavy. Entirely, entirely too much administration. That's been that has been an issue for many, many years. Is that what you think?

Speaker E **00:22:10**
That's a little bit.

Speaker I **00:22:11**
I mean, it has been that way for many years now.

Speaker E **00:22:15**
Oh yeah, even get close to thirty.

Speaker D **00:22:20**
And I'd like you to talk more about that later. But what's not working? The question. Change. And interesting, I'm glad you brought that up. I've done a lot of these listening sessions. You're the first person to bring up that topic, and so thank you for doing that.

Speaker B **00:22:39**
Okay. Yeah.

Speaker K **00:22:42**
Do you still want me to answer question 1?

Speaker D **00:22:44**
I would love for you to.

Speaker K **00:22:45**
Okay. Oh, I think she's right. Reading, writing, arithmetic. And you do reading with multi-levels for the children because there's no Classroom where everybody's on one level learning how to read. You have a variety of reading materials for those that like stories. I, I was a teacher for 18 years and a librarian for 14 years, and, um, as a librarian, I really was grateful for those kids that— I'd have boys come in and go, I just want to read anything that's fiction, I want to read about animals, I want to read And so I learned right off the

bat, you got to have a well-rounded library for these kids to meet everybody's needs because they start reading.

Speaker A **00:23:29**
Very much.

Speaker K **00:23:30**
I have 2 brothers who read every book I ever bought about animals and environments, and one of them went on to A&M and he works with prairie dogs and Texas critters, making sure they live in protected areas and stuff, you know. And so you have to have— you can't have just single page of paper and everybody's doing the one paper and same thing at the same time.

00:23:52
That's never worked for education, and we have to have a reading program that allows those that are catching on quicker to read and those that are lagging a little bit behind, they get more personal attention from the teacher and encouragement, you know. And I think one of the problems before that is we recognize our Children have become a test score, and so it radically changes what kind of education is happening in the classroom.

00:24:21
And you know, Mr. Garrett, you've heard me go on about that STAR test. I hate that STAR test as a teacher. I hate it because it's it is I taught inner city school kids, and my example always give is there was this article in fourth grade they had to read and. And it was an Asian name that started with a Q that took up half the line.

00:24:46
And all my kids, when I was watching them, all my kids were just like drooping. And then they didn't know what calligraphy was, but because of the test, I couldn't say— you just say Q and keep going until you find out what that long thing is, if it's a word or a name or a place.

Speaker G **00:25:04**
I'm sorry, what was the name of the test?

Speaker K **00:25:04**
A place, you know, uh, and I couldn't tell them what calligraphy was.

Yeah.

Speaker K **00:25:10**
So my argument's always been, how can you judge a kid on reading something that they didn't understand and didn't know the words that were in it, you know, and you couldn't give them any help, you know, because I was not a teacher that was going to give anybody an answer. I, I worked with teachers who did that because the pressure was so great on those students.

00:25:30
the test.

Speaker E **00:25:32**
Okay.

Speaker D **00:25:32**
Well, now you're just kind of speaking to our last question. So you've emphasized reading.

Speaker K **00:25:38**
So I can wrap that around to they need to be comfortable with their instruction in math and reading.

Speaker D **00:25:45**
Yeah.

Speaker K **00:25:46**
As they're being nurtured through school.

Speaker L **00:25:48**
All right.

Speaker B **00:25:49**
Thank you.

Speaker M **00:25:51**
And I just want to take it off to the left a little bit. I agree reading, writing, and arithmetic, the basics, and Critical thinking should be a basic, but I don't know that it is. I would also

put out that students in Fort Worth ISD should be able to be curious because curiosity kind of helps you build those critical thinking skills and it pushes you to try new things.

00:26:17

And they should also believe in themselves.

Speaker G

00:26:19

Yeah.

Speaker M

00:26:20

I have not been an educator, but I am a social worker. And, um, some of the crazy things that kids go through. And I think any child would benefit from being able to be curious and free to build and believe in themselves. But I think those are 2 things that all Fort Worth ISD students should be able to do.

Speaker B

00:26:38

Thank you.

Speaker K

00:26:38

Thank you.

Speaker D

00:26:39

Yes, ma'am.

Speaker A

00:26:41

Sorry to go back, back, back, but back when we were in school, we had trades. Our kids need to see what's available out there to even know what they may or may not want to do. They took all of the trades that were at Western Hills and they moved them to every other school, and we have nothing.

00:27:04

Of course, all of our friends graduated around the time we do. They all own their own businesses and they're thriving because they had welding, they had wood shop, we had, we had auto shop. I mean, all of these different different things, and we have none of that now. And if any school needs that, it's us.

00:27:21

So trade is a really, really big thing. I mean, they need to— kids need to be able to see

what's available out there.

Speaker E **00:27:27**
They just don't.

Speaker A **00:27:27**
Their world is so small, and we need to open that view.

Speaker D **00:27:32**
Thanks, thanks for sharing that. And you know, it's, it's my awareness of the history of Many of these trade courses. It used to be in a lot of schools, and then they concentrated them here and here and here instead of having them everywhere.

Speaker L **00:27:53**
You know, when I went to high school, we had quite a few trades.

Speaker D **00:27:56**
I don't know that they—

Speaker A **00:27:56**
They gave us IT. Let me tell you, none of our kids have a computer at home, and if they do, it's called a telephone. I mean, that's, you know, they don't have computers at home. They don't know how to write code because, you know, they're not— that's, that's just not— they've never been around it.

Speaker L **00:28:13**
They don't know.

Speaker F **00:28:14**
Yeah.

Speaker A **00:28:14**
But there are so many other jobs out there. HVAC. I mean, we've had kids graduate that, you know, didn't have to do HVAC, that have done— that are doing welding now, that, that we've sent in the trade school, and they're doing gangbusters. But, you know, those kids, if they had seen what was available to them, other kids might want to do those types of jobs too.

And that's— thank you for emphasizing that career-ready opportunity. And thank you very much for sharing that.

Speaker N **00:28:45**

I kind of want to piggyback on what you just said about career readiness. Um, this is a little tangential from what students need to know and be able to do, but I was on a campus doing career day and it was after the takeover had happened.

Speaker O **00:28:59**

Happened.

Speaker N **00:28:59**

So teachers were scared. There was such pressure and like visitors being told we, we can't do career day, we can't do these things where children are given those opportunities to learn about at the young— at young ages, right? And so I feel like there's some maybe disconnect between this, um, priority of career readiness And also, how do we build in that time on an elementary campus, on a middle school campus, to allow kiddos to be exposed to those from community professionals who want to be out and support them?

00:29:39

I also, going back to the original question, you mentioned critical thinking, you mentioned play, you mentioned community, and those are all skills that I think our students need to know and be able to do and have the opportunities not just at home but at school to learn how to, to be in a community, how to have civil discourse, how to agree to disagree, how to think creatively, how to think collaboratively.

00:30:12

Because really, we want our children to be the future citizens, right? Like, that's what we want. And so by creating a school environment that's conducive to them learning those C skills, essentially, that's what we want them to be able to do. That's how they're going to attain the Texas Essential Knowledge and Skills, is through those, those abilities.

Speaker C **00:30:37**

Thank you.

Speaker L **00:30:45**

Um, for this question, I like the fact that she said something about trade because students want trade. Um, for this question, I think students should know that there's a reason to come to school. Um, nobody wants to wake up at 7 o'clock in the morning to go into what

has become a prison.

00:31:03

Um, we want a reason to go to school. Last year we had Miss [CM 1] Miss Ms. [Speaker A] Ms. [CM 2] to be at our school.

Speaker H

00:31:13

There was—

Speaker L

00:31:13

they were the reason that we were coming to school. Ms. [Participant 1] she was the reason that we were coming to school. We had a reason to come to school, but you guys came in and you guys took away our reason to come to school. You're not going to see the attendance that you guys want to see if you keep on taking away the reasons that we want to come to school and make our schools prisons.

Speaker D

00:31:42

So the teachers you're referring to, is that when you name the people you just named, those teachers or other leaders in the school?

Speaker L

00:31:52

Are they—

Speaker B

00:31:52

They're volunteers.

Speaker L

00:31:53

Miss [CM 3] right there is a volunteer here at LBC. Yes, Miss [CM 2] is a volunteer. Miss [CM 1] has volunteer, they come up through Career Corner, which we don't have this school year because we don't know why. We're just sitting, we're looking around for our volunteers, and we don't have them. We're in a community where our kids need volunteers.

Speaker D

00:32:14

So the volunteers— just so I understand, the volunteers were on the campus last year and they're not on the campus this year?

Speaker B

00:32:22

They've been on the campus for—

Speaker A **00:32:23**
this is our 10th school year. Yeah, this is our 10th school year.

Speaker L **00:32:27**
And they're not being able to be on—

Speaker D **00:32:29**
and so you're on campus in the past and you're not on campus now?

Speaker H **00:32:33**
We're kind of on campus.

Speaker A **00:32:34**
We are on campus, but we can't do all of the things that we've done in the past because the kids can't come out at lunchtime and snack and talk to us or whatnot.

Speaker D **00:32:44**
Can they work out at Cougar Corner?

Speaker A **00:32:46**
We have a portable, and it's kind of a safe space for the kids, and sometimes they'll come out and just do homework. Sometimes they come Sometimes they just come to give you a hug or to talk to you or tell you something good or bad that's happening in their life. That's how we really get to know the kids.

00:33:03

And, you know, they'll come and get a snack.

Speaker E **00:33:05**
Right.

Speaker A **00:33:06**
Because sometimes the lunch line will close and they won't get there fast enough to get something because they were getting tutored by a teacher or whatnot or having a meeting with a teacher. So, you know, we always have sandwiches available for them and

other snacks available. And basically the kids, you know, we have hygiene, we have clothes, we have everything.

Speaker D **00:33:22**
And that's at Cougar Corner?

Speaker L **00:33:23**
Yeah.

Speaker I **00:33:25**
And they just— we don't interact with the kids anymore. And last year was a very difficult year at Western Hills, and Cougar Corner was literally one of the safest places in all of them.

Speaker D **00:33:37**
I'm real familiar with Cougar Corner Foundation.

Speaker A **00:33:41**
Yes, thank you. We understand. We're grateful.

Speaker B **00:33:47**
Well, thank you very much.

Speaker E **00:33:50**
Um, trust me, I got a strong enough voice. I coached for about 14 years. Um, but our kids need to know how to actually be a true human being. And when I say that, they have to be out of their bubble. These kids, because of their circumstances, whether it's their family, their community, or whatever they've got in their lives.

Speaker B **00:34:12**
Yeah.

Speaker E **00:34:12**
They need to be able to socialize and communicate with these volunteers and anybody that we can bring into our campuses to give speeches and lectures and, you know, tell them about their careers. You know, we need those career days and those other things back, like they were saying, so these kids can open up their world.

The way it is now, and I'm a little different, I am an elective and I'm kind of one of those I guess I'll call myself a salty dog kind of thing. It's like, just wheel me out on a stretcher now or just fire me because I'm gonna do what's best for the kids.

00:34:50

It's gonna take someone a whole lot to convince me their 3 or 4-year doctoral dissertation they used with AI is going to do more or be better than me to expand their world a little bit or to give them something else to think about.

Speaker B

00:35:05

What do you think?

Speaker D

00:35:05

What's your level?

Speaker E

00:35:06

[an elective subject].

But the thing is, is these— I've watched it be divided so much over the years. And when I say divided, again, even when I coached, I would have kids that came from very affluent families And I had kids that came from others.

00:35:35

But because they got to interact together and they got to mix together, they got to see, whoa, that's what happens when you have a family, a mom, a dad, and I come over to your house. You eat at the table together. Whoa, you have a table. I mean, there were just different things that you wouldn't think of.

Speaker L

00:35:50

Yeah.

Speaker E

00:35:50

I taught at a time, I had kids at one point, and this is going back and aging me and everybody else probably too, where the day that I had students finally realize that there were actually $1 bills, $5 bills, $10 bills more than change when I was trying to teach them stuff. Because when I would say the word salary, that was foreign.

00:36:11

What do you mean salary?

Speaker B **00:36:12**

You work by the hour.

Speaker E **00:36:14**

They got paid by the hour and had no idea. I mean, we've got to stop putting kids in bubbles and segregating them no matter what their economic level is, their gender, their race, everything. So they can experience the world. Yes, we need reading, writing, arithmetic.

Speaker A **00:36:31**

We need that badly.

Speaker E **00:36:32**

And if they have that as their stepping stone, then the creativity, the thinking outside the box, the reading— oh my gosh, wait, that's what that looks like? I used to do a budget thing. I don't do it anymore just because the way we've been so high-pressured to get through stuff and because of testing.

00:36:53

I used to teach a whole unit on whether they lived in an apartment, a condo, a house in the country, and these kids were just like, what's a septic tank? What do you mean I can't just go buy any toilet paper I want? What do you mean an HOA is going to tell me what kind of curtains to put on my windows?

00:37:11

You would be surprised, and we've got to find ways to bring all this back in and let these kids experience it. I feel bad that I've been told our outdoor learning center we used to have out near Azle and Boyd, Texas is like pretty much no more, but they used to take the elementary kids out there so they could see things and they could experience wildlife and trees and, and, and all the stuff that offered.

00:37:38

And I've been told that's no more. And so even now with what's going on, because it's all about the test. I mean, that's something that I think is really important for— as board of managers and all that stuff that you understand. All of this is strictly over a test and it's not about the whole child.

It's about money.

Speaker E **00:37:57**
Yeah, it's giving all that money to these testing corporations. I graduated at a time when there was no test, obviously. And I even still remember learning my multiplication tables and people can believe this or not, I learned my multiplication tables tables in kindergarten, first, and second, didn't realize it. Because they had put these big numbers up on the walls in each corner, and I had zeros on one side, ones, twos, and threes, and they had these charts that had 0x0 with a line and a zero.

00:38:23
Nobody ever said anything to me what that was. But as I learned to read, and I had seen those for so long, when I got in third grade and the teacher got up there and says, what's 8 times 6? We all almost in unison said what it was, because we'd seen it so much.

Speaker D **00:38:35**
Yeah.

Speaker E **00:38:36**
And that was a time when you could teach things like that and outside the box. And those group of teachers got together and said, that's what we're going to do. They might not learn multiplication until 3rd and 4th grade level, but if we stick it up on our walls even in kindergarten, 1st, and 2nd, and they have to see it over and over and over again, that's going to become their thing.

Speaker D **00:38:54**
Beautiful, thank you. You know, you mentioned— it's not exactly what I'm about to ask you, but you talked about learning the microskills. What about financial literacy? Is that something that should be a part of—

Speaker E **00:39:10**
Yes, they need that. They need that.

Speaker B **00:39:13**
That's another thing.

Speaker A **00:39:16**
It's amazing.

We had it. So [CM 2] and [Speaker A] came together last year.

Speaker A **00:39:22**
We do it for the— we did it for the education cohort, the kids helping get to college.

Speaker B **00:39:28**
just to be like— they're sitting in the classroom, the classes are longer now, they're bored, they can't do anything. I know at least the kids at Western Hills— my son is over a lot of things at Western Hills, and he's been told that they can't have a homecoming parade. It has to be before school or after school on a Saturday.

00:39:47
First of all, we living in— I can't say we— the kids that's at Western Hills 9 times out of 10 is in— on Las Vegas prisons. You're asking too much of the kids to do, and they don't have the resources.

Speaker O **00:40:04**
Yeah.

Speaker B **00:40:04**
And in my— in the last meeting, y'all came with these same questions, and I'm back. But y'all come with these same questions. It's not helping the community. This is trash. You, you wasting paper, you're wasting ink. Come listen to the parents that come out.

Speaker H **00:40:22**
Listen to the people.

Speaker B **00:40:23**
Listen to the kids. They have voices. Nobody's listening. Whoever taking notes, taking the information back, I don't know what y'all doing with it, but you're not going nowhere.

Speaker D **00:40:36**
Well, this is, this is a new process. Uh, we're collecting this information and we're going to study it in detail. And we're going to use that information.

Speaker B **00:40:48**
And I'm gonna hold it to you. I'm holding that to you, okay? Because the last one we had, okay, this is how [?] got brought up in the meeting on Tuesday, Wednesday, whenever

we came to the board, because we was told by [Superintendent]that [?] would be brought back into the school and he hadn't said anything about it.

00:41:06

But you in Western Hills every week walking around with your 10 people. That's just looking in classrooms, peeping in windows for what? You distracting the kids from learning though. But y'all don't want them to do anything. They can't bring a cookie in the classroom and eat, have fun, make a breakfast patty. [Speaker A][CM 1] now they just stand in front of building and have food out there for the kids when they come in because y'all been taking it away.

Speaker D

00:41:31

Well, just—

Speaker B

00:41:32

Y'all come from Houston, Florida, wherever y'all came from, go back. We don't want you. Come to help.

Speaker D

00:41:40

I came from Fort Worth, Texas.

Speaker B

00:41:42

Oh well, no, I'm just saying like overall, like if you coming to help the kids, come to help. Don't come to just get a paycheck because I don't work. Well, I'm fortunate not to be able to work, but guess where I'm at every single day? I'm at Western Hills. If [Speaker A]need me, [Speaker A]know she can pick up the phone and call me.

00:42:01

When the lights went out at Western Hills on Tuesday, Tuesday. I didn't see nobody, not a soul. Guess where I was at? In Westbury Hills passing out snacks and water because I know those kids need it. Those kids sat at that school till 12 o'clock, wasn't allowed to leave because goofball running around like a chicken with his head cut off, not knowing what to do on the phone.

00:42:21

Get off the phone, you'll be able to function. You worse than the kids. You tell them they can't have their phone, but yet and still you up around all day with your phone. I said I'm gonna come I'm here to do different, like, because I did it the last time. But somebody got to be the person that said— because ain't nobody listening.

Yeah.

Speaker B **00:42:36**

And I'm not from Texas, I'm from Memphis, where y'all think it's bad, but the parent participation in Memphis is definitely way better than this. And the people that listen to the kids have a voice. Every time the doors open at the board, guess where my son gonna be at? At the board. So you come around saying, hey, what's your name?

00:42:56

Remember for next time, because he gonna be there then too. Okay, he gonna be all over Facebook. He gonna be there every single time.

Speaker D **00:43:06**

Thanks, I appreciate that.

Speaker P **00:43:07**

Good.

Speaker D **00:43:08**

Okay, anybody else would like to say something about question number 1?

Speaker B **00:43:13**

Yes, ma'am.

Speaker E **00:43:17**

Um, I'm a parent of 2 kiddos in the system, been in the system for 10 years.

Speaker D **00:43:22**

In what school?

Speaker H **00:43:24**

They are at [a district school] um, and before that, [a district elementary school] And my parents were both Fort Worth ISD teachers, so I'm not an educator, but I am a behaviorist and a qualitative data researcher. I'd love to know what the process is to collect and analyze the data, which is really boring, but it's very important because you can ask a lot of questions Like manipulate the data to say exactly what you want it to say.

00:43:53

Why would we want to do that?

Speaker H **00:43:55**
To meet the data that they already have, that they want to do to meet the goals that they've already set forth.

Speaker G **00:44:02**
We—

Speaker D **00:44:03**
I can tell you the board has not set any goals.

Speaker L **00:44:06**
Zero.

Speaker H **00:44:07**
That's clear.

Speaker D **00:44:14**
The elected board did an exercise similar to this, but it was totally run by the staff. It wasn't run by the board, and this is a new exercise for the, for the board. I see it's never been done before.

Speaker H **00:44:26**
Yeah, and I do appreciate listening sessions. As, again, as a qualitative data analyst, I do appreciate these questions in general. I'm curious about the process of analyzation. Anyway, that said, I think Any data that you collect that says we need more trade, we need more financial literacy, matters less than the kids feeling safe.

Speaker E **00:44:49**
That's right.

Speaker H **00:44:50**
If you think about Maslow's hierarchy of needs, those kids, my kids, are going to school feeling unsafe. They feel like the principal's gonna come in. They feel like their teacher's gonna change the way that they teach the next day.

00:45:04

They're in 9th grade.

Speaker H **00:45:05**

I'm sorry. They're like, Mom, we've had like 10 different changes in English, we've had 5 different changes in whatever. My kids, cool as cucumbers, are coming home and they don't feel like they're getting education from educators who are resourced. So if you're asking me what students should know, they should know that their teachers are resourced enough to teach the kid in their classroom, not Teach all the kids in all the classrooms.

00:45:34

That student should be able to feel safe in that classroom. That student should be able to feel like they belong in that classroom. And that's totally gone out the window because you're focused on getting everybody on board up here and forgetting that the students have a need that's below that. So when you, when you come to school and you don't feel like you belong there, you don't feel safe there, You're gonna learn [profanity]because it doesn't matter.

Speaker F **00:46:01**

So the—

Speaker H **00:46:01**

if the board wants to work on something, it needs to work on helping the students feel like they belong, and then they can focus on curricula. They came in from the top, and it's never going to work unless you understand human behavior.

Speaker D **00:46:17**

Well, I— thank you. You know, we are not just focusing on curricula. The board is These goals have to do with whatever y'all think are important. And youth safety. Obviously. And in order to accomplish any of these goals, it's got to be holistic. There's not— we're not looking for a silver bullet or one thing.

Speaker O **00:46:39**

It's—

Speaker D **00:46:40**

we— there's 12,000 employees in the school district. Everyone touches the children in some way. And so it's buses have to be on time, cafeteria has to work well. So I, you know, this process is to set goals for our children, and in order to accomplish goals, all these pieces that y'all are sharing with us tonight are very important.

They're doing it backwards, right?

Speaker H **00:47:12**
They script the curriculum before they do the curriculum. they set goals to set the curriculum? That makes no sense.

Speaker D **00:47:17**
Well, the curriculum was voted on by the last school district.

Speaker H **00:47:22**
And who asked about that?

Speaker D **00:47:24**
Well, they, they voted. The elected school board.

Speaker O **00:47:28**
Yeah, it's TEA.

Speaker E **00:47:30**
Right, so—

Speaker D **00:47:31**
I mean, the school board voted on it. I mean, they actually had a vote. I think it passed 7 to 2, and that's when the curriculum was decided.

Speaker E **00:47:40**
Are we talking about the Bluebonnet?

Speaker K **00:47:42**
Right.

Speaker E **00:47:42**
Okay, which most people don't have. It's a TEA thing. There was really no choice.

Speaker D **00:47:47**
If we could, you know, please, I appreciate— I'm glad you emphasize safety, and, and that, that's critically important. Any other things, you know, and some of these, uh, issues that

y'all are raising, we'll hold this.

Speaker A **00:48:05**
Right here.

Speaker L **00:48:06**
Okay.

Speaker D **00:48:09**
I think that many of you all have spoken to this question, and we can—

Speaker L **00:48:16**
we'll go back to it.

Speaker D **00:48:19**
But you've described a lot of things that you think we're doing we need to quit doing, and that's what we want to hear.

Speaker B **00:48:25**
Okay.

Speaker D **00:48:26**
Any other comments on that first question? And I appreciate, and not only you know your words, but the passion that comes with the words. We're going all over the community, and not only are we recording what you say, having personal interaction with people, you know what you all have told me about them.

00:48:51
What do you feel like attitude has been towards Western Hills? That's going to be one of the things I'm carrying away. From this experience, I have no appreciation for that whatsoever. I do— one of my sisters-in-law taught [at a district school] for many years . [personal information about a Board member's family]
away.

00:49:17
We see her the whole time. So I do have her insights, and since I've taken this position, I've [personal information about a Board member's family] and I see them a whole lot more now since I have this position. So, um, okay, I saw— oh, oh, [Speaker F]

Yeah, can't stop talking, can I? Everything that I've heard so far starts with The neighborhood.

Speaker O **00:49:51**
Yes.

Speaker F **00:49:52**
Starts with your income. Starts with, do mom and dad work? Can we have money? The day that [Principal] who was elementary school— West Girtles Elementary School, called me, she had been to visit a child in one of the apartment complexes. The kid slept in the bathtub. And they slept in the bathtub because the guns were going off all the time.

00:50:21
When they got to school, that should be their safe place.

Speaker E **00:50:25**
Oh, yes.

Speaker F **00:50:25**
But it should not even have happened to begin with. I think that it's not just— yes, the school district can improve a whole lot, but I think it's more than just the school district. The discussion needs to be Yes.

Speaker C **00:50:48**
Why aren't we—

Speaker F **00:50:49**
when you talk to trades, when I went to school in Philadelphia back in 1945— well, I was an infant then, I didn't go to school— back in 1950, we actually had union people coming in to explain the trades to us when we hit middle school and junior high. It was fun.

Speaker L **00:51:09**
Mm-hmm.

Speaker F **00:51:10**
Yeah, I may not want to be an auto mechanic or a bricklayer, but I learned what that was. I just had exposure. One of the things that I'm going to bring up at [?] probably more than anything else is how much poverty we allow. Not how much poverty we have, but

how much poverty we allow.

Speaker B **00:51:34**
Yes.

Speaker F **00:51:34**
Our children need to have food. They need to come to school where they know that if I didn't have breakfast at home, somebody's going to have breakfast for me.

Speaker B **00:51:47**
Amen.

Speaker F **00:51:48**
That when I leave on the weekend, there's food for me through the backpack program. They need to be not afraid Not afraid of their parents, not afraid of their neighbors. They need to feel safe, and if you don't do that when they're young, then you've lost a whole lot of time with these children.

00:52:17
There was a study done by the Center for Transforming Lives in Miami in 2019. To look at— makes me cry even to— I led the study— to look at homeless children in Tarrant County under the age of 6. 6,400.

Speaker D **00:52:39**
Wow.

Speaker F **00:52:40**
6,400 of our children were homeless then. That's almost criminal. Now, what do I do? As a school system, I can only do so many things. But if I combine the knowledge of the school district and the knowledge of the city and the knowledge of the county— and I'm going to keep throwing the county in— maybe we can reduce the numbers of children who come to school hungry.

Speaker N **00:53:14**
Thank you.

Speaker F **00:53:15**
Maybe we can reduce the number of children who are fearful. Maybe we can make them

feel that they count, that they're really welcome. The saddest day that I've had so far is when they closed the International Newcomer Academy. That was one of my schools. Have you ever seen children every time one of the planes go over from Carswell?

00:53:42

Duck and cover. We duck and cover because of the wars. They duck and cover. They come to school with dirty clothes. We put in washers and dryers. We put in places where they could have clean clothes. These were children that came from war zones, and they wanted to learn. And it was important to their parents and to them, otherwise they would not have been in the U.S.

00:54:13

at all. But if we don't start looking at the haves and the have-nots and how to make things fair between them, to give the children a real opportunity, a real chance. Last thing I want to say tonight is [Community member 4]was a professor at UTA, and he did a study. I can't remember what it was exactly, but he went to Appalachia, and he went into the schools, and he would talk about different careers to the students.

00:54:55

And he came back and he said, I asked them, what do what you want to be when you grow kind up? What do you want to be when you grow up?

Speaker D **00:54:59**

of—

Speaker F **00:54:59**

would they like to be in engineering? The majority of the children, high schoolers, said, I want to drive a train. They had no idea that there were all kinds of engineers because they'd never been exposed, and their parents had really not been exposed.

Speaker D **00:55:17**

Right.

Speaker F **00:55:18**

So somehow— I don't have the answers, people, I'm sorry, but I know it's I appreciate that.

Speaker D **00:55:26**

And you said city, county, and school districts. I'd add planning as a part of that as well.

Yes.

Speaker D **00:55:38**
Oh, thanks. Appreciate that. All right, um, time is just rolling away. Did you put all the questions back in?

Speaker I **00:55:47**
No.

Speaker K **00:55:47**
Okay.

Speaker D **00:55:48**
What describes a successful When a young man or young woman walks across the stage, age 18, what describes a successful graduate? What do you want your 18-year-old to know or be able to do?

Speaker K **00:56:13**
I know for my daughters, I wanted them to be able to read, I wanted them to be familiar with the library. I wanted them to know how to balance a checkbook and handle their money. Of course, it was easier for my daughter here. I won't say how old she is, but she's successful at what she does than my other daughter.

00:56:31
But I want them to be able to take care of themselves in this world. I want them to know if somebody's trying to get them to invest in something. Lord, every time I get on my phone, it's There's so much hype on there, it's, it's scary to me. But, uh, they need to know how to discriminate against what they need, what they don't need.

00:56:50
You know, they need to just be— have a lot of life knowledge that's not going to be on a test anywhere, you know, but so that they can be independent, or as much as they can be, because parents will be hanging around for a while anyway. I want somebody confident and somebody who knows how to work with other people.

Speaker F **00:57:09**
Yeah.

Because that's an important task that everybody has to do in this life. And, uh, if they want to go to college, I want them to feel confident that they can learn in college, and we can find ways for them to go to college. And if they want to go to a trade school, I think that's fine.

00:57:26

Holly has their cosmetology just like they did when I graduated in '71. And, uh, And they have the mechanic class, and they have a woodworking thing over there, which was gone when I was teaching. But I mean, some of those things are really important, especially for— I think there was a dyslexic group of kids that they did a, they did a documentary on.

00:57:50

And these kids, they, they struggled all through school, and all of them were millionaires now because they were creating these things. To help other dyslexic kids learn in school. So I mean, we can't— one reason I hate looking at a test score for a kid is you can't really evaluate a kid on a test score.

00:58:10

You don't know what's inside them, what they want, what they'll someday be motivated to do. We just need to give them lots of opportunities. And I'm just afraid the bluebonnet thing, which it may have been the old board that I don't really know for sure, but things I'm hearing about it, it's very boring, it's very controlled, and it almost seems like teachers are going to think they can flip a switch and kids just sit and verbalize all this stuff, you know, and I don't know that that's going to help on tests.

00:58:40

They've got to be able to think and decide things.

Speaker D

00:58:43

So our graduates need to be able to think on their own and make decisions?

Speaker K

00:58:46

Yes, they do, most definitely.

Speaker A

00:58:50

Giving them a reason to come, you know, like [Speaker L]said, giving them a reason to come to school.

Could you have the microphone?

Speaker A **00:58:59**

You know, giving the kids a reason to want to come to school. I mean, I'm sure we all went to school because we wanted to do one thing. I mean, I was a cheerleader, so I remember that was a really big deal, so I always had to make good grades. And, you know, any other extra extracurricular thing that I wanted to do.

00:59:17

You couldn't do it if you didn't come to school that day. So obviously, you know, there are reasons why kids go to school, but if you make it fun for them— and even if it's not necessarily fun, but a train— kids might be interested in that train, and that might be the only reason he comes to school.

00:59:34

But he also needs to know that he's going to have to learn to read and write and do arithmetic because his train might, you know, need those Things in it. So he's gonna have to know those things. So if you give them reasons to come to school, they're gonna come, you know. They're gonna come if you feed them too, for sure.

Speaker D **00:59:52**

Well, is there any issue with that? Because I, you know, our policy is to provide 2 meals to every child.

Speaker A **00:59:59**

They are, but let me explain this to you. The bus is late all the time.

Speaker D **01:00:05**

Is it this year?

Speaker M **01:00:06**

Yes.

Speaker A **01:00:07**

Yes, they don't open the door to the school until 8 o'clock. School starts at 8:15. Kids are standing around outside and they don't get to go in and eat breakfast until 8 o'clock, and then they have to be in the classroom at 8:15 and 8:20.

That's not going to work.

Speaker A **01:00:27**

And so they're hungry, and if you only— we only have a 25-minute lunch plus a 5-minute passing time. If you only have short lunch, the kids can barely eat then either. I mean, and you give the upperclassmen the opportunity to leave, but you have to tell them they have to leave out the front door.

01:00:45

So the kids downstairs have to come upstairs, get clicked, you know, they have to click their little, you know, their barcode to get out, and they have to click it to come back in.

Speaker B **01:00:54**

They gotta walk instead of car.

Speaker A **01:00:56**

Yeah, I mean, so it's just crazy. It's crazy. I mean, lunch is not fun, and they're not going to get breakfast regardless. Most of them don't get breakfast. I mean, we used to give food to the office to make sure that those kids that got off the bus 30 minutes late, that they had a granola bar or something to eat.

Speaker E **01:01:15**

You can't learn if you're hungry.

Speaker A **01:01:17**

No, that's why I feel like our 9 years of being there around these kids We've probably learned more from these kids than they've learned from us. Absolutely. And they— the reason why we're their safe place is because we will feed them. We will do anything that we can to make sure that they stay and they come to school, whether it's they want to play sports.

01:01:41

They know they're going to eat if they play sports because we're going to feed them either a sack lunch or a hot meal every time they have to. And on days when When they know they're hungry and they don't have a game, that their coach will come and get something for them. It's always available for them, and that's why I think that they— a lot of times, I'm not tooting our horn, I just think that the kids come because they know that they're going to be taken care of.

Absolutely.

Speaker A **01:02:06**
And they're—

Speaker B **01:02:07**
and they're—

Speaker A **01:02:08**
the older kids will tell their siblings, when you get to Western Hills— and we started doing it for winter too, on a smaller level. But they know when you get to Western Hills, you're going to be taken care of, and it doesn't matter if you miss lunch or whatever. There's going to be something for you available.

Speaker D **01:02:25**
Thanks. Any other thoughts on what a graduate should know or be able to do? Does anybody want to speak to this?

Speaker L **01:02:34**
Um, first, or to go back to her point, the doors open at 8 o'clock, but it takes It takes 5 minutes to get inside the school because we have to get our IDs checked to get inside the school.

Speaker D **01:02:48**
Class starts at 8:15 and the doors open at 8?

Speaker L **01:02:51**
The doors open at 8, class starts at 8:15. Um, you have to get your ID checked. If you don't have an ID on you, you have to go in the office and get a temporary ID. Um, and you have to go through so much that they hold up the line at the doors if you don't have an ID.

01:03:06
Um, and then by the time she in the cafeteria, it's 8:08. The first bell ring, you have to be out the cafeteria by 8:10. You have to be in class by 8:15. You can't eat in class because you can't have food on top of your desk like this. You have to have it under your desk.

01:03:21
You can't have water or essentials on top of your desk. It has to be under your desk.

Yeah.

Speaker L **01:03:26**

Um, these are rules. Um, another thing, somebody has to be a successful graduate by May Our neighborhood doesn't have that. We don't have a bus that comes on Las Vegas Trail. You guys won't give it to us. We've been asking for it for a long time. It's a 1.9-mile radius. I mean, and the cutoff is 2 miles.

01:03:48

We've been asking for it and we want it.

Speaker G **01:03:50**

It's true.

Speaker L **01:03:51**

And I'm going to continue to ask for it. Another thing that makes us successful is being able to have the resources Or knowing what to do after school. Um, we have AP, dual credit, honors, on-ramps, but those kids can't successfully go through those programs because you guys decided to terminate the post-secondary specialist position.

01:04:13

We don't have help in school. There's kids going into the 5th week of school that's still behind because you guys reluctantly got teachers. There's still kids in school that are not able to register for for their TCC classes because you guys took away that position. You guys are making decisions inside of our schools without giving us the time and resources to go through these changes, and it's not right to the students that you guys are here for.

Speaker D **01:04:37**

Well, thank you very much for those insights. Anybody else on what should a graduate be able to do?

Speaker A **01:04:45**

Yes, ma'am.

Speaker E **01:04:49**

With a successful graduate, and this comes back to even what you said, you are a proud graduate of Arlington Heights High School. You, you would, you would shout that from everywhere because you, you know what I'm saying, you're proud to be from that school.

And so a successful graduate has to be proud to be from the school that they graduated from.

01:05:07

Um, in saying that, and it's kind of like what [Speaker L] just said, some of the rules that we're going by this year was actually in acted by a person last year who really didn't know the area, didn't grow up in our area, nothing, knew nothing about our kids, just came in and made these hardcast rules.

01:05:26

And unfortunately, the person that we have right now as principal, all he can do is go off of what he's been told as well as what the people above him have been telling him to do. He doesn't have the authority to make changes per se. And what I feel like, to be a successful graduate, just like we're talking here, you have to look at each community and allow each community a voice at that table.

01:05:52

And the people that are in that community working as a principal, the teachers, the social workers, the counselors, whatever, they have to be able to come to that table and say, look, these kids don't need What you have right there, we do need this. Okay, our kids just had to walk two miles to school and cross a very busy divided highway because it is Old Highway whatever you want to call like I thirty before you know all that without a bus and they're walking they're hot they're sweaty they're getting there and they don't even have time to decompress where somebody at another school.

Speaker D

01:06:31

They're going to school.

Speaker E

01:06:32

Got dropped off by mom and dad, or they had a nice bus that got them there, or, you know, they've got that, they've got that time, and our kids don't. And so that's the other thing. To be a successful graduate, not only do you have to be proud of the community you come from, you need to know that your community of that school is listening and working for you and providing the answers and the resources that you need.

01:06:57

And so right now everything is so top-down, and I know we've talked on it before, top-down heavy, that all he's been told is this is what we did last year and he's enforcing it, or this is what we're doing this year and they've all got to have this, you enforce it. But let's

get those other people in there and say, look, we're, we're a little different than here.

01:07:16

And we didn't have any counselors starting this school year.

Speaker B **01:07:19**
There's still none.

Speaker E **01:07:19**
None.

Speaker B **01:07:20**
There's one now.

Speaker E **01:07:21**
Well, no, they've all been— they've been 4 and 2.

Speaker D **01:07:23**
We're gonna get your I want you to leave something for question 4. So anything else on what a graduate should know or be able to do?

Speaker H **01:07:33**
This is kind of specific, but I want my successful graduate to be AI literate and to know when and how to use AI and to know how to spot it, similar to spotting like em dashes in question 3.

Speaker B **01:07:47**
Okay, thank you.

Speaker P **01:07:50**
She's a Spanish speaker.

Speaker D **01:07:52**
Well, and Rosa, you know, I didn't introduce Rosa. Rosa is my colleague on the board, Rosa Verdeja. She's an immigration lawyer. And would you introduce yourself quickly? But also, when you have the Spanish speakers, you can introduce yourself in Spanish and carry on this conversation with them.

Yes, of course. Um, good afternoon everyone. Thank you for being here. My name is Rosa Maria Verdeja. And I am one of the board of managers. I serve alongside Mr. Naren, and my day job is an immigration attorney. The reason that I chose to apply to be on the board was because I grew up in a home that didn't value education.

01:08:32

It wasn't a priority; it wasn't encouraged. I never planned on going to college. I never even planned on going to high school. But when I was. Yes. When I was 15 years old, I became homeless, and I knew that if I made it to school every morning, I was going to have breakfast and lunch.

01:08:48

So when I hear you all talk about this, that speaks a lot to me because I know the struggles of not knowing whether you're going to have a meal or not. And so that is what made me get up every day and go to school, and eventually that led me to graduate high school.

01:09:05

And after that, I never planned on going to college, but Circumstances changed, and I found myself, you know, taking a class here and there. I ended up dropping out of college because in college you don't get free breakfast and lunch. And to me, I thought, "Well, I can sit here in this class, or I can be out there and get a job and have money to buy the things I need." And so that took priority for a long time.

01:09:28

But school always pulled me back because I really enjoyed it. And so I ended up graduating. Eventually I went on and got a law degree. And so I know firsthand how an education can change your life drastically. And so [personal information about a Board member's family]

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01:09:48

And so because of that, I, I want to encourage all students to pursue an education. And I realize that college is not for everybody. That's why it's important that these graduates Have whatever they need for that next phase in their lives, whether it's going to be go out into the workforce, get a certification, learn a trade, join the military, or go to college.

01:10:10

And and that is the reason that I chose to serve. And I really want to thank you all because you can be anywhere right now. And I know we're running around town asking everybody give us your feedback, give us your feedback. And we realize the history. We realize that

people have given their feedback.

01:10:25

And some of you have shared what happens to that information. You know, you you come to us, you ask us questions, we make time, we answer your questions, and then we never hear anything. We're not going to do that. We want to create goals and guardrails that represent what you all value, what you all feel is important.

01:10:46

If it is something that keeps coming up over and over and over again, then. It means that it's it's a value that our community thinks is important, and we are going to create goals around that. Those goals are not being told to us by anyone. We're not here deciding well, you know what?

01:11:06

I really like football, so I'm going to create a goal around football. No, we're not doing that. Now, if you guys say football, football, football, well then we have to listen, right? Because obviously. Obviously that's a value that's important to you guys, and there's— our goals are supposed to reflect what's important to you guys.

01:11:23

But again, thank you for being here, for sharing your feedback. And the reason we also have the QR code available online, because we realize a lot of people, they don't want to speak in public for whatever reason, so we want to find a way to reach as many as we can. So you're welcome to fill it out.

01:11:42

You're also welcome to not fill it out. Whatever you feel is is most comfortable for you, but we do appreciate if you guys share because we want to make sure that our goals and guardrails represent everyone and not just a select few that has come to our to our sessions. Hey, para usted señora, si gusta acabando aquí me siento con usted y podemos hablar de las preguntas y A mí cualquier pregunta que usted tenga yo puedo atenderla.

01:12:11

Okay, muy bien, gracias.

01:12:14

Speaker P

Okay.

She can ask a question now.

Speaker C **01:12:16**
Ah, quiere preguntar su pregunta ahorita o como usted guste.

Speaker P **01:12:22**
So she was out of stage, so she's a mom, so her baby's barely started. So her her concern right now, like how you're saying for Successful graduate. Well, he's barely starting. They're having a lot of security issues and new things from the primary going down to the elementary. The car lines aren't working.

01:12:45
The cops are outside. There's not any security outside. So there's a lot of dangerous areas for the kids that are little. So who's walking up? Who's taking the parents that are walking up? It is so hot. And they're sitting out there 10, 15, 20 minutes waiting for the kids to be released. Cars are being parked, parents are getting off.

01:13:08
It's a one-way from Benison to Mojave, but that one-way is not being respected. People are coming down the opposite way. So I mean, we're thinking of the big kids, but we're kind of thinking that this is where they start. So we can Help them now that they're little to maybe it'll help me to have the more successful payment for attention to some of these problems that are going on in this school.

Speaker C **01:13:36**
Thank you. Okay, so what I'm hearing is that safety is a big concern. Okay, um, what what school is it? In Pescuela.

Speaker P **01:13:44**
Western Hill Elementary.

Speaker C **01:13:46**
Okay, muy bien.

Speaker J **01:13:48**
Um, hay diferentes salidas, ¿verdad? Entonces desconozco si está en la principal, pero me imagino que debe de haber como en cada salida. Como por decir, en la salida donde él está salen demasiados niños de igual forma, pero ni siquiera hay policía ni está un

security. Hoy sucedió también un incidente en donde sobre la calle se estacionan los padres de familia para recoger a los hijos y en vez de formar las dos filas que se supone que deben de hacer para recoger a los niños formaron tres carriles, tres filas.

01:14:29

Entonces en la tercera fila tenía que pasar el bus y tenía que pasar otro para que recoge los niños y entonces se quedaron ahí parados porque los papás o los dueños de los carros no estaban dentro del carro, sino que estaban recogiendo a los niños. Siento yo que debe de haber como un orden para poder, para poder, este, recogerlos.

Speaker B **01:14:55**

Claro.

Speaker J **01:14:56**

Y en segunda, sucedió eso y no había ningún policía o un security para poder, este, llamar como a los dueños del carro y darle vialidad Okay, so what she's sharing is concerns, safety concerns when it comes for drop-off and pickup.

Speaker C **01:15:18**

And in Western Hills Elementary, she observed that the line wasn't moving smoothly, and then 3 lines formed, and some people just parked their cars, got out of the vehicle, went to do their thing. It created a backup. It created Safety concerns for children that were getting picked up, and so that there was nobody out there, no security guard, no police officer.

01:15:41

And so safety is a concern. And thank you, gracias por esa información. And then I will take that feedback back to the whoever's in charge of operations to see if that they can come out here, out there, and make sure that there is a process and the process. This is safe and smooth, um, that way we don't have any incidents.

01:16:02

So thank you for that.

Speaker B **01:16:05**

Yes, I want to piggyback off of what she's saying. So I really don't want to fight. So I want to piggyback off of what she's saying because if it's the same— so it's a safety issue at the elementary school. So we're at the high school. Where kids have cars, they have scooters, they have whatever, bikes, whatever.

Last year we had 3 students get hit.

Speaker D **01:16:35**
You had what?

Speaker B **01:16:36**
3 students to get hit. I reach out personally because I'm a parent that's at the school all the time. Well, where finds me? No help. I reach out to Pembroke Police Department.

Speaker D **01:16:50**
Department.

Speaker B **01:16:51**
Well, whatever, to get the bumps in the road, speed bumps. No help. I reached out to the Board of Works side, no help. Everybody just pointing the finger back, pointing the finger back. It's gonna take a child to get hit and hurt for somebody to do something.

Speaker K **01:17:10**
It's ridiculous.

Speaker B **01:17:13**
Uh, can't put all the blame, and I'm, and I'm not here I'm not gonna put all the blame on you guys. Y'all are new here. But I do feel as the problems are being brought up, help us. We can't help each other without y'all resources. A lot of these students in the area, like, I don't know what y'all hiring for, if it's just teachers and teachers not teaching.

01:17:41
teaching, because they're not teaching. They just want them to basically sit down, uh, put us crossing guards out there. What do crossing guards do? Put a peace officer out there. Hire a parent that can come at the beginning of school and at the end of school, direct the traffic, make a way. Y'all see the parents in that area don't have jobs, okay?

01:18:05
If you walking your child to school Let's walk your child to school a little bit earlier so you can have a job. I can pay you from 7 to 9, whenever the last student gets here, and I can pay you because you're gonna be out here and you're gonna help the kids get into school safe.

And then you come after school, you come an hour early, you stay an hour late, whatever the case may be, and you make sure that the kids get out of school to the car, whatever, whatever it is.

Speaker C **01:18:32**
I'm not gonna do that.

Speaker B **01:18:32**
But we have to put in place something where we're helping the parents so the parents can help the kids. Everybody in the room said the same thing, like, you have to— it's the community that's lacking everything. If, if, if nobody's helping the community, then the community can't help themselves.

Speaker C **01:18:56**
Thank you, thank you. Yes, and same Safety is very important because if we can't get the children to school safe, then we're never going to get through all of this, right? We need to make sure that they get there, they're able to eat, they're able to make it to class and ready to learn.

01:19:10

So thank you for that.

Speaker B **01:19:11**
Gracias.

Speaker D **01:19:12**
Why don't you do number 3?

Speaker C **01:19:14**
Okay, we're going to move on to number 3. So what are values that you believe and you strongly feel that the superintendent must honor regardless of pressure or So in other words, in accomplishing his work of the district, what are some things that you feel that that superintendent must honor? Thank you, [Speaker M]

Speaker M **01:19:39**
Hi, I think I think one of the values should be honesty because I'm looking at the. These printouts that you guys give, and this is my second session to attend, but— and I understand Fort Worth does need to improve. I'm not going to try to say that it didn't have

any problems. I think one of the biggest problems is probably the top-down, heavy on the top issue.

01:20:05

But these are not test scores of a failing district. I mean, all of these demographics have improved over the years, minus about what I'm looking at 3 to 4, and the biggest dip happened in COVID.

Speaker I

01:20:22

Yes.

Speaker M

01:20:22

And they've continued to go up since then, other than '22 to '23. But I mean, from '23 on, the school— the scores have gone up every year. So I mean, I feel like honesty, um, needs to be one of the top values because nobody's talking about that. And I understand I think the school board needs to make some improvements, but I mean, everybody's coming in here acting like we just are a bunch of knuckle-draggers and money launderers, and these scores do not reflect that.

01:20:54

So would I like to see them higher? Yes. But I feel like that's maybe something that our superintendent can do, is level with people and just be honest. Now, I also say that with empathy I feel bad for you. I feel bad for you because I know it's a political appointment, not necessarily specifically, but just the job in general.

01:21:13

And that [coarse] I mean, that's a [coarse] two hats to wear, and it's really hard to serve a community with integrity and honesty and also have to play the political game. So I mean, you know, that's hard. But, uh, but these are not reflective of just a going down the toilet school district.

Speaker C

01:21:33

I appreciate that. Thank you.

Speaker K

01:21:36

I think also the superintendent needs to be honest with us that he needs to not view our children as a test score because that seems to be the whole focus. Um, and he's got to, uh, he or she, yes. Um, they've got to value all areas of Fort Worth. I graduated from Poly High School in 1971.

My mother graduated in '42, and my grandmother was in the first graduating class from Poly High School. And I mean, those guys were drunk that decided we were going to be parrots, and they put us in orange and black for Halloween colors. It was disgusting. But I'm proud that I went to Poly High School.

01:22:19

Poly High School, like, they gave me the best education I could have. My parents expected They expected me to do my homework and to do what was expected of me. But when I taught at Morningside, some of those mothers were working 3 jobs. They were not home with their children. Their older brothers and sisters were taking care of them when they got home.

01:22:38

I had a kid that got mad in class one day because he said, can you use cash money to buy food? And I said, yes, some people do. He goes, oh, and sat back down because he had no idea that some people people pay money to buy groceries, you know. So, but I think these kids need to be nurtured and treated like they're equal humans.

01:23:02

He needs to recognize that. He needs to recognize that every— he needs to talk to this young man over here from Western Hills who speaks truth to power. He's been talking to him. And he needs to, he needs to go into the schools and not be I don't even worry if everybody's on whatever the lesson is and whatever's being covered today, but meet with the kids.

01:23:21

What do you need? Meet with the parents.

Speaker E

01:23:23

What do you need here?

Speaker K

01:23:25

Because we're supposed to represent all. And then listen. And then, I mean, there's a crossing guard over there where my grandson goes to middle school, you know, and there are teachers that come out and have duty at dismissal time so they can go, no, no, you can stay here because there's phones right here and you don't get to leave until Wait till the last and don't get here first, you know.

01:23:44

So I mean, if there's, there's a routine, and I'm sure they had something last year. And then I think too, he needs to recognize that in Western Hills Elementary, didn't they merge 2 schools together this year? Yes, so that's kindergarten through 5th grade, but they were in separate buildings. So that's a whole different thing too there, you know, with the number of kids coming out at the same time.

01:24:07

So I think if Mr. [Superintendent] and the whole board, if y'all could all be at school and not just be observing what's happening in the classroom, go there when the kids arrive. There's no reason for every high school kid that they can't get a breakfast, take it with them and eat it if they came hungry to school.

01:24:23

That's inexcusable.

Speaker B

01:24:26

And so it's not even that. So my, my son has food at home to eat.

Speaker K

01:24:32

Right.

Speaker B

01:24:32

But he don't take it in the morning because he can't take the class. Like when I went grocery shopping for school, because I go every week to get his, his needs because he's the only child at home now. But when I went grocery shopping for school and he came home, he's like, well, I can't take this anymore.

01:24:52

I can't take my cup to school with water in it. I can't do this. I can't go to the restroom. The first 45, well, 30, 45 minutes of class. Like, who holds their— you don't hold your peace sitting in the office. You gonna get up and go whenever you want to go. Like, it's just different things that I feel you guys need to come and sit in the classroom.

01:25:19

It's different from doing it at the board than sitting in a classroom with You can do it all night. It's just like if I'm a manager at a business and I can tell you what to do all day, but until I go out and I do that job, then I can't tell you anything.

I have to put myself in your shoes. That's just like the goals and everything that I hold my kids to, I did it myself. Like my son, he He's in high school now. He's doing the dual credit. I go to college as well. I got a college student. I'm doing the exact same thing that my kids are doing.

01:25:56

I make sure I make the Dean's List every semester, but I hold them to the exact same expectations you guys working in higher ed. You can't hold these kids to improve this. No, you can't improve yourself. Ain't nobody coming out to To help you improve it. There's only so much that the teachers can do.

01:26:18

And just like the baby got up the other night at the board meeting and he said, I have to pick and choose whether to go to PE or go to the library. It should not have to be a choice whether I can go outside and play or I can go in this library and I can read because I learn a little bit different from everybody else.

01:26:38

Only thing he wanted to do, and he stated it, That he can go outside and move his bones around so he won't be skipped in the classroom, and I come at his job for cutting the, the, the button off the timer. I was late, he got a chance to talk, he talked about 10 minutes, but like, you have— you gotta listen to the kids.

01:26:58

We could talk to y'all blue in the face and nothing's being done.

Speaker C

01:27:02

Thank you.

Speaker L

01:27:05

Um, when I answered the This question I'm going to answer about the superintendent and the board members because I hold all of you guys up to the higher standards because you guys are— you guys all sell the same board when we come and speak to you guys. Um, first off, I want you guys to honor the people that y'all are here for.

01:27:25

Um, when the— when [Superintendent] first came in, he said to me in a group is that You guys, teachers, the principals in the school are here and getting paid because we're alive. If we're not here, y'all aren't here. If we're not here, you guys are pointless. Your job is

pointless. So first off, I wanted to say y'all should honor y'all community.

01:27:51

Um, and that can start by looking at the housing in you guys' community. Um, the quality of the housing that you guys come in and see. Some kids come from a house where there's no parents there. Some kids are coming from no house, but you guys are so stuck in the same neighborhoods that you guys aren't able to get around and see what's going on.

01:28:15

My second thing is you guys are constantly saying that we're at zero teacher vacancy. We're not. And there's a lot that has to stop going around. And teachers aren't the only important people at a school. It's elementary schools, like, um, the elementary school by us, we, we want librarians in there because y'all— and look at that— because every time I see y'all, and I'm sick of hearing it, oh, 40% 40% of our school district knows how to read on grade level.

01:28:51

The other 60 don't. Do you guys know how to read on grade level? Did y'all come up in a school that taught y'all how to read on grade level?

Speaker D

01:29:00

I did.

Speaker L

01:29:01

But the way that y'all are setting up the curriculum, y'all are failing kids. Not put it online, not put it— I'm saying it here. Y'all are failing kids. I want y'all to honor kids by bringing people into schools that care about these kids. That's not going to go and sit at a desk and watch YouTube on their computer and not teach anything.

01:29:20

I want y'all to own your kids by bringing in principals that care. I said that to you on Tuesday, Wednesday, and again tonight. [The current administrator] is a disgrace. Bring in our principal. She raised [a district school's] test scores all the way up And you guys were going to bring her to our school, but she got removed.

01:29:44

We don't have a principal now, we have an intern, and he's a disgrace. But y'all are on video saying that morale isn't low. Morale is low. The kids in the school don't want to come

to school. I don't want to get up every morning and come to school because it's sad. It's a prison.

01:30:07

We're living in a system where we're not being cared about, and that's what y'all brought here to do, was to care about us. So y'all need to start caring about us. And the same thing I'm telling y'all right now, I'm gonna go home, I'm gonna write an email, and I'm gonna have a meeting.

01:30:25

I'm gonna sit down, I'm gonna say the same thing to [Superintendent]face because I'm talking about him as well.

Speaker O

01:30:30

Thank you.

Speaker C

01:30:31

Thank you, thank you for that. What values must the superintendent honor?

Speaker E

01:30:42

I really believe the superintendent needs to value his educators, his librarians, his counselors, his psychologists, his speech-language, um, people, everybody that was working here.

Speaker F

01:30:58

He—

Speaker E

01:30:59

the volunteers, correct. I mean, everything came in and came in with a whirlwind, but I have yet to see him sit down with the people that he's in charge of. I have yet to see him—hey, what's worked? What's not worked? Because that's going to be the most, most important thing. Because again, like I've said before, each school is Each school has a different community that needs to be honored and understood because this community, they may need the new athletic equipment, but this, this community over here needs food.

01:31:37

This community over here needs bus transportation, and this community over here needs more employees because we, we've got 45 kids in a classroom.

We need all of them.

Speaker E **01:31:48**

Okay, trust me, I know, I know we do, but I think that's the one thing that I'm missing because as a teacher and stuff, when I knew this was coming, there was a part of me that was relieved when I heard the person was coming from outside of Texas because I kept thinking, if they're in Texas, they're already under TEA's thumb and they're already, they're already doing the, the prison thing.

Speaker B **01:32:12**

We won't get the prison thing.

Speaker L **01:32:13**

Where's the I think that's the thing.

Speaker B **01:32:13**

thing?

Speaker E **01:32:14**

No, we got it. Uh, it's, it's just sickening. I mean, it's, I, it's kind of like I want to ask as a professional, any professional, and I've worked and I've got my Social Security and all that too. Um, thankfully that got repealed as a teacher, but there's not a single job I've ever worked, and I've worked quite a few part-time on top of teaching, that I had to sit Sit for 90 minutes straight.

01:32:42

Oh, you need pencil notes right there. Don't get up. Don't move around. You can't go to the bathroom. And that's even as employees. We can't go to the bathroom during our class periods, and we're teaching 90 minutes. And for some of us, we don't get a break every day. Every other day I get a break.

01:32:57

My one break is my lunch of 25 minutes, and I'm lucky to have that 25 minutes. So he needs to value the people that work for Because if he has happy people and happy parents and happy volunteers, I guarantee you we'll move mountains to make this district the best district in the state of Texas.

01:33:17

But the way it is now, we want to leave. We don't want to be here, and we could care less about the district.

Speaker A **01:33:25**
Right.

Speaker E **01:33:25**
I'll take care of my kids, but I'm not going to work my butt off for someone that doesn't value me.

Speaker C **01:33:34**
me.

Speaker E **01:33:34**
You're here for 11th period? Every other day. Every other day?

Speaker B **01:33:39**
Elective teacher, yeah.

Speaker E **01:33:40**
So I have about 170 students every other day, and I'm about 5 weeks behind in grading, so we won't talk about that.

Speaker K **01:33:48**
What time do you go to work? What time do you get out?

Speaker E **01:33:51**
Well, our school starts at 8:50, um, for kids, students. I, I, I make sure I'm always— I try to always be there by 7:30. I think all teachers have to be there by 7:55, and the kids get out at 3:45, and I think we can leave. I think we can leave. Everybody's different.

01:34:08
They all got different things. And I'd hate to admit this, but on Wednesday night, I didn't leave my school till 8:30.

Speaker I **01:34:16**
Yeah.

But that's because [a family event] and I was actually preparing to be out. But I have to prepare so much stuff and other things. The most important thing was grading, and I couldn't do that. I had to take care of making sure everything— the board is just dropping in. There's all this other stuff.

Speaker M

01:34:35

Yeah, I'm sorry, I know it's my second time, and first of all, thank you. You sound like an amazing teacher. Um, I think another great idea for [Superintendent] and the board, you guys should shadow some of these people. You could walk the track down Las Vegas Las Vegas Trail to Western Hills and then wait to get into school and then try to get breakfast and then try to make it to class and then sit through class and think about how great the, you know, the quality of the Bluebonnet curriculum or whatever.

01:35:05

I mean, I think that would be really— first of all, it'd be a great photo op, and it would really, um, and I don't mean that cynically, like, it would really be great for your PR, and you could really Maybe win some hearts and minds that way, but it would also educate you.

01:35:19

I think these listening sessions are really great, but I mean, that would give you— you could shadow a teacher. You could do the Las Vegas Trail hike, and then you could shadow a teacher at a different school.

Speaker A

01:35:30

It wouldn't cost a million dollars.

Speaker M

01:35:32

Yeah, yeah. And then you can really get some hands-on. Yes, I mean, but I think being there for the entirety of the day, and I know you have lives So I'm not— I want to be realistic about that, but that would, that would be a very educational opportunity for you guys. And then also you would have some answers for parents and students that are expressing some of these concerns.

Speaker C

01:35:55

I agree with that. Thank you for that. It is a great idea.

Speaker I

01:35:58

And without the cameras, without that extra—

I mean, I know what you're trying to do, but without the cameras, actually go through it all.

Speaker L **01:36:08**
The students want to be seen without photos being taken.

Speaker C **01:36:12**
Thank you, thank you for that.

Speaker K **01:36:14**
And you can only go to the bathroom when the teacher's left.

Speaker A **01:36:17**
You gotta get the right shadow.

Speaker I **01:36:19**
Stand up.

Speaker B **01:36:20**
That would be really great.

Speaker E **01:36:21**
You have to stand up all the time. I didn't mention that we can't sit down.

Speaker K **01:36:25**
Yeah, okay.

Speaker C **01:36:26**
What values must the superintendent honor?

Speaker O **01:36:31**
Okay, um, first off, This is my first time being here, and I know I'm probably younger than a lot of you in here. I do have 4 kids. Their tallest is not like in school, school, but I just want to speak on basically what I experienced from being in school or whatever. I understand everything that y'all saying.

01:36:49

I just had to shut up so I can just hear everybody. But yeah, I kind of, kind of saying like a lot of the same things, so I kind of understand it. Um, For me, I can't speak for everybody else, but for me growing up, I believe it takes a village.

Speaker G **01:37:06**

It takes—

Speaker O **01:37:06**

definitely takes a community. It definitely takes people that are taking on this role, that went to school, you know, to go to college, to be in the position that they are now. I mean, you signed up for this job, so you're supposed to do this job. You're supposed to honor your job because this is what you chose to do.

01:37:24

Not everybody thinks the same. We all don't, you know, see eye to eye on certain things. There is things that I believe that the school district itself needs to work on. It does take time. However, it shouldn't take too much time for them to get their stuff together. Um, I believe common sense is free.

01:37:45

It's not rocket science. I mean, clearly there's problems at home, in the community, in the neighborhood. It's It's almost everywhere. It doesn't take a rocket science to pick up on these things. But like I said, y'all all chose the positions that y'all are in now, so there's no excuse for everybody to be up to par and to hear everybody.

01:38:05

I feel like when I was in school, I wasn't heard. My kids are little and they go to daycare, and I still feel like they're not being heard at a young age. I don't think it's— you can really put a, a set standard on what age or whatever it is for people to be hurt.

01:38:21

But growing up, I had no— I went from having no parents to one parent [personal information] to a mother that didn't raise me, and I ended up being raised by somebody else. So I get it, you know, everybody got different stories of how they were brought up in the household, and it does start at home.

01:38:39

And I do understand where, uh, like the whole— the school lunch thing or whatever. I remember having to rush to school at a certain time and I missed lunch and breakfast like

hella times. I didn't get a chance to bring it in the classroom. They were tripping on that.

Speaker G **01:38:52**
So I get all—

Speaker O **01:38:52**
I get everything that y'all saying and it's true. None of y'all are wrong. But I do feel like time-consuming, you know, when it comes to like basing time, time management, being— make sure that everybody has a fair opportunity to eat something if they didn't get a chance to to be able to get tutoring.

01:39:10
I feel like, like, who— I don't know who said about the camera thing, camera comment, but I was thinking about that too because I do see that a lot of people do things for the cameras and they only bring it out when it's like a big, like a big thing going on just to show off.

01:39:26
And I don't, I don't like that, you know. You don't— you should just only come around when it's time for a photo op, when stuff matters to you guys. I mean—

Speaker E **01:39:33**
I agree.

Speaker O **01:39:33**
When I come to a school, I want to be seen. I want to be heard. I want to be listened to. I want to be valued because y'all are getting— like I said, I'm blunt, but y'all are getting paychecks. Y'all getting a paycheck for our kids, and then it's like y'all get satisfied.

01:39:50
What does that leave for the kids? What's that leave for the parents? Because me, I have— like I said, I have 4 kids, and I want to know that my kids are safe when they go to school, that they're being seen. That if they're being heard, that they're not scared.
I have [health information]

01:40:06
To me, when I drop my kids, I'm handing my kids to you. Like, it's my job, my responsibility for my kids, but once I hand off my kids to you, I'm trusting you with my child while my

child is there. So when my child is in your care, I need to know that my child is being well taken care of, that they know right from wrong, that they're learning things every day.

Speaker A **01:40:24**

Thank you.

Speaker O **01:40:25**

That y'all supposed to be teaching them. And, uh, I think you said something about the STAR test, or somebody said something about the STAR test. When I took the STAR test, it didn't make sense because a lot of the things that are in the curriculum right now is not on that STAR test.

01:40:40

And it like— I don't know, it was one word. Somebody said something about word or whatever, but it'd be like random stuff that didn't make any sense. Like, y'all took all this time for the school year to learn all this, and then when we get to this, it doesn't add up. Then y'all have to put a certain score for a kid to pass, and if they don't pass, they either have a second chance to retake it or they don't pass to the next grade.

01:41:04

I feel like that does put a lot of peer pressure on kids because they don't feel like they're good enough or they're going to make it because y'all being told to teach one thing and then in the end it's not adding up to what they have to do when it comes to the end of the year.

01:41:19

But yeah, it definitely— for me, I don't probably talk too much, but for me, I just feel like all the things that y'all are saying are facts. They're true. I'm not from Fort Worth. I live down the street, so I'll say like really close. But I wanted to come in not just for food.

01:41:38

You know, she got like— I didn't come here for that, but I just wanted to listen to everybody because my kids are young and they're just now entering the school year. And I know it's going to get harder over time, but I feel like there's ways to go about things.

Speaker G **01:41:55**

It's—

it's—

Speaker O **01:41:55**

y'all have time to get it right, but nobody's gonna ever get it right if y'all don't listen to them. And you have to put actions into it. You have to actually Want to take that initiative to push to invest more, because I do see a lot of things where, like, for instance, sports.

01:42:15

Growing up in school, it was a lot of people that were only caring about football, chilling, all types of stuff, and they're the only time that you see the most cameras coming out. Nobody talks about where if a kid— Um, I think there definitely needs like one-on-one, more one-on-ones, more tutoring. More investment in that.

01:42:34

Y'all put so much time in everything else. Like, I think football season starts like, what, at the beginning of the year? I don't know how it is over here, but when I did at my school, it was like at the beginning of the year, and that's all people were talking about, where the investment was going, athletics, all that type of stuff.

01:42:49

But, um, I think it was— I don't want to— I don't know anything, but like, I think it's like you and you, you're like kind of going back and forth between the whole library thing I wasn't listening.

Speaker B **01:43:00**

I'm just trying to like process everything.

Speaker E **01:43:02**

But yeah, you're talking about the library thing.

Speaker O **01:43:04**

I feel like that does need to be more investment into like the little curriculum activities that I do on a day-to-day basis and just like encourage— just find new ways to encourage kids to get active and want to be active and want to learn and want to keep being passionate about, you know, certain things to improve education because everybody needs to be able to do that.

01:43:24

And so yeah, I don't know.

Speaker B **01:43:26**
I mean, I keep going.

Speaker C **01:43:27**
Thank you, thank you so much for sharing. Okay, we're gonna do one more on question 3 and then we're gonna move on to question 4 because I'm gonna be respectful of y'all's time and I know it's getting late. So anybody else wants to share what values— thank you for coming— what values must the superintendent honor?

01:43:45

Anybody else?

Speaker O **01:43:47**
No?

Speaker C **01:43:48**
Okay, well then let's go to question Oh yes, one more.

Speaker K **01:43:51**
I'll be quick.

Speaker C **01:43:52**
Yes, please.

Speaker K **01:43:54**
The superintendent needs to honor every school. Every school is going to be different. The needs over here at Western Hills is going to be different from Poly or Southwest or Pasco or Arlington Heights, you know. And so you can't treat them all the same and put expectations on every high school to be the exact same.

Speaker B **01:44:16**
Right.

Speaker F **01:44:16**
No, thank you.

Thank you for that. Okay, we're gonna move on to question 4. What are some things that the district is doing for our students right now that are working and you want to be sure that we keep doing? What are we doing right?

Speaker D **01:44:32**
Nothing.

Speaker C **01:44:33**
Nothing.

Speaker A **01:44:34**
Okay, okay, um, move on to the next one. Is it okay?

Speaker G **01:44:39**
I would like to share my experience. As I was serving the community, community since 2023 as an interpreter for the special education kids and the immigrant kids as well.

Speaker F **01:44:52**
Thank you.

Speaker G **01:44:53**
The one good thing was the ARD meeting. Every, almost a single ARD meeting, the parents feel relief because they were assured the school was there to helping their kids. Another thing related to the number 5 was because there are so many professionals, education professionals like speech pathologists or evaluator teachers, every— and there were almost 7, 8 expertise.

01:45:23
And the parents, when they have a meeting with those 7, 8 expertise themselves, they feel like it's not really collaborative meeting. It's almost like dispute, dispute meeting. So they were in the mode that they need to advocate their kids than be helped. So I think maybe there is a really good way to, in the communication way, to set up the tone between the parents and the ISD.

01:45:51
I think they will be much helpful. The reason I'm raising up this is because I always hear their inner voice, the parents' side. Because I speak their language, after the meeting done, they were just venting how they really feel they were not able to speak up in the

meeting. So I think that setting the tone, and especially I just keep hearing we want to be heard and they need to listen to us more.

01:46:18

I think that was the key, the communication. And just, I know the school wants to hear them. I know, I really believe the school school hear them, but that's a different story. Do we or the school really make the parents feel they are heard? I think that's a different story.

Speaker C

01:46:37

Thank you. Thank you for that.

Speaker M

01:46:43

Um, my 2 nieces live with me and they— my kids are grown, they're in their 20s, but my 2 nieces live with me. One of them is in 5th grade, one is in of them is in 8th grade, both from Fort Worth. Um, I asked the 5th grader today what was going good about her school year, and she said that she just loves her gifted and talented class, that she— and this is, these are her words exactly— I feel like that's where I get to really let my hair down and learn.

01:47:11

She's very sassy. Um, but, uh, and I asked her what she liked about it and what she learned, and she said that they got to do experiments and that they had to work together as a team and that the teacher was always asking them questions and making them think about things. And so I understand not every child can be gifted and talented, but it seems like my 5th grade niece, who is extra sassy, really loves that she gets to do some hands-on learning.

Speaker C

01:47:38

Thank you, appreciate that.

Speaker E

01:47:44

Within everything, there's a few little caveats here and there that may not be working right, but I do believe that Fort Worth has done an outstanding job through the years with our fine arts programs. They've allowed fine arts to continue. We have bass and the UIL, the band and choir programs, and so I really hope we continue to keep those things.

01:48:06

I do love that we give kids I think it's the opportunity for college credit in high school right

now, and I hope that can continue. It just needs more support and some of the stuff they've taken away, I hope it comes back. Same thing with our CTE classes. It's nice that a lot of the pathways— it's hard to think that a kid really knows what they want to do when they're in high school.

01:48:31

Some do, some don't. I was going to be an engineer.

Speaker P **01:48:33**

I was going to be an engineer.

Speaker E **01:48:34**

Accountant, you know, finance major, the whole bit. And even though I got that business degree, look where I'm at as a teacher. You know, I double majored, but I love it. But I love that they allow them to take the certification test and things like that. Again, we just need to expand on it.

01:48:52

We've got some holes where there's not— when they started handing all the kids one-to-one devices, they stopped buying computers. Computers for labs in school, but so then that made it harder on the teachers, especially when they wouldn't bring them. As me teaching Microsoft, I don't teach Microsoft on a MacBook from the cloud because it doesn't give them everything.

01:49:11

I can't teach them mail merges and some of the things they need to know. So it's just, I hope they keep those things. I hope they don't get rid of those things because those are really good. And the second, the last thing I'll say about all of that I do see this year that we have started enforcing some procedures and things that maybe we should have done years ago, and it may have helped.

01:49:35

Um, it's almost like it's a little too late, or, you know, okay, we do it now, we get these kids used to doing what they need to do, whether it be IDs or putting that cell phone away and actually keeping it away and enforcing that so that they will learn and not be What's on TikTok right now?

Speaker C **01:49:52**

Let me—

oh, my friend, where are we going for lunch? And it's 8:30 in the morning, you know, getting their attention distracted.

Speaker C **01:49:59**
So, um, thank you.

Speaker E **01:49:59**
Thank you.

Speaker C **01:50:00**
Anybody else? Anybody want to share something that you feel the district is doing right and you want to see us continue or maybe even expand it?

Speaker B **01:50:09**
Uh, well, I'm just going to speak on behalf of Western Hills.

Speaker A **01:50:13**
Uh, so I'm a teacher at [another district] and we My son [Child] went to Western Hills last year. He was at [a school in another district] highly nice school, right?

Speaker E **01:50:25**
But he was just another number there.

Speaker A **01:50:28**
He came to Western Hills and thrived and came out of his shell.

Speaker E **01:50:33**
And I like, I love and appreciate that. Like, I work for the district, so to see my kid thrive at another district and have him come out and chill. Like, I greatly appreciate all the staff and volunteers at Western Hills, but a lot of those staff members have, you know, they left. So Western Hills did great things for my kid, and I'm so proud for that.

01:50:59

And it was hard for me to, like, let him go to a different district that I was not in. So I, I highly appreciate what Western Hills, and it just [coarse] that a lot of the staff is gone, and it sounds like it's not enjoyable for the kids, and you're not going to learn if it's not enjoyable.

It's not safe.

Speaker E **01:51:21**
You're not really— the kids are not risking to learn, you know, if they're hungry or whatever the case may be.

Speaker C **01:51:29**
Thank you. Thank you so much for sharing that. Anybody else?

Speaker B **01:51:32**
I just have a question on Ms. [Participant 1] Ms. [Participant 1] um, when she said something about the, uh, what is it, the dual credit, are they supposed to be taking it away from Westfield? From the district in total?

Speaker E **01:51:52**
No, I don't think so. I just was talking about—

Speaker B **01:51:54**
No, no, no, I'm asking from what I've heard. That's why I'm asking.

Speaker O **01:51:57**
I hadn't heard that.

Speaker C **01:51:58**
What is the question exactly?

Speaker B **01:51:59**
The dual credit.

Speaker C **01:52:01**
Are they taking that away? I have not heard anything like that. Mr. Gary, have you?

Speaker D **01:52:06**
I'm not.

Speaker F **01:52:07**
Yeah.

Um, I do like saying that we're inside of schools, but I don't think we're inside of schools for the right reasons. Um, we should keep going inside of schools, but we should go inside of schools to Support our educators. Um, y'all came in and y'all got a lot of our loved ones, our good educators out.

01:52:39

Um, we have new educators. We don't know a lot of the educators. We don't know you guys from anybody else in the world. I'm sitting here talking to you guys and I barely know you guys. I just know us, you know, we do. Um, we would like to get to know the people that are making the decisions for us.

01:53:03

We want you guys to— I've never seen you guys come into our schools. Um, we have board members, I feel like that's what they're for. Um, of course we have Mr. President and his people coming to the schools, but you guys should also be coming to schools. You guys are the people that sit up on the board every board meeting and make their decisions to say, hey, I want to spend this amount of money to get buttons put on the back of IDs.

01:53:33

But I want you to just imagine this because I said it at the board meeting, but I wasn't able to say it in depth. This wall right here behind you Imagine it was glass. This back here behind you, imagine it was glass. And then we have a gate, and we have somebody jump that gate with a gun.

01:53:54

They can see inside everybody that's in this classroom right now from that way and this way because blinds are up. Dollar ones we have. Students no longer with us under y'all watch because y'all want somebody to press the button 8 times instead of telling somebody they need to post some bonds. Me personally, I don't want to look out of a window and see the fact that somebody can come and kill me anytime I step inside the school building.

01:54:28

You guys don't come in there to get killed. We don't either. Every day that I go to school, that's the first thing that hits my head because constantly it's happening in our schools. We have kids constantly putting bomb threats on our schools, adults too. Kids constantly bringing guns to our schools. Kids constantly playing games like popping fireworks inside the restroom.

We have emergencies I'm going to bring this up, and it happened last week, Miss [Participant 1] if I remember right, when we went on lockdown. Was it last week or was it—

Speaker B **01:55:06**
it was last week.

Speaker L **01:55:07**
Last week we had a lockdown.

Speaker B **01:55:09**
Last week.

Speaker L **01:55:09**
Um, we weren't told the reason, but no parents were notified. Nothing was told.

Speaker A **01:55:18**
And the only reason I know about it was because of my ring, and [I live nearby]
.

Speaker K **01:55:23**
I do have a kid over there that goes to the customer service.

Speaker E **01:55:26**
The only reason why I knew that there was a lockdown going on is because the Ring—

Speaker A **01:55:30**
my Ring community went off.

Speaker B **01:55:32**
Well, I knew because my child emailed me and said emergency 911.

Speaker A **01:55:37**
Interpreter told me.

Speaker L **01:55:38**
And you mean to tell me—

Because I was on campus.

Speaker L

01:55:40

That you, or you, and I said it just like this doesn't have to work again, won't come into my school and live the life that I live? But you guys are gonna put me on lockdown, and you guys are spending all this money on a button to go on the back of an ID badge or a voice to come over the intercom and say we're on lockdown, but you're not gonna close some blinds for a lockdown when somebody can come around that corner and shoot me in the head.

01:56:07

And I want y'all to dream about that tonight. Dream about your kid going into a school and getting shot in the head because y'all won't tell Thank you, thank you for sharing that.

Speaker A

01:56:18

You know, on the flip side of that, last year we had a principal that couldn't get along with any of the security officers at our school. So we had one— she fired them all and nobody would want— nobody wanted to work for her. So we had no security. I think we had one security person off and on.

01:56:36

Yeah, in our school all year besides our SROs.

Speaker E

01:56:40

I think to put a little clarification on some of this though is what is— every school is built differently and what he's alluding to and I don't think everybody understands is when they remodeled Western Hills High School, not only did we get storefront windows on the front side of the building and the back side of the building, we have storefront windows down all the hallways.

01:56:59

So you can look straight through the classroom outside to other classrooms. It's crazy and it's not that way at other schools because So because the rule for the district, all blinds up all day all the time, that's what we're alluding to. So just making sure, because I know that kind of confused people.

01:57:18

They're kind of like, what are we talking about with him?

He's explaining the light.

Speaker E **01:57:22**
Yeah, that's for all the parents. Yeah, it's kind of, it's very different. And I went from a room, one of the only rooms in the whole school, there was like a total of 8 windows in the whole school. I used to be in a school at one time and had 2 wonderful windows to look outside and see if it was raining or not.

01:57:37
And then people would call my room and go, is it raining? I think we heard thunder. No, not raining. To now, I'm in a room that has absolutely no windows on another end. But I do— I can walk a little ways to a door, but half the building is in full view of anybody that wants to just drive by and watch what's happening.

01:57:57
happening in the classroom. It's like, oh wait, they're up to 2.

Speaker D **01:58:04**
Okay.

Speaker B **01:58:04**
I have a— can I speak on—

Speaker E **01:58:06**
I just—

Speaker B **01:58:07**
I want the mic on. Uh, we used to use Sportschule. It's called something else now.

Speaker G **01:58:15**
Parent—

Speaker B **01:58:16**
what's that? Parentsburg. So to speak on that, And hearing them speak on it at the meeting, at the board meeting the other night, and not for sure if I'm verbatim of the words, but the person stated that, uh, it's not always coming from the principals. If it's something in a school that's going on, let's say what happened last week, My child should not have eaten them.

Somebody in that school building should have took the time and sent a parent square out to every parent versus the way that you guys are doing it. He sent a text message to somebody else and somebody else sent a text message out to the parents. That's the dumbest thing that I have ever in my life heard, that they got to go through Different people, but it takes me to get to the parents.

01:59:18

Now, this is a different week. It's a different week. We still haven't gotten the. I apologize that this happened. Whatever happened outside of the school, da da da da. Whatever it is. But the kids can't have their phones. They're not allowed their phones. If he didn't, if his MacBook wasn't charged up, then he would have been able to.

01:59:45

How safe are you guys keeping the kids inside of the prison? Because that's really what it is. And another thing that I want to speak on, the classrooms. They have the— the classrooms look just like this.

Speaker I

02:00:05

They look like—

Speaker B

02:00:06

What is a child What child want to come in a room and look in a blank wall for an hour? It's a prison.

Speaker E

02:00:19

That's really what it is.

Speaker B

02:00:19

You put them in the prison. You want them to focus all day. You want them to do whatever you say. Don't talk back. Don't eat for 8 hours. Because that's really what it is. You're not getting breakfast, you don't want lunch because you got to do so much to go get lunch. Um, it's been cut down from an hour to 30 minutes, and it's really not 30 minutes because it's being taken.

Speaker D

02:00:47

Right.

Speaker B

02:00:48

You gotta go through this to get the badge scans, you gotta do— walk 10 minutes to the car, you gotta be able to come back, you gotta eat your food before you get the correct door because it's somebody— the police standing outside waiting on you. opponents— I mean, the principal standing outside the front door telling you you can't wear this on this property, and you're not a principal, you're the intern, intern, whatever it's called.

02:01:11

You, you want the kids to respect you, but nobody's going to respect you if you're coming off like this.

Speaker C

02:01:19

Okay, anybody else? What are some things that the district is doing right now that are working And you want to see them keep going, maybe even expand. Okay, well then let's move on to the last question. I know some of you have answered that already. When you think about how the district is educating our students, is there anything that you think is not working and that we should stop doing?

Speaker I

02:01:48

I just want to We're talking about [a district high school]. Last year and I know you're aware of it from the board, we had a terrible principal and a terrible situation. It was a poisonous atmosphere. The high school was in crisis. Micromanagement, disrespect, bullying, harassment, everything across the board.

Speaker C

02:02:08

How many—

Speaker I

02:02:09

what percentage did we lose of our teachers?

Speaker A

02:02:11

Well, we lost like 35.

Speaker E

02:02:13

Last year, I left 35 teachers out of— we probably We probably had 60-something.

Speaker I

02:02:17

Yeah, so, and at least 2, maybe 4, maybe 3 were alumni.

They're—

Speaker I **02:02:24**

that to me what encapsulates a community, a high school at all, is that these people went off to college and they came back and all they wanted to do is teach and coach at their high school that they grew up in.

Speaker A **02:02:37**

And retire.

Speaker I **02:02:37**

And retire. That's what they wanted to do. And one had been [a recognized teacher] Last year, year before last.

Speaker E **02:02:43**

2 years ago. They didn't want to leave.

Speaker I **02:02:45**

And they did not want to leave and were absolutely bullied, absolutely bullied and harassed and threatened daily. And again, and that's with the support of the superintendent of this school district, because I get that she was hired by the original board. Um, that was a dog and pony show all by itself, but as it got worse, the complaints started coming in.

02:03:09

But when you all took over in March, um, it got worse. It got exponentially worse. And nothing— everything fell on deaf ears. Every single complaint, every single writing, every— and it was coming in and nothing happened. And in fact, at the end of the year, I mean, I had my own personal complaint about her from the booster club side, um, but We didn't want to regret—

Speaker E **02:03:34**

I mean, none of the students were miserable.

Speaker I **02:03:36**

It was an awful, awful situation. And so it was a microcosm of what y'all were rolling out in the last few weeks of this semester, of this school year. I mean, it's what we're hearing.

Thank you.

Speaker I **02:03:49**
From the teachers and from the staff in the school is the same thing. I cannot tell you how horrible that was. Um, it was— and [personal information]
Yes.

Speaker B **02:04:04**
Really, really bad.

Speaker E **02:04:06**
But anyway, that—

Speaker I **02:04:07**
please, I mean, it didn't work.

Speaker K **02:04:10**
I, I, I, I—

Speaker I **02:04:11**
the test scores were great. That had zero to do with her. She just— I am convinced that she had an agenda to come in there and actively try to cause harm to [a district high school]
School.

Speaker C **02:04:22**
I believe that.

Speaker I **02:04:23**
And she had the Support of the district.

Speaker B **02:04:26**
What is that name?

Speaker D **02:04:27**
From the entire time.

Speaker I **02:04:28**

So to me, it looks like— to me, what we're rolling out here is an attempt to destroy Fort Worth Public Schools because of the attitudes and the bullying, all of the things that we went through that you may have already heard from so many different places. So I would suggest you not do that this year.

Speaker A **02:04:51**
So my thing would be that the board needs to reiterate to [Superintendent] and his team, stop. Let the teachers teach. That's what they know how to do.

Speaker C **02:05:02**
Let them do their job.

Speaker A **02:05:04**
Stop, stop micromanaging them, walking down the hall looking at them, you know, telling them what, you know, you did this wrong, you did that wrong. I mean, [a former administrator] would take the teacher out of the Classroom, or she'd do it in the classroom, and she would yell at the teacher right in front of the kids.

Speaker B **02:05:21**
Scream.

Speaker A **02:05:21**
That's how horrible it was.

Speaker I **02:05:22**
Teachers would—

Speaker A **02:05:23**
they had PTSD. I mean, these teachers, she would make them cry. And guess where they would come? They'd come running to a corner and say, I just need to sit here for a minute.

Speaker C **02:05:33**
I just need to detox for a second.

Speaker E **02:05:35**
They posted that.

02:05:37

And it's, it's just a continuation of that. as [Superintendent] walks the hall with his people looking and seeing who's doing what. Are they doing it right, or are we on time for, you know, whatever we're supposed to be saying right now? I mean, let the teachers teach, for heaven's sakes.

Speaker B

02:05:55

Thank you.

Speaker P

02:05:59

So like, my, um, the concerns that we have— we were doing a literacy thing here some of our kids, and in the neighborhood we have a lot of bilingual people. There's a lot of languages that are spoken. So what we noticed, um, with some of the kids, they went from a charter into Fort Worth ISD, they had to be tested.

02:06:25

So a lot of them that were being taught in the charter schools, they learned to read the basics in English. But when they went to Forward ISD and they were tested, they were placed because language at home was Spanish, it was Arabic, it was whatever they spoke. So the child was having trouble reading from the language and the English because the changing of it.

02:06:50

So it's not, it's not working there because it's stopping the kids reading level. So a lot of them aren't reading on level. Because of that, they learn the basics of reading in English, and now they're being taught to read in their native language, and then now they're going back and forth. So they don't understand what they're reading in English, and they don't understand what they're reading in their language.

02:07:15

So if that's not working, should you stop? No, but it should be looked at better, right? So the child can Be able to read and understand whether it be in English or whether it be in the language that they're speaking at home.

Speaker C

02:07:30

Thank you, thank you for that.

Speaker E

02:07:37

As the board of managers, and the way I've always understood it, you know, you are, you are to hold the superintendent accountable. You're to hold him to a certain level, and I I

think the thing that just, it kind of bothers me that these superintendents can come in and all of a sudden I'm going to hire you and you and you and there's no, okay, let that person come in front of us.

02:08:00

What are your qualifications? Why did you get the job that you just did? And explain to us how you're going to do it better. And I feel like as a board of managers, you should have a little more say-so in that. Because while I understand some of the individuals Yes. I know that one person graduated at age [#] from high school and age [#] from college and got their doctorate by 23.

02:08:27

When that one person though has only had been in a classroom 3 years, how are they telling others how to do their job? You can be very smart. I can be the smartest person in the world and Mensa the whole bit, but that doesn't Yes. But that mean I know doesn't how to teach.

02:08:40

mean I can go in and tell an engineer how to do their job. And I just feel like the board of managers need to bring them all back in and go, what are your qualifications? Because again, even on this curriculum, whether it's bluebonnet or not, there is so much AI going on, so much AI.

02:08:58

And when they bring it to me and tell me I'm going to have to read script or do AI for what I teach at Microsoft, and again, I started with Word Perfect. Lotus 1, 2, 3, DBase. I mean, how far did I go? And I was a CPT operator back when that was the word processing thing, so I'll age myself a little bit more.

Speaker B

02:09:18

But, huh?

Speaker E

02:09:21

But it just, it just seems to me there should be a little more accountability on the people they hire and how they're putting them in place. Because again, there's so much AI going up there, and I'm just about to say Thank you.

Speaker M

02:09:38

First of all, thank you for staying late. You guys are— I mean, I know you're really tight, but

that's awesome of you and excellent public service. Um, but I think one thing Fort Worth ISD should stop doing is stop misrepresenting things. I know our scores need to be better. I know that we want to give our students More, but these are not— these are all trending upward, you know, and they're trending upward from 2015, but they're certainly trending upward from COVID which was a traumatic event for any— I mean, for any human, but in particular students.

02:10:14

To think that there wouldn't be some kind of fall from that, and that— but to penalize an entire district and to and to kind of vilify the educators and the people that were trying to hold it together with tape and dirt. I mean, that was a traumatic event for humanity, much less for school-aged children.

02:10:36

So if you ask me, I mean, I wish you would bring out some MAP scores because they'll, they'll show a student, individual students' improvement over a school. I mean, they'll give you some data that quite frankly I don't know why we're paying for that test if we're not going to advertise the data it's giving us, but— and traumatize the kids and make them take another test.

Speaker B

02:10:55

But anyway, yada yada. But these are good.

Speaker M

02:10:59

I mean, I know they're not where you want them to be, but this climb is good coming out of a social and physical trauma like that. So to misrepresent the district like we just had some hillbillies and hobos running things And that, you know, people are just coming to school with a stick in their teeth and teach— trying to teach kids how to read and they don't know how.

02:11:22

That's not what this data represents. And when you dig into it and look at the demographics, that's pretty good too. Should it be better?

Speaker K

02:11:32

Yes.

Speaker M

02:11:33

But they're all moving upward. Some of these, they improved by double digits from last

year to this year. That's not the new board and superintendent. They took this test in the spring.

Speaker C **02:11:46**
Right.

Speaker M **02:11:47**
So I mean, whatever they were doing maybe wasn't working as quickly as it should. And certainly, I mean, I would have gone to one of these sessions 2 years ago and said there were— there was a host of things to improve. But don't misrepresent it like Cletus and his sister, you know, Billie Jean We're out here teaching the kids of this— of the district.

02:12:10
These are all trending upward except for some specific demographics, and they certainly look good coming out of a traumatic event like COVID. So I mean, maybe stop trying to reinvent things and, and just fix what was broken instead of trying to overhaul everything and slap a new sticker on it.

Speaker C **02:12:30**
Thank you. Thank you so much. We have one over here.

Speaker L **02:12:41**
This is my last thing. I want to make it short. Um, this front and back, both sheets, A through F reports, we don't want to see it. Students don't want to see it. Parents don't want to see it. Staff don't want to see it. We don't want it thrown in our face telling us this is what we need to do.

02:13:01
If that's what you guys are here for, we want to see and know what your plan is to fix it. We have yet to be given one. Um, this isn't a plan. This is you telling me that, oh, in the past they failed to do this. Well, y'all are still doing the same thing now.

02:13:23
Another thing I want for students to know that their voice can be heard. There's a lot of students at our school, at different schools, that hide behind the counter because they're scared because you guys are treating them like prisoners. So that's my two things. This is a no-go, and test scores in general just being thrown in people's face, that's a no-go.

And then Show the students that they can be heard.

Speaker C **02:13:52**
Thank you. Thank you so much.

Speaker B **02:13:53**
I appreciate it. I'm gonna just say because I'm not gonna say something, but like even if you bring these because when you first whoever passed them, I put them on the table. I said, "Well, we get this." But if you're getting them, at least come behind it. And I know you guys didn't speak on them tonight, so I'm not talking directly to you guys.

02:14:13
But if you're getting them and we speak on. Say, hey, look at the improvement.

Speaker K **02:14:18**
Yeah.

Speaker B **02:14:18**
Because when we go to the board meeting, you want to know what? Look, I'm sitting up there saying, this is where we're doing bad at, this is what we're doing good. Now, like the other night, [Administrator] got up there and you did compare. This is the percent that's doing good and this is the percent that's doing bad.

02:14:33
But if— and she brought a good point— everything is going up. So if everything is going up, hey, let me bring the good to y'all. y'all, and not only the bad.

Speaker A **02:14:43**
Even it out.

Speaker B **02:14:44**
That's how you get communities. Correct. That's how you going to get us to— instead of scaring us, to, to talk to y'all. Like, instead of the— you had questions, we have went beyond the questions that y'all asked us because this is what we need to talk about. We want to be heard.

Speaker C **02:14:59**
I agree, and I really thank you all for sharing because that is what we're looking for. We

want to make sure that We create these goals and guardrails, that is part of what we were put up here to do. We want to make sure that they represent what is important to you all.

02:15:16

And so, um, thank you. Thank you for sharing that. Can I just ask, who gets to decide how, how they spend money?

Speaker A

02:15:25

Do they bring that information to y'all and y'all say, well, you know, I'm not sure if we should do this or if we should do that? that, you know, like spending $1 million on PR, like spending whatever this money is on these buttons that they put on the back of an ID for a student to keep them safe.

02:15:43

I mean, who makes the decision? Or how does the decision get made where they're going to spend money?

Speaker D

02:15:55

Well, budget is something that we we pass. The professionals have to bring the budget to us. We, this last year, you know, we came in right at the very end of the process.

Speaker O

02:16:08

Right.

Speaker D

02:16:08

It starts in November, and, and so we will approve the line items, but you've got a lot of discretion among the principals at different levels where they move around the The school board does not micromanage different programs like that, but we approve the overarching budget and we will assess and have input on this budget based on the goals and guardrails that we get.

02:16:36

So it depends, you know, principals have discretion over some money.

Speaker A

02:16:42

Well, I think that the items that I'm talking about are district-wide, not just per school, per one school.

We'll— the board votes on a budget, and it's a pretty detailed budget. I don't know how many different line items are on it, but a bunch. But we— our recommendations come to us.

Speaker B **02:17:04**
Can I ask you a question?

Speaker K **02:17:08**
I know you want to say that.

Speaker D **02:17:09**
You know it, [Speaker K]So we're losing everybody, so let me wrap up before Or maybe you'll stay and we'll visit. But I want to thank you so much for hosting us at Las Vegas Rail Rise.

Speaker O **02:17:21**
Thank you.

Speaker D **02:17:23**
And [Speaker F]some of the issues that you've, you raised, uh, you know, what we've seen in this community, and [Speaker A]is a great leader in that, bringing together city, county, school district, Boys and Girls Club, Cook Children's, The library. Child Study Center.

Speaker F **02:17:44**
Do we still have the Child Study Center?

Speaker D **02:17:46**
No, well, it's part of Cook Children's now. Child Study Center, which is the Jane Jessup Center.

Speaker L **02:17:51**
But I—

Speaker D **02:17:53**
someone, when you were talking, you know, think about what Las Vegas Trail was 10 years ago and what it is now. And I just— she's been an amazing leader here. And I want to thank you, and thanks for hosting it tonight, and thanks for feeding us as well. And thank everybody for coming out and spending this evening with us, and I'm glad to stay and visit.

And these ladies were at the listening session on the furthest east one we had, and now they're here tonight on the furthest west one we have.

Speaker K **02:18:28**
Oh, that was the one last night. Yeah, Northside. I want to hear what everybody's saying because there's no teacher on this. Y'all need to, y'all need to work to get the investors.

Speaker B **02:18:44**
Thank you all. Thanks for coming out today.

Speaker E **02:18:50**
Appreciate it very much.

Speaker D **02:18:53**
Thanks for coming out. Thanks for teaching.

Mayors Council on Education

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Speakers:

Speaker A - 15.99%

Speaker B - 5.68%

Speaker C - 18.8%

Speaker E - 19.78%

Speaker F - 9.41%

Speaker G - 13.59%

Speaker H - 10.28%

Speaker D - 6.47%

Notes:

No notes.

Good afternoon, good afternoon. We're going to go ahead and get started. We know we've got a few more people come on in. Thank you for making the time, adding this to another meeting. We have a regular mayor's council meeting coming up on the 23rd. I look forward to seeing you there. We have a great agenda, some reports.

00:00:17

We have, we have some reports about our local school district's performance, not only Fort Worth ISD but others, and some information from our higher ed committee that's going on, along with a legislative update. That's the 20th. September 23rd. But for today, we are excited and also privileged to have some members of the Board of Managers for Fort Worth ISD.

00:00:38

They've been going around town, and I've seen these posted. I've seen various—I've been a part of some of them and some other organizations as well. Ours was online, I think. And it's been great to have feedback from the community. Having been in the school system myself, I've been working for Fort Worth ISD.

00:00:54

This type of feedback is important for us to. set, uh, what the goals and parameters are going to be for the Board of Managers. So thank y'all for making the time. I'm going to go ahead and pass it over, uh, to one of our Board of Managers, Frost.

Speaker B **00:01:04**

Yeah, here you go.

Speaker A **00:01:05**

And I, I don't want to butcher your last name. How do you say that?

Speaker C **00:01:07**

Uh, Prillo.

Speaker A **00:01:08**

Frost Prillo, welcome.

Speaker C **00:01:10**

Thanks, they are very good. If you want to take that whole box off. All right, well, thanks. Really appreciate y'all being here. I'm Frost Prillo.

Bobby Adier.

Speaker C

00:01:19

Bobby Adier. We're both members of the State Appointed Board, uh, working with the school system. The reason we're doing these listening sessions is that part of our responsibility is to set goals and guardrails for the superintendent and the administration. And so in order to do that, it's important that we understand and collect feedback on the values, the vision of the community for what Fort Worth ISD students should be, what the school district should be, as well as the values of the community so that we understand what guardrails to put in place and where the non-negotiables and the And the no-gos.

00:01:56

So we're trying to do 50 or 60 of these. I think we're coming down the home stretch. We're at— I think the last one might be Monday or Tuesday of next week. So we're coming fast and furious, and we really appreciate y'all being here. So we've got 5 questions. I think those were in the email, [Speaker A]

00:02:14

There are 5 questions we want to go through. Appreciate— you can answer any of them, all of them. Hopefully a dialogue. We're— this is a listening session, so we're not, uh, necessarily here to answer a bunch of questions about what's going on, although I'm certainly willing to at the end, certainly happy to stay.

00:02:33

And if you have time, Bobby, I'm sure he's doing so, answer any questions. But this is really about understanding, uh, your all's thoughts and your input on, uh, on both, um, the vision and values of the community and help set goals and guardrails. So. What did I miss?

Speaker E

00:02:50

Just a quick— no, no, you didn't say anything. So the way broad frame we're thinking of it as is that we, um, um, we will at the end of September start the process of defining these goals and guardrails. The, uh, goals meaning kind of where do we want to go, guardrails meaning what are the things the community does not want us to consider or does not want the superintendent to consider or to do even in the pursuit of those goals, right?

00:03:13

The— yes, just to capture that. So if you look at the questions, you look at the questions up here, The first 2 are really directed to that vision piece. The 3rd question is really directed to that values piece. So what are the things you don't do? The, um, so just think of it as

vision that we take from the community informs the goals.

00:03:30

The values we take from the community informs those guardrails. Now the last 2, 4 and 5, are likewise kind of trying to get at like insights into what's working and what not— what's not working. But that's the broad frame, is goals and guardrails are the end result. that we will set. You know, again, I don't think it's like set in stone, but the notion is that this isn't goals and guardrails for a month or a semester or a year.

00:03:49

These are meant to be, you know, give us a 3, 4, 5-year run of them. Although again, they could change along the way, right? So that's the broad frame and how what were the feedback we're getting translates into those goals and guardrails that we're going to do.

Speaker C

00:04:03

Right. Well, and so we'll take all this feedback. We're actually recording this session. So we'll take that. We're getting transcribed through AI and doing a whole bunch of analysis, which we'll publish. And then at the end of this month, we've got a full-day session where we're locking ourselves in a room to hammer out these goals and guardrails that we'll present and get feedback on.

00:04:25

So anyway, if we could stay— and so it helps to have sort of concise answers here, but love to hear— you can broaden the questions a little bit if you'd like, but concise answers are helpful as we collect this data. So question number 1, what should Fort Worth ISD students know or be able to do?

00:04:43

So it's really about if you can think of 1 or 2 things here. that you think are the highest priorities for students, graduates, students and graduates to know and be able to do, what would those be? And we will do Jerry Springer style, pass around the mic so we can make sure we're capturing it.

Speaker E

00:05:01

I prefer Oprah, but sure, Jerry Springer. There should be no punching.

Speaker C

00:05:07

Yeah, exactly, we changed.

Stand up and punch somebody. So this is more a general skill, creative problem solving, critical thinking. Learn how to learn. So if they can't do that, they're just regurgitating what they got in the book, but they can't solve a problem down the line. It doesn't help anybody.

Speaker E **00:05:27**

Fantastic. I'll just second that. That was what I was going to say. Critical thinking is everything. I mean, today, you know, when I was growing up, we had calculators. Now we have AI. So it's not about the information in the book, it's more about how to get to the answer and think critically.

Speaker G **00:05:44**

So I think also integrating the soft skills in everything they do, working with people, everything we're doing in here, those things have to— we have to create the conditions for students to be able to do that in multiple kinds of environments.

Speaker C **00:06:01**

Did you get your steps in?

Speaker B **00:06:06**

I know.

Speaker C **00:06:06**

Thanks. I'll try to be concise, but I gotta give a little background here. You can be very concise. I spent a lot of time doing mock interviews within CTC program students in particular, and one of the things I'm always a little shocked about is their lack of network. They're seniors and they don't— maybe they're going into nursing, they don't know anybody that works in a hospital.

00:06:25

So I think it's really important that they start to build their networks early. So that would be my suggestion, one of them. I would say just basically be able to read as expected. of a student at their age and do math. And I think we've done some polling on educate— what people want in education, and often people don't say that because they sort of assume that.

00:06:49

And so we say other things. So I just wanted to get that on the record. Yeah, and feel free to repeat answers because, uh, because as we do analysis, we'll say, hey, this many people said reading, right? Social skills.

So, so, uh, I'm in that same group of having a passion for lifelong I will echo, since you said echo, the critical thinking and problem-solving. I also feel that they need to have some idea of civics and knowing kind of, knowing what, how their school is funded, how their communities, how the roads are fixed, and those kinds of things, just so that whenever they get into adulthood, they have some foundation of how to work in society.

00:07:32

I would say Yeah, continue.

Speaker D

00:07:39

It's a concept of real life. Part of what she's saying about civics, we're— I'm finding they don't listen to the news. They don't understand what's happening in the environment around them, and they're, they're kind of waiting for things to fall upon them, instructions or what to do next or things like that. So how do we get them looking outside You mean you don't get balanced news on TikTok?

Speaker A

00:08:09

No. I'm going to go ahead and also put a stamp on definitely having those academic skills, the reading and writing. Those are all important skills to have. The durable skills and soft skills, all important skills to have. And I'm going to then also add that they should also know what they can do with those skills.

00:08:26

They don't stand in isolation. You don't learn to read just, you know, to read. You learn to read so you can learn. You learn to read so you can then, you know, progress yourself. And they have to have a picture of what that is so they understand why all these other learnings are important.

Speaker C

00:08:41

Great. Anyone else for—

Speaker E

00:08:44

Yeah, there are some more.

Speaker C

00:08:44

Oh, sorry.

Speaker B

00:08:45

Yeah, I'm sorry. I'm just going to tag on with this. What I'm not quite able to do is Is when a lot of students out of high school, even dual credit students that would come to the college, didn't know how to ask for help. They just felt like they were, they were the only ones with their problems.

00:09:03

And reaching out to different school organizations, but learning how to, you know, reach out for help.

Speaker F **00:09:14**

And to understand where they fit in the workforce. to be able to gain employment and maintain employment.

Speaker E **00:09:21**

Pay a little more, what do you mean by where they stand in the workforce?

Speaker F **00:09:25**

Just as they graduate, they know where they can get good jobs based on the skill sets that they attain before with us.

Speaker E **00:09:37**

Can I add something?

Speaker C **00:09:38**

Yeah, yes, you may.

Speaker E **00:09:39**

I'm in the finance world, so financial literacy is I feel it's huge. Just a lot of people don't understand the impacts of debt, credit cards, things like that. Any views on this first question? Do you know what we should be able to do for a student?

Speaker C **00:10:00**

All right. I guess I'm the button pusher here. Let's see.

Speaker E **00:10:07**

Good.

00:10:08

So second question, uh, what describes a successful graduate? So again, if you could pick one or two of the most important things that describe when a Fort Worth ISD student is a successful graduate, what would those couple things be?

Speaker H **00:10:33**

I think being able to identify what their next steps are. Knowing whether they're ready for college, knowing if they maybe need to take some time off, work a little bit, maybe get some financial footing under them or some scope on what does and doesn't interest them. And I think that comes a lot from— somebody said earlier about kind of knowing a network and knowing what those potential jobs or studies can look like.

Speaker C **00:10:59**

I think you nailed it.

Speaker G **00:11:01**

I think it would be really important that students, once they graduate, that they can work to a level of independency. Many of them go immediately to be independent financially. Sometimes they move immediately out of the house. Going back to personal finance skills, all these lifelong skills, we can't teach everything, but we can teach them to do is to internalize their responsibility, that they are going to be responsible for those things.

00:11:23

So I think giving them that ability as they get older, and we know how I'm 31 years in education. I was a superintendent for 14 years and shook hands with kids that went across, and there were some kids that the environment was so controlled around them from parents to school, everything. We just love them so much that we don't let them grow.

00:11:39

And so I think we need to kind of compel that so they can take responsibility once they graduate.

Speaker F **00:11:49**

Excuse me.

Speaker C **00:11:51**

Yeah, I think that they should be aligned with with some pathway, some career pathway or college readiness, but that should have started and should be well in mid-cycle. I'll actually just add that a little bit, but what [Participant 3]said, what you said, what you said is being

prepared and understanding the job market.

00:12:15

Even if you're going to college, I think the job market is so dynamic right now that understanding that is really I'll add communicate clearly.

Speaker E

00:12:33

So just back to the reading and writing, but also interviewing we talked about, like just being able to communicate well. And that's— I see it in the workforce every day. That's huge.

Speaker H

00:12:51

I really think our students need to be able to see there's a next step after they graduate and they start a job. Where can that job lead them that they still have in them that we've built that motivation to be a continued learner, continuous learner, to go to the next step? How do I go from being an employee to a supervisor to owner of a company?

00:13:12

I think that's a great question. How do we maintain that will in them to keep going? And your first job is not your last job.

Speaker F

00:13:25

And since we're keeping data metrics, I'm going to double, triple, quadruple down on CCMR. It's come up because, you know, in the higher ed realm, if they get to us and they've got to spend their entire freshman year with developmental ed, then they're already behind and they've racked up debt that they can't pay back because financially and all that stuff.

00:13:42

So be ready to go when you get there would be a big help, and that's reading and writing and math.

Speaker C

00:13:53

By the way, this is amazing feedback. It's rapid fire. You guys are doing great.

Speaker F

00:13:57

Good guidance and mentorship. I mean, I don't think any person in this room can't name one or two people that were instrumental in guiding them Toward the career path that

they're on, and that was good trusted guidance and mentorship.

Speaker A **00:14:17**

I'd stamp on all those academic skills, all those durable skills, but a student should be able to answer this themselves. Why am I a successful graduate? By doing more than hoping. But be able to articulate their plan, even though we know all of our plans probably change along the way. But they have a plan and they're able to articulate it and not just, well, I hope I can do this.

Speaker C **00:14:37**

You know, like people who show up to interview, like, tell them what to do.

Speaker D **00:14:42**

I'm, I'm going to reiterate some of the things I've already heard, but they are exactly what I walked into the room with. The ability to articulate kind of their career aspirations, even if it's a broad path. I don't need to know whether it's accounting or economics, but generally I want to go to college and further my education, or generally I want to get a job in manufacturing, or be able to articulate that.

00:15:07

We are struggling with the kids coming in, in the, in our high school internship programs not being able to have a conversation interview style. So, um, and it's noticeably different for Fort Worth than it is some of the other school districts. So I think that's something that they need to be better Prepared for?

00:15:26

Um, I'm gonna assume academic skills, like you said, you know, that's a, that's a given. Independence. And I know it's not the ISD's responsibility to raise children in school, that's the parent's job, but we are seeing less and less of that independency and more reliance on other adults. You know, they travel in pairs or threesomes and go everywhere, you know, in the building.

00:15:57

They work on projects, but they— and we want them to team and collaborate, but they don't have an independence of doing things by themselves.

Speaker E **00:16:07**

So are there particular things that you think of as like, what are the— where that independence shows up?

Well, it's like the responsibility. My choices have consequences. good and bad. So understanding that those choices are driving the consequences, not everything being an outside factor. Does that make sense?

Speaker C **00:16:29**

Yeah, you have agency.

Speaker B **00:16:35**

When, um, at the Mayor's Council for 5 years, we've been looking at a lot of data and statistics. They went house-to-house 5 House Bill 8 passed and dual credit became free basically to low socioeconomic students, particularly in Fort Worth ISD. Many students took advantage of that, but they never continued on with higher education after high school to adapt, to use those credits.

00:16:58

What we're finding is, and [Participant 1] can do a better job at this than me, is roughly 14% of the students, and it hasn't changed in the 8th grade cohort, or actually completed some type of post-secondary certificate or degree. Well, that goes back to starting with the dual credit. Those numbers have increased to 12 to 15 hours, but they're not moving on to the complete.

Speaker C **00:17:20**

Yeah, it's a great study that y'all have done. Yeah, I think successful graduates, college ready, and we have all different metrics, you know, how we define that, whether it's a certain score on the SAT or ACT or the TSI or a certain number of, as [B] would say, a certain number of dual credit hours.

00:17:41

I don't think the college prep course that people take in high school is a good measure of that, but there are some good measures. All right, any more on repeat?

Speaker G **00:17:56**

We talk a lot in education about being a lifelong learner. And so that choice is really made when they graduate. We kind of compel learning a lot, right? At least good parents do. You're going to get your work done, you're going to, you know, do all that. That's great. But once they're on their own, we know if they actually are a lifelong learner.

00:18:13

And really being able to continue to teach ourselves and learn and grow is, to me,

paramount for anybody that's supposed to be successful, especially in this environment. And so we'd like to see those things. It goes to kind of just the independency a little I'd like to see those things as they go out, they become their own person, they own the responsibility, but also continue to learn and grow.

Speaker F **00:18:35**

I think graduates understanding the value that they bring to the community as graduates, that they, they don't show up, they don't show up for work that day, or decide I'm just going to sleep in and not do what I'm supposed to do, that you're, you're taking away from your community, you're taking away from the future that the community could be.

Speaker C **00:18:54**

So it's an aspirational idea, but we're not just showing up for a job, we're showing up for something bigger.

Speaker E **00:19:01**

I was a little late because I was with one of our state senators, and the point I made to him was that K-12 education is a public good, right? It's obviously a private good too, but it is about, to your point, about something bigger, something broader, the impact.

Speaker H **00:19:19**

Lavorie wrote a great book about education being private goods and public goods. Great read. Anyway, I think curiosity, and on the flip side of that, not being afraid to fail. I think sometimes people don't try things because they're afraid of failure, and that's when the best lessons, you know, sometimes the best stories happen.

00:19:35

So how to create that confidence.

Speaker C **00:19:42**

Welcome. Any more on this? We're on our question number 2. If you want to weigh in on that, or even if you— or later.

Speaker E **00:19:50**

Um, I can weigh in.

Speaker C **00:19:52**

All right, perfect. Stay ready, right?

Jump right in. When I think about a successful graduate, it's a student who, regardless of the area that they choose to go into, we have equipped them with critical thinking and the ability to not only create but be able to look at different standpoints from which something can be successful. Many of our students, you know, one of the things I like to say right now is that we don't need to teach something that's Googleable or AI-able, right, for that matter.

00:20:32

But giving students an opportunity to still be able to create and think on their own as a successful graduate.

Speaker C

00:20:42

Very good. Any more on that one? Otherwise, we'll go to number 3. Let's see how we do this.

Speaker E

00:20:55

So remember, so those 2 are really— sorry, are directed to So again, kind of our defining goals, 3 to 5 goals for the future, for the next few years. This now is as much as anything directed to what are the values of the community that should inform, we'll call it 1, 2, 3, 4, whatever, the small number still, but some number of guardrails that we say even in the pursuit of critical thinking skills or literacy skills or numeracy skills, don't do X, right?

00:21:20

So this is what this question is ultimately against.

Speaker C

00:21:25

You got it. So yeah, what values must the superintendent honor regardless of pressure or politics— that never happens, I know, in this space— uh, in accomplishing the work of the district? And so, you know, what are your non-negotiables? Where— what, what shouldn't they— should the superintendent definitely not do?

Speaker H

00:21:46

I think some of the best programs that Fort Worth ISD has I work with [B] a lot in dual credit and early college high schools. It's exciting to see early college high school students get their associate's degree before they graduate high school. It's open to all students, and so I'm not sure how it's marketed these days or recruited for these days, but it is a tremendous opportunity in addition to traditional dual credit.

00:22:12

And also, as we continue to grow career and technical education dual credit, and that we're focusing on those things for students who are ready to get into the workforce after high school graduation.

Speaker C **00:22:22**
So, so don't end those.

Speaker B **00:22:23**
Please don't.

Speaker C **00:22:24**
Yeah, don't end those programs. Turning in circles here. We'll get you a special chair, [Participant 2] I think that all in our district, everyone has equal rights and opportunities regardless of their Race or ethnicity or religion. And so, for example, we're not removing someone from a principalship because she wears a hijab or something like that.

00:22:53
Not appointed to comment to YouTube. Yeah, no, yeah, good point. Yeah, thank you for that comment, by the way. I'll add to that, looking at this chart right here where it breaks down through 5 different categories, results— don't stop looking at the results. This way is what I would say. So to his point, closing the gaps.

Speaker H **00:23:19**
I think we've all heard, uh, Mayor say the comment that Fort Worth is a world-class city. Therefore, regardless of your zip code, that should not matter, that all students should receive The same quality education. And I think that is very, very important because we hold very pride— or we hold a pride that all Fort Worth ISD students are going to be our workforce, right?

00:23:46
So we want them to be proud of the work that they do, proud of themselves, but also proud of the academic accomplishments that they were able to succeed within their school district. So that one is a non-negotiable.

Speaker A **00:24:08**
So I have a couple things. I think the first one is, we, you know, as we were discussing the first few questions, we mentioned so many different things that we want students to have.

Yeah.

Speaker A **00:24:17**

Right. We also mentioned that the school district may not be responsible for all of those. In order to accomplish this, this is a community effort. In order to sustain this turnaround, it's a community effort. That should not be— that's non-negotiable. And how we show up, that's negotiable, right? How we show up, how we show up to not be in the way, how we show up to better serve students.

00:24:34

I think that is something that should continue to be explicit, but it is a community effort. And doors shouldn't be shut. People shouldn't feel like they've been shut out, but they should understand here's how things work, here's where we need you to push in, here's where maybe we got this, then it's okay.

00:24:50

But we're all partners in this effort because it's the only way it'll be sustained. And then the second one is that— is there is— what I've found of being in Fort Worth for about 12 years now is that there is so many institutions and people in general that want to be supportive. What has been needed and what's gotten better is that direction.

Speaker H **00:25:11**

Mm-hmm.

Speaker A **00:25:11**

How? And so being open to that and being explicit about that.

Speaker C **00:25:16**

So the values that the superintendent would honor in that case is community involvement, community involvement, collaboration.

Speaker F **00:25:31**

Yeah, I think one of the core values that any superintendent has to have to be effective and successful is kind of tied to what was said, but really honing in on the loyalty to the student outcome, always knowing that, that their loyalty to that student outcome is the number one driver for— Yeah.

Speaker B **00:26:07**

Any leader of a large institution, superintendent of course, is always talking about the success of their students, but they have to create an environment where there'll be a success of the employees, where the employees feel— don't feel vulnerable, feel like they can take risk, because a lot of times the people on the ground know best what's for their students and be able to try without failing.

00:26:30

With being able to fail without being So creative environment.

Speaker C **00:26:35**
What would be a word or two to describe that environment?

Speaker B **00:26:39**
Supportive.

Speaker C **00:26:42**
Great.

Speaker B **00:26:42**
I think the best thing— I'm a retired president, so I've hired a lot of faculty. And I always tell faculty, the best part about being faculty, when that semester's over, you can start all over. You know, so if you made a mistake, just don't do it again.

Speaker F **00:26:58**
All right, so mine, uh, kind of juxtaposes a few things that have been said, but recognize, in addition to the zip code, that every student's value may be a little different, but they all have a value. So don't judge a fish by its ability to fly.

Speaker G **00:27:15**
So I think it's really important that superintendents are honest So if they're going to say something, it needs to be correct, it needs to be true, because building trust really depends on that. And we know The Speed of Trust— probably all of y'all know that book— you, you have to be accurate about what you say.

00:27:37

And so I think that's really, really important. The trust building that's been talked about, that really builds into the trust piece. Y'all were talking about children and the results. I think also in my mind, every educator looks at a child as an individual. Whether they have

180 or they have 1, it doesn't matter.

00:27:54

You can't obviously know everything about 180 kids. I'm thinking about a high school student load. But you can talk to them and think about them individually. And I think a superintendent's the same. They have to be able to understand the differences of kids and different backgrounds and not be lost in the data.

00:28:10

The data is important as a given. I would always say that we measure things accurately. Aggregately, but we plan individually because it's about the individual kid. We think about each of our individual children in that way, and it's a really hard thing to do, but I think it's important. And lastly, I would just say collaboration.

00:28:28

That's really important. That's been said. This community is, is wanting that collaboration, and I think that that's something that it's hard sometimes because you have to go through a lot of pain. Y'all are going through it right now with all these listening sessions. Hopefully not too painful right now, but that collaboration is key to ultimate success of an organization.

00:28:47

So that's it.

Speaker B

00:28:52

Great.

Speaker H

00:28:53

Transparency is very important. No surprises, just be transparent on where we're at, where we need to go, and what needs to be done to get there.

Speaker C

00:29:07

We've definitely heard that.

Speaker D

00:29:12

So transparency, obviously I agree with that 100%, but I, you know, I heard somebody say honesty, so integrity, but not just integrity of the superintendent, integrity of our assessment of the academics and our loyalty and dedication, as the other gentleman said,

to helping those students be successful. That it's not just, are they in this box or that box, okay, but we can identify proactively that this one, this particular individual needs more support to be successful.

00:29:45

So let's use our consistent assessments and be honest and transparent of how we're assessing those students and then helping them through the system versus shedding them or discarding them. Thank you.

Speaker A

00:30:00

I think being able to set a vision that is not based on the past and using that as a step, as a stool, is important to show we understand everything that's here, but here's where we want to go. And not using the past as like, well, you know, we're going to move from A to B because of that.

Speaker E

00:30:18

What do you mean by that? So you mean not letting the past limit us on any level?

Speaker A

00:30:22

Yeah, I would say not letting the past limit us, not using that as the rallying cry Right? I think it's more of, okay, now what? We're here. Now what? Right? And so having that executive presence to understand that we now— we're here, we own this, that's where we're going. Where we've been is important.

00:30:38

Where we're going is more important for our future.

Speaker H

00:30:49

I think the willingness to be vulnerable and accepting that it's a community effort, um, that I understand there is pressure, but it's not a one-size-fits-all, that there are places to where the community actually wants to be of help. So use the community also as a resource.

Speaker C

00:31:10

I wouldn't normally talk this much at a meeting, but I'm trying to get my words on the record. I want to—

Speaker E

00:31:16

I want to—

several people have said this, but I want to repeat it, and [Speaker G] was one who said it about The leader's words. You gotta get—

Speaker G **00:31:24**
you gotta be able to trust what the leader is saying, and they have to be accurate.

Speaker C **00:31:29**
And when the leader says something, we have to believe that that's probably true. Maybe better than probably.

Speaker H **00:31:41**
I think also truly assessing the partnerships, the community engagement, that we've had a long history with without throwing it out based on a 5-minute assessment or an hour-long meeting. I think that, that not making snap decisions is something that we need in good leadership.

Speaker F **00:32:09**
I want to apologize, I usually talk at special meetings. I think they should be flexible. Superintendent needs to have some flexibility and not a rigid adherence to, I made a decision, we're going this way. We saw that in some report articles about, you know, some curriculum had a mistake in it. We recognize the mistake, we fix it, we move on.

00:32:30
But don't— you know, have the ability to say, yeah, this isn't working, and, you know, if we ride it out for 2 more years, it's probably still not going to be working the way we're doing it, so how can we fix it? Or What do we pivot to? Very good.

Speaker C **00:32:46**
Anyone else on? All right, we will move on.

Speaker E **00:32:54**
And these 2, again, these will obviously inform the goals and guardrails, but obviously are not directly to that. It's kind of another way of getting at kind of what the community thinks of as, you know, This is good stuff, don't let go of it, and this is stuff that's not so much.

Speaker C **00:33:12**
Exactly, yeah. What's working, we should keep doing. It's a quick answer, you don't even

mind. Don't abandon CTC right now. I think skills are important, so invest in that.

Speaker G **00:33:32**

I'd say this is probably the most difficult time in Fort Worth ISD's history, but what you're doing right now is very important, is to listen and respond to that. Ultimately, that affects students. So we have plenty of programs and things, but the work you're doing in the next few months will really direct where we are for decades.

00:33:47

So I would say just keep doing that, keep listening, and then what we hope is to see those results of those things as y'all look at what the priorities are to actually occur, because Because many of us grew up in Fort Worth. I grew up in Fort Worth. I was here through 6th grade, and, um, it's personal in that regard.

00:34:03

I want those same kids to have experiences that I had, and, and so, and even better. So just keep doing what you're doing in this regard.

Speaker C **00:34:10**

And the timing of this is all, just to your point, is all lined up to inform the budget for the following year. So that's why we're, we're doing this on the timeline.

Speaker B **00:34:22**

Go [?] Yeah, same way here. Um, dual credit, early college high schools, and P-TECHs are very important for students. We know statistically that students who take 6 hours of dual credit will graduate high school. If they take 12 to 15 hours, they will go on to higher education. And of course, early college high schools and P-TECHs are doing the CTC training that is valuable.

00:34:48

Mayor's Council and T3, through [the chair's] leadership, is working real well with working with outside industries and the students. We made it up, that's why.

Speaker E **00:35:01**

So you think that's— is there a causal element to that, or is it just the same kid who chooses to do X will do Y? Yeah. Or do we do something that once you have 6, we push you that much So dual credit, going way back, I've been doing dual credit for almost 40 years.

So when dual credit was really initially in El Paso Community College, um, started with the Gates Foundation for low socioeconomic students, mostly Hispanic students, to see that college is a possibility. And that's what dual credit does for that population, because when they, when they get that report card hard that they got a B in a class and they bring it home to mom and dad who say, I never went to college, you don't have to go.

00:35:46

They can say, oh, you can go to college now because they can actually get transferred.

Speaker A **00:35:49**

It certainly increases it, you know, right? Just like mothers with advanced degrees— my mother having a master's degree probably increased my chances of going to college.

Speaker B **00:35:56**

And let me say one more thing. I'm sorry. I usually don't talk this much in the beginning.

Speaker C **00:36:02**

Can everyone use that?

Speaker G **00:36:05**

Before they say anything.

Speaker B **00:36:07**

But if you walk into— and I'll talk to superintendents— but if you walk into an early college class, a freshman-level class of early college students, ask them— and they're all first-time, first-generation college students— there they are. And you ask them, raise your hand if your brother or sister went to an early college high school.

00:36:25

And probably a third of the students will raise their hand. So you're changing that culture, that cycle.

Speaker C **00:36:31**

I'll start on that.

Speaker A **00:36:34**

That was exactly what students said because we interviewed students on that. And, you know, some of the things the students said also to keep doing is those support systems.

Those that were in dual credit, those that were in CTE courses, those that were in ECHS, they were, they were a little afraid of how hard it would be, but they appreciated the supports that were there for them.

00:36:52

Those have to stay in place if we're asking students to stretch themselves. themselves. We need to be there to help them do that and not always prevent them from failing, as we said earlier, and that's important. But keep doing those things that will help students be focused on learning. That's important. That's where partnership comes in, because the district can't do all those things.

00:37:13

But partnership comes in there. Keep partnering with organizations to provide those wraparound services. Keep partnering with other organizations to provide other services that maybe the district can't provide because of funding or whatever be as well. So at the same time, I'll stamp dual credit, I'll stamp CTE. Those are important. Also leadership. Keep, keep doing— keep, keep students engaged in activities that are not in the classroom.

00:37:40

Having those for them, one, it teaches those skills that we all say we want in them, and two, it also makes sure that they see themselves more than I'm just coming to school and then I go home and I'm on the streets somewhere. Those extracurricular activities, they have to stay. Band, sports, we have to keep doing those.

00:37:58

And I know they cost more and they're not usually ones that generate dollars, so it's always a decision. I haven't been in those rooms, but keep finding a way to keep that important and those other clubs that students enjoy as well.

Speaker D

00:38:10

So I think I heard somebody say P-TECH earlier. So, um, We had a partnership with P-TECH. Some attributes of that partnership changed and we didn't renew it this year. The, the, the thought process behind it was sound. I would love to have that partnership again, but I think there needs to be a lot more active collaboration from Fort Worth ISD and working with the businesses on what that looks like for those kids coming out of school.

Speaker H

00:38:41

school.

This is feeding one of our manufacturing shop floors with students, and we hired 24 last year. We can't hire any this year coming out of that program because it changed. So I think that the thought process behind that and what it is doing is fantastic, and we need to really take advantage of that.

00:39:02

I've seen some other school districts do very, very well in that area. And we need that workforce too, not just the college-ready workforce, but the manufacturing shop floor-ready workforce.

Speaker A

00:39:16

I think as board of managers, you also have to keep asking those same questions yourselves. Keep asking about the data and, and seeing that the proof of what the strategies are to move the district forward are working constantly, because we have to adjust on the fly. Not everything that is done is going to work.

00:39:33

But we have to be able to adjust on the fly and not be afraid. It's not like what was said earlier. If it's not working, let's fix it. But keep pushing that. Keep asking those questions.

Speaker F

00:39:46

That's when you have to walk away.

Speaker E

00:39:47

You haven't heard from [Speaker F] yet.

Speaker F

00:39:50

It's a DJ thing. So 2 things. I only had one, and then [Speaker A] reminded me of another one. But my first one was keep doing the, the P-TECHs and the ECHSs, but not just doing what you're doing, but expanding them. So if a kid from Northside wants to do cosmetology, or if somebody from Carter Riverside wants to do culinary, make sure they can get there and they can take advantage of the program, or expand those programs, which is probably out of the budget, but make sure they can get to it if they want to.

00:40:23

The second thing is if there's challenges with the the PTACs or the ECHSs, engage with your higher ed partners. Make sure that we're at the table so that we know, oh, well, do you have a problem with this? How can we fix it? Because it's probably something that was a decision made at TCC or UTA or UNT where we thought this is just a small change, it's no

big deal.

00:40:42

But if it has a cascade effect that then makes it nullifies your ability to use the program, let's, let's have Fort Worth, you know, talking to us so that we can keep all 3 partners And part of that is the business collaboration too, because Fort Worth ISD may not know that the business can't use it if that change happens.

Speaker D

00:41:02

So you have to be actively talking about it all 3.

Speaker H

00:41:06

So we're talking a lot about secondary. I want to go down to elementary a little bit. Um, keep the fine arts in elementary, the music, the art, the PE. Which is required. PE is required. But the kids need that. Just like our secondary kids go to school for their electives, not for their English 1 or their algebra class.

00:41:28

Our littles, they love that part. They love the rich library. They love their story time. Keep parents involved. Let parents in the schools. Let them be part of it because then they'll retain and keep with us in middle school, they'll stay with us in high school. We mess up in elementary, you lose them.

00:41:50

And parents have to feel connected. And then really strengthen the PTAs and really just celebrate those partnerships and expand on them as much as you can because the PTAs are so strong in Fort Worth. And the schools that don't have them, it's It's not because they don't want them, they just need help establishing them.

Speaker E

00:42:17

Great.

Speaker F

00:42:21

Continuing to invest in the whole child all the way through, whether it's mental health services, nutrition. It's been said a thousand times, but if a child is not safe, they're not going to learn. that does not change. And so continue to invest in that. Also, too, in a time of great change and upheaval, their ability to look at what is— what makes Fort Worth ISD Fort Worth ISD as an old district that's been around for a long time and has these very distinct feeder patterns and very distinct high schools for very distinct neighborhoods.

because it's not losing that, the feel for those feeder patterns and those distinct personalities around those, that that's highly valued in a time of great transition.

Speaker C **00:43:20**

Oh, I thought you weren't giving up the mic. I will. I will. Give it to [Participant 1] to get his I think people— oh, anybody else on keep doing? All right, well, you know the next question then. This is the most popular one, especially with parents. So yeah, what should we stop doing when you think about educating our students?

Speaker E **00:43:49**

And I always like to emphasize with this one, there's a lot of times they'll focus on things that Things we should stop doing that we started doing 3 weeks ago. That's fine, we're welcome to do that. But likewise, think more holistically. And again, what are things that we feel like, you know, if I look at the district, that, you know, this is less of a priority or this is not as helpful?

00:44:10

So I just have elementary kids, so I don't— my band scope is somewhat limited, but I would say over-reliance on technology in At least in the elementary school years. I know it's going to take over society, technology, but slow it down.

Speaker B **00:44:28**

You've been watching the news this week.

Speaker G **00:44:38**

So something I'm not hearing a lot about, and this may just be me, so I apologize if so, but I think one of the major factors that we run run into is chronic absenteeism. And so if you look at the district, it's 4 points higher than the state, and the schools that are D or Fs range up to 42.4%.

00:44:58

And basically, if kids aren't in school, they can't learn. And if you look at it from the state level, they'll say, well, their number one thing they ask us to do as educators, well, you should go talk to the parents. It's like, man, we never thought of that. What a great idea. Good I go talk to the parent that have had their kindergartner out for 43 days.

00:45:14

I'll go do that. And we do, of course. I'm being sarcastic. My point is it's a very holistic thing.

Yeah.

Speaker G

00:45:20

I think it's something that should include the city. The city has been very specific in saying their thoughts on what they— how they thought the school district was doing. And so I think they need to own the fact and be responsible and involved with this, whatever that looks like, of how do we just ensure that kids are in school because people will think that, well, parents know that.

00:45:41

Some parents don't have the ability. Either they work 2 or 3 jobs. People don't realize that this middle school kid keeps missing. Well, they're missing because when the kindergartner gets sick, the parent can't not go to work, so they stay at home to take care of the kindergartner. There's all kinds of factors that affect it, but it's also not— there's not a lot of power in the justice system as well.

00:46:03

I've been in court many times. Most of those things are not successful. It's just a process. Very few times do people get tickets and all of a sudden they're just stellar attendance people from then on. There's just so much more going on. And I say it, I truly believe this, that Fort Worth ISD wouldn't be taken over right now if it didn't have this issue.

00:46:22

Because if kids are in school, they're just much more likely to get what they need. And so however we can tackle that as a community, from, from police to library to city to people in this room. And so I'm sorry I'm going on about that, but it's just something I'm not seeing at all.

00:46:37

It's kind of thrown back at educators, well, you need to do something about this, send more letters, more text messages. When parents have this kind of dysfunction at home, I mean, can you imagine not taking your kid to school as a little kindergartner or first grader for 30 days in a year? That has no illness.

00:46:51

We would not do that. It happens all the time. So thank you.

Speaker C

00:46:56

Yeah, we're hearing, uh, some of the areas where there's construction, like in Southeast

Fort Worth, down by 820, where that's another hindrance to getting to school. All right, is there going to be more? Other things?

Speaker G

00:47:18

Okay, well, I have one more. And this is really not working. It's not that it's not working, it's just not being talked about. Um, Fort Worth ISD has a tremendous impact on the economy. Um, it's a huge driver, and $1.8 billion in economic impact, 21,071 jobs, labor income at $1.1 billion. My point is, is that people that look at Fort Worth ISD, they look at it as a tax bill sometimes.

00:47:44

They look at it, what it takes from me. They're not seeing what it gives to the city. Now, the people in this room do, because that's probably why you're here. But we really need to talk about that more, because especially Fort Worth has a high percentage of kids that are not in the public schools.

00:47:57

And that's fine, they want to go private, whatever, that's fine, that's their choice. But it— we need all kids, we need every kid. And people— I know plenty of private school parents that support public schools. Their kids may not go to them, or they have them in both. And that's great, but we need to talk about the economic impact because we believe, I believe, that people will be more willing to invest into something when they realize for dollar for dollar they're getting more back when they invest in schools than what they're thinking.

Speaker E

00:48:25

Back to the public good thing again, the correlation on how much you're spending on incarceration, how much you're spending on criminal law enforcement, how much you're spending on other things. It's totally worth it. So it is, it really is the case that it costs you more to not educate the kids than it does.

Speaker D

00:48:45

I'm going to say this backwards, so I'll apologize in advance. Maybe it's an answer to another question, but, um, you have to think competitively like a business. How do we attract those students into our ISD, and how do we keep them in our ISD? And how do we not budget cut all of the administration that is helping do things like stay on top of absenteeism and, and the important things in keeping those students in the schools?

00:49:13

So I understand budgets, trust me, you know, I'm, you know, I work in a profit and loss

situation, but we have to make sure we're targeting the right places and, and be competitive.

Speaker C **00:49:26**

Thank you.

Speaker H **00:49:36**

This may not be popular, but the takeover's happened. Stop talking about it and just have a new vision and let's live it. And so our families and our students can can be proud of being a Fort Worth ISD family and student. And it goes back to what [Speaker A]says about talking about the past.

00:50:02

We definitely— our students are not where they need to be. No one has ever said they were. But we have to stop starting every sentence with state intervention, state takeover, because what I'm hearing— and not as former superintendent— what I'm hearing as a community member is that parents are now making excuses of why their students are still attending Fort Worth ISD.

00:50:26

And we've got to switch this narrative if we want to keep Fort Worth ISD alive. And we need to have our students to be proud to be a student in Fort Worth ISD, and we need our parents to love our district again and be proud that they're there and not say, I couldn't get them into this I can't afford to take them here, so they have to go.

00:50:49

And I'm talking Arlington Heights parents, I'm talking Pasco, I'm not talking just Eastern Hills parents. We've got to stop talking about being a takeover. We're in it now. Let's do what we need to do for our kids, and let's get a better reputation so our parents feel proud of where they're sending their students to school.

Speaker C **00:51:21**

Nice. I thought [Speaker A]was— he was an auctioneer. He was bidding on something.

Speaker A **00:51:27**

It's important to stamp it, so sorry, [Speaker F] I'm going to talk more. All right. Uh, it sounds along the same lines. Stop. And this may be not only 4th ISE but also for our community, stop with the deficit thinking, right? Um, this is— and I think today is a good example of how we can be proactive, saying here are the things we need, here's what we can do,

right?

00:51:47

That deficit mindset— students, when they— when students hear about their— where our scores are, and those are real, but they, they see adults telling them that they're not good enough, right? And, and there's ways to talk about that. There's ways to say it besides seeing the deficit model. They can't do this, they are not able to do that.

00:52:07

They're very able to do a lot of things. Our systems have failed them. And so I think we need to stop the way— we need to stop and think how we talk about our students, because they do see it. They do see it on TikTok, Facebook, and everything. And that happens from the district, and it happens from outside as well.

Speaker E

00:52:25

There was one, uh, one point in the training or process that we went through, and the topic was, um, what percentage of the kids in the district do you think are not gaining? No amount of good system is going to make them successful. We— and so again, they asked us, so you remember, they asked us all to say percentages.

00:52:44

So we said different percentages, and I can't remember what I said, but I thought I was being like, you know, pretty aggressive. I thought this is a really small number. And they, they said they think the number is 1.5%. 98.5% of the kids in the district have such extreme, you know, challenges, physical, mental, whatever else it is they need.

00:53:01

So that, that's, I think, insanely higher than most of us assume. And to your point, [Speaker A] the way we talk about it. So making sure that we're talking about it as, that's right, 98.5% of the students in the district are capable, regardless of background, parents, parental education, this kind of thing. What are we building to be able to do that?

Speaker F

00:53:19

I'm doing this because [Participant 4]laughing and I want to pat her on the back. I want to echo what [Speaker H] said. Every time— because every time someone mentions the takeover, the general reaction is, well, it'll be 3 or 4 years and then they're just going to go away, so do they really care?

00:53:42

You're here, but how long are you here? You're not elected by them, you were appointed. [Superintendent] was selected to be in this role. Every time we talk about he was selected to be in this role for the takeover, that just reinforces the fact that, well, is he really pity-buying? Is he really here?

00:53:59

I mean, I know he bought a pair of boots, but, uh, but, you know, so I think focusing on what you are doing going forward and the good things and saying this is the path we're on, again, being flexible does help shift that mindset from a We just have to weather the storm and we'll be a blue ribbon school as soon as this is over because they always are, you know.

00:54:19

So that's my final thought.

Speaker H

00:54:27

I have to get on the board because of [Speaker F] Um, I, I think, um, stop instilling fear. Um, I think that there's a high sense of fear among faculty and staff and that trickles down to students. They're not impervious to that. And that's a very effective feeling for a lot of people, and I think that that can affect how they're learning and how they're performing.

Speaker F

00:54:54

Good.

Speaker C

00:54:54

If there's nothing else, I'm happy to— I mean, we've got an amazing group of educators in this room, so unless there are any more comments on that, I mean, I'd love to hear general advice that didn't fit into any of those questions, what we should be doing as board of managers, what, uh, other thoughts or advice or questions you have about what we're doing.

Speaker A

00:55:18

So I have some thoughts too.

Speaker C

00:55:21

Oh, we're trying to move on, [Speaker A]but here we go.

Speaker A

00:55:25

You know, I think one of— this was asked of me last week— is what do we do What do you want to see? And well, we want to see a systemic change, right? So being able to talk in those terms, we will— we should see gains again. We've been seeing gains over the last 2 years.

00:55:41

We should see gains again, and we should see gains the following year, the following year. And that should be built to system. When this intervention ends, their system should be healthy. It shouldn't be dependent on an individual. It shouldn't be dependent on forcing things to happen. It should be— I think inviting you all to push that system that we build something that will last, and it won't be because of the sheer will of a leader or one person that came over from another district, or because we're filling out all these— all this paperwork to make sure that scores go up, right?

00:56:16

It needs to be a system built on quality learning so everything that we asked in the first and second questions comes true.

Speaker E

00:56:22

I'll just say that that is very much almost beaten into us. So that's the notion is that you're building a system that persists and sustains itself, sustainable, rather than you're fixing some short-term thing. Now obviously again there's a short-term thing to fix, right?

Speaker H

00:56:39

Of course.

Speaker E

00:56:39

Including because, you know, every kid, you know, whatever, this is their chance, right? So, you know, we'll get there in 5 years is not a great answer to that kid or that big group the kids. But I do think, again, that's very much the notion, is that what are the systems we put in place?

00:56:53

And again, you know, [Participant 1] been hugely involved in this, and all of you have been involved. How do we get the culture in the community to be situated to where the expectations are different, and therefore then institutions align to community expectations, right? That's kind of— if we do our job well, of course it's the case that scores go up and grades go up and whatever else it is, but really it's that.

It's It's that the community's expectations of the ISD and its schools and its teachers and its, etc., is dramatically different. And if we're there, then this, it cures itself, quite frankly.

Speaker C **00:57:25**
So that's my—

Speaker E **00:57:27**
Other general comments?

Speaker C **00:57:30**
Yeah, yeah. And number one, really appreciate y'all being here and spending your time and sharing your thoughts. But we'd love, yeah, love to continue the conversation past those, those I've just been hearing about the listening sessions.

Speaker E **00:57:44**
I don't know if I need this, but this one's not really— but I've been hearing about the listening sessions a lot. Y'all are most of the way through them. How— what's y'all's takeaway on how they've been received?

Speaker C **00:57:59**
So I'll go. You've been to more than I have, Bobby has. But, um, so I think we'll end up Week 50. It's been, uh, some of them have been poorly attended. We would, we would love to have more attendance, I would say, at some of them. We do have the survey, so I'm, I'm going to think through— we have a, we have a survey, it's on that card.

Speaker E **00:58:20**
This too.

Speaker C **00:58:21**
We'll, we'll put it up there. They're, they're there. So we've got about 4,000. Pete has been— [Staff member] has been very pushing the survey. I think we're at 4,200. We're out passing out Survey flyers in carpool lines. But as far as the feedback, so I'm the data analysis guy putting it all in the cloud and doing all this stuff.

00:58:40
I mean, it was— and I've only done that with 3, but, you know, reading does come through, to your point, [Participant 1] And people do, even though they don't think of that, that actually, you know, literacy is job one on the survey. first I saw. I haven't really looked at

the guardrails, and so I don't know.

00:59:01

You might have a summary in your head, Bobby.

Speaker E

00:59:03

This is not really about the substance of them. For substantive, not shocking, right? But yeah, kids should read, kids should be able to add. So a lot of it is not— it shouldn't shock anybody. Although again, in some sense, the tails are interesting to us, right? So we know— in all likelihood, we think the feedback will naturally lead to the following 2 or 3 goals, for example.

00:59:27

I don't know, like if there was enough of a critical mass around 4 that we haven't had, then great, then let's put that on 5 or whatever. Guardrails, as Ross says, is a little bit harder to know in some sense, so that's it. The general thing I'd say is that again, there's the attendance thing, it's been a mixed bag.

00:59:42

We've been pretty religious about both as a matter of where we do the sessions, but also where we push the search. We want to make sure we're getting a cross-section of the community as opposed to just certain pyramids that are responding.

Speaker C

00:59:52

The first thing was Haskell was half the pyramids, and so we were trying to— or half the survey responses.

Speaker E

00:59:58

So, uh, so that's one thing I'd say from them. Um, look, you know, the, the— what I've said to parents over time is when they'll, you know, go rant and rave and bang their shoe on the table, and then they'll apologize at the end and they'll say, you know, I know your response here was unwise.

01:00:12

I said, this is about your children. And I said, like, use of tactical nuclear weapons is totally appropriate in that situation. So from my vantage, the tenor, tone of it, the intensity of it is good. A structural challenge is that these sessions really are meant to be we are receiving feedback, not we are answering questions.

You can imagine how typically there are parents who are so gung-ho that They go to 3 listening sessions, and imagine by the 3rd time how frustrated you are that Frost still has not answered the damn question. Why has he not answered the damn question? So I think there's been a little bit of that.

01:00:49

We've done our best to try to tell them that's not what this session is doing. And as you know, the superintendent is now doing these strategic, you know, these sessions as well where it is, you know, trying to respond to those things.

Speaker C **01:01:00**

That's where they got in fights with Jerry Springer, I think. I'm saying the other thing, I think the guardrails are interesting to me from some of what I've heard, and a lot about trust.

Speaker E **01:01:11**

Yeah.

Speaker C **01:01:12**

We heard it today too, trust, honesty. And then you reflect, well, is that— certainly, as you know, sitting at the— in those meetings, and you all know, many of you know how that is, uh, it's hard to— for me to try to understand is, okay, what's the median? What's the average person think?

01:01:30

'Cause we know what the people who come and talk at meetings think. We're very clear on that. And many of the same people over and over. And hallelujah, all feedback's a gift. But it's hard to get a gauge on what the general population or the average person thinks. But I mean, my sense is certainly there's a lot of disruption.

01:01:51

There's a lot of, someone mentioned fear with teachers.

Speaker G **01:01:54**

Right.

Speaker C **01:01:55**

there's been. So how do we get through, uh, you know, some of that? My own view, so

you're going to have some of that with a lot of change, but do we have to have this much? How do we manage through that? How do we get on a smoother path? How do we, how do we stop the 6-finger— you know, we, we hear a lot about the AI-generated lessons with 6 fingers on a hand and things like that.

01:02:17

How do we get past that? And, and I think, [Speaker H]your feedback is so good I'm like, yeah, we are where we are. And I think somebody said we are where we are.

Speaker H **01:02:25**

Come on, everyone else.

Speaker G **01:02:28**

We're saying things.

Speaker A **01:02:29**

Yes, exactly.

Speaker C **01:02:31**

I think it's— I mean, it's like, hey, we already are. It's all about the future. How do we go forward?

Speaker A **01:02:37**

I'm curious, you know, how this plays out, because this time— by this time next year, the state could be intervening in almost every urban district in Texas. Except Dallas, maybe El Paso, right? And so you've got to think about the population of that. And, you know, and not, not everything the agency puts out is great, right?

01:02:58

And but the voices of these larger urban centers are voices in making that change. I'm curious to make— well, I'm saying we have to stay engaged as a district even though we're being intervened by TEA to be able to push back. Yeah, in some cases, because some of the things that they do put down don't apply all the time to our urban settings.

01:03:18

And yet when you've taken over that many urban settings, that voice could possibly be suppressed. And that's just me thinking out loud, right? And that's some of the things that have come up lately, because by this time it's very real. Austin, San Antonio, um,

Connecticut, beyond on the same intervention path.

Speaker E **01:03:33**

I'll say in my last meetings, I remember the board of managers, I urged them by saying this, but look, I would say, you can take this for what it's worth, it cuts both directions, I think.

Speaker B **01:03:41**

Yes.

Speaker E **01:03:42**

If I'm being honest, I slightly expected, I won't front it, you know, that there was a, you know, you'd be appointed, you'd be sworn in, and then you sit in the dark room, you know, whatever, with communication cut off, and be handed like, these are the 83 things that you're going to do in the order in which you're going to do them.

01:03:58

That has not been the case. So now you can say, oh good, I thought there was that. Good, I thought that was the case. I sort of thought like, I don't know, I guess that's what happens. That's not the case. So good. Okay, but bad, to be clear, it's not. I don't think anyone should look at this and go like, wow, everything has gone perfectly smoothly, right?

01:04:17

I hope nobody thinks that in Austin. I don't think anyone thinks that on the board. I don't think the superintendent thinks that for that matter either. So now some of that is, again, as Rose says, like it's the nature of big changes that you are going to make some You've been moving quickly, you necessarily make some mistakes.

01:04:32

The question, whoever said, you know, you've got to acknowledge that mistake was made and then be able to kind of, you know, correct it or whatever. But it is the case that, like, I do think that pushback has a place because, again, like, if that's going to happen in District X or District ISD X or ISD Y, I sure as hell hope they learn something from it.

01:04:52

You know, likely we are learning, but we have to learn something. I hope that whatever—if somebody else comes next, they learn something from us in terms of relevance and things like that. So I think the pushback is totally appropriate.

Sure.

Multicultural Alliance listening session 9/12/26 10:30 AM-11:30 AM

Laurie George: Let's go through these questions and then I'm happy to stay as long as people would like to talk. Well, I say that until I have the I have a session at one o'clock. But yeah, the 1st and 2nd questions are designed to kind of get at the vision, the goals. What do you what do you want to see? And then we'll get into values and then what you like and what you don't like.

Question 1

Laurie George: So what do you think a Fort Worth ISD student should know or be able to do? And you don't worry about starting at the very basic or the obvious. It's fine. This is going to be the most of this. That's why y'all were here. Yeah, you could tell us what you... Where you went?

Participant 01: Yeah. Okay, I'll start again. Yeah. Thank you. Uh, so I am going to TCU now. Okay. I'm a freshman. Um, I'm taking 16 credits, so it's pretty, pretty busy schedule, but yeah. That's where I'm at now. Set myself up with that all through high school.

Unidentified speaker or brief exchange: Which high school?

Participant 01: I was at [a district high school].

Laurie George: Okay. Okay. Yeah. Yeah. So you started, you had a plan. You were setting yourself up. You knew the whole way through?

Participant 01: Oh, yeah. Uh... It really started in elementary school. I had a teacher named [name removed]. Uh, whatever. But, um, she really, I don't, I, obviously, elementary school. I feel like [unclear wording] don't think that that's important. But the things the things she told me, you know, about staying away from drugs and doing this and working hard, stuck with me, like, all through middle school, because I went to middle school at [unclear wording].

Unidentified speaker or brief exchange: [a district middle school]

Participant 01: And so at [that school] the crowds that I was in, like, you know, around were not the best. I was like, but I don't know, I was kind of like an oddball. I feel like I was just kind of like doing my own thing. And then high school started and really being open, trying everything, I got involved in, like, National Honor Society. I held [several student leadership positions]

, I ran track, they blah, blah. I was just, I was trying to like stack that resume up. Yep, yeah. For college, of course. Um, and so, um, now I'm here, now I'm going to college. Like I wanted to. And, uh, yeah, but what was the question again?

Laurie George: What should FWISD students know or be able to do? But it sounds like it started in elementary.

Participant 01: I think so.

Laurie George: Which elementary school did you go to?

Participant 02: I went to [elementary school name unclear; source: 'take Lyn Park'].

Unidentified speaker or brief exchange: Mm hmm. Yeah, I don't understand. Okay, okay.

Participant 01: [Unclear wording.] I think. I think there should be more discussions about... I mean, everybody, there's the... the, what is it called, the GO Center in high school, and y'all talk about your futures, and some people go into the workforce, some people go to college, whatever it is. But I think there was discussions to be, like, a little deeper. I feel like there should be maybe classes for them or whatever it is because...

Unidentified speaker or brief exchange: Are you first-generation college?

Participant 01: Uh-huh.

Unidentified speaker or brief exchange: [Unclear follow-up question.] Okay. Okay, okay.

Participant 01: Uh... I have, like, I have six... I have seven? No, I have so many siblings. I know I know all of them, but I only have one sister. She went to TCC for 2 years. Um, but other than that, all my brothers—I have five brothers, and they, none of them wanted to go, [unclear wording about their work]. I'm the youngest. But, um, But just deeper, like more in-depth discussions about what you're going to do after high school, because I feel like the GO Center felt like it was just forcing people to be in there and talk about the futures, and at the time, they didn't want to be in there, you know? want to class going home. That's it. You want to work maybe. But the people want to go to college, they're going to be in, like, I would. But that's obviously not the only route to take. And so I feel like to really set up success with young people.

Unidentified speaker or brief exchange: Talking about different types of jobs.

Participant 01: Yeah Different types of trades, things like that. And my school did have majors, but even then, like, the teachers that were... A good habit, the teachers that were hired, for the majors, to get certifications, didn't know what they were doing, and didn't teach that well enough for all the people in that major to get certified, or do something with that. I was an architecture major. Okay. [Certification statement unclear; source: 'I didn't get certified in Revenant and CAT.' Verify both the certification names and whether the speaker said 'did' or 'didn't.'] But what am I supposed to do if that, like, they, when you ever talked about that? Okay. When they were went down different paths, I could take with that. Now I'm a business major. So I'm not even gonna use that. Yeah. But just, like, I say the HST major in my school is the best because you do get certified [credential unclear; source: 'ENT or PCT'], and you can, there are jobs that you can get with that for sure. And they talk about that pretty often in there. But other than that, there's so many kids that... Have certifications. Even, I mean, at the time, they don't get a certification, so they pop out the other end. I can maybe go to trade school. I could do this, but they're really, I mean, I'll shoot.

Participant 01 continued: I was a little lost. navigating college and I had some good I mean, that's partly, I mean, I had some good GO Center. advisor me. But even then, like, I was still feeling my time, still feeling anxious. I ended up figuring it out, but like.

Unidentified speaker or brief exchange: But you were the first generation, so you couldn't ask your parents.

Participant 01: Yeah, no, I don't. I was just I mean, I did... I remember all through high school. I mean, I have people, like, my parents were, you know, obviously there. I love my parents. They are good, like they're great parents. Yeah. But, um, me getting involved with everything, that was, like, my choice. Like, I mean, not my thing, like, I was, like, I was so happy when I got a car, but, like, my whole elementary through, like, sophomore through high school experience was, like, on a bus, you know, I was, like, navigating this.

Unidentified speaker or brief exchange: Yeah, you were doing that.

Participant 01: I lived down the street from [school name unclear]. So, me and my brothers, when we grow up, we walked to school every day. We walked to the bus stop every day, like, and that's not, that's not saying, my parents, oh, my parents made me walk. Of course not. But just, um, it's kind of like an independent experience.

Unidentified speaker or brief exchange: Yeah, internal drive to get it.

Participant 01: Yeah, exactly. And so, but, I mean, a lot of people don't have that. And a lot of people don't have the people to push them or the people to, like, they see that and they don't want to be that. And so, um, Yeah, having a lot more discussions. with and making sure it's like an individual thing with each student because, um, Yeah.

Unidentified speaker or brief exchange: And starting early.

Participant 01: And starting early, 100%, yeah.

Unidentified speaker or brief exchange: And that it seems like you really connected with that elementary school teacher too, that relationship.

Participant 01: Yeah. I talk about her. I tell you a story about her probably once a month. Yeah, once every two. Yeah.

Unidentified speaker or brief exchange: You know, I have my my teacher, that everybody's got one, I hope. Well, that may be not true. Not everyone's got one, but I think those are lucky we've got one. And mine is still teaching and taught my kids. Really amazing. Yeah. yeah.

Laurie George: What about you?

Participant 02: Well, I went to [school name unclear; source: 'basketball school']. I graduated three years ago, I'm in my third year in college, right now, at TCC. But I definitely think very right about having deeper conversations and making it more inviting. In my in my personal opinion, I didn't know. I still, like, up in the air, I just now figured out what I want to pursue. It's like when I was in high school, I just I just went to get just my diploma. Like, that's what I thought when I went. I was like, oh, well, like at least I'll have that. And I knew I wanted to go to college, but I didn't know where. didn't know what I wanted to do. And there were so many colleges that I found out in my 1st year of community college that I was like, why didn't I know about that? Right. So that's why to me, I was talking to my best friend about this literally, like maybe 3 weeks ago and I was like, I didn't know about this school. Like my cousin goes to Weatherford College and she's doing the kinesiology like PT program. That's what I wanted to do when I 1st got out of high school. [Unclear wording about where to go.] I didn't know what to do. And I feel I never heard about that college at the GO Center at school or anything.

Participant 02 continued: And I wish that I could have heard about it or whatever about it or that they offered, paid more attention individually to everyone, not just the ones that were going all the time. And I feel like we never got, I never got that at least. It was like unless, like, we would go in if they told us that we needed to fix our transcript or too. Okay. or put in paperwork or something, but it wasn't ever, like, I wasn't, I never felt, like, I could go in there, because I didn't know what to do. So it didn't, I didn't have that support. And obviously, since high school, you know, or at least for me, I was like, I didn't really know what to do or, like, who to speak to or we would talk to. And so I wish I could have had that because it definitely would have helped a lot more. And I was thinking, [Unclear wording about changing the past.]

Unidentified speaker or brief exchange: Sure.

Participant 02: But if I can offer that for someone else, that I know could be in my position, I want to. Yeah.

Participant 02: And definitely start early. I feel like that, like, if you see your teachers happy about their career and like talk about their school, then it would make you want to do it. And I feel like I didn't have that personally, but I hope that my brother and my sister who are in school right now, they can have that and know what they want to do. And same I say, my first generation, my parents didn't go to college. They just went straight into the workforce. My older sister, she's in the Air Force, so she'd never... path is plotted. Because,

like, she just kind of went for it. But even then, she got out of high school and she just worked, and then she finally decided to think she was going to the Air Force. And my parents always tell me, like, to do this for myself and to change... or change the family tree. There we go.

Unidentified speaker or brief exchange: Trajectory.

Participant 02: Yeah. So it's like, I'm doing this for them, for myself, and to, you know, have my little siblings want to do this too. My little sister, she's set on [college name unclear; source: 'TC']. So I'm really, really hoping that she...

Unidentified speaker or brief exchange: Is she at [school name unclear], or is she younger?

Participant 02: She's [school name unclear]. Okay. Yeah, she's a sophomore, so she's actually working the game today, so we'll probably go visit her. Yeah. We're gonna go visit her.

Unidentified speaker or brief exchange: [Unclear brief interjection.] Yeah.

Participant 02: She was doing the concession stand, so... like, she's really into that. She was in JROTC as well. So she's like, torn between Air Force or, like, TCU and I was like, like, I just hope I want her to have that drive. Yeah. And that I didn't have. Right. So it was like, that's what I'm hoping for for my siblings is to want to go do that. and like have that support. And I wish, or I hope that we're offering that to them.

Laurie George: Right, right. Let me ask, so, I'm thinking about that kind of these common themes and and also what we're seeing, which is a, um, a lack of literacy skills. Did you guys feel like in your early elementary? I mean, to me, you represent success. You're here, you're, you know, you're well spoken, you've, you're in school, like something's going right, whether it, you know, you can't change the past, right? But maybe there were other things that you wanted to do that you didn't quite get or whatever, but you guys are, I mean, I would be honored if my children turned out, like, either of you. Um, but what do you feel like you had those fundamentals that set you up for success or do you feel like, um, anything held you back? Like just the basic reading, writing, arithmetic? Or did you get a solid foundation?

Participant 01: I think I got a pretty good foundation in terms of reading. and writing. I remember I don't remember. mean, it's all already me now, but on the side of books, they had these like circle, these colored circles. I don't know what that was. And we had competitions with reading and things like that. And we had like Battle of the Books. Yeah, like reading was a... Yeah. A really big thing, in elementary school, at least, so I was, I kind of enjoyed reading and stuff, obviously, that not track through high school all the way because I feel like the emphasis on, um, reading as being a fun thing, or library events, things like that, even in middle school, it just, it's not the same. elementary school, I remember, I remember it being prominent, middle school. It was just like, oh, there's a library. I was never like, there weren't events in libraries. There's just, it's not centered or, you know, you know what I mean?

Laurie George: It's interesting that because, you know, in education, we say, you know, pre-K to second grade is learning to read. And then after that, it's reading to learn. But if you don't promote wanting to read, then what are you learning if you're not reading it? So yeah. Yeah, yeah, yeah. Yeah.

Participant 01: That's the goal for me now to try to read more books.

Laurie George: Okay, I like that. That's actually a really good idea. Yeah. Yeah. Yeah.

Participant 01: Yeah, because I know in high school, I guess. There are events for different clubs or whatever came to life, right? There's no library events. I think that's a In terms of math, I mean, I was good at math to maybe 8th grade. And then after that, it was a chore. I mean, I hate math now. I really I'm not good at math at all. But in terms of the base, like skills to do math, I think I have that. I think I had a good base.

Laurie George: What do you think? Are you, did you feel like you had a good solid foundation in literacy or math? writing?

Participant 02: Yeah, I think I did. I moved, like, Midway through elementary school, okay, from Oakland Elementary, to Daggett Elementary, and then I was at Daggett Elementary, [middle school name unclear]. And definitely, like, I remember, I'd go pick up my brother from school and, like, I'll see my teachers from when I was in 5th grade or 3rd grade, and [unclear wording about her brother], but they, they knew they knew you.

Unidentified speaker or brief exchange: Yeah, okay. That's funny.

Participant 02: And they're also a bunch of them are still there. So definitely they made that impact on me, I think, some of them I'll remember. And definitely, like, making it, like, fun at elementary school was fun when I went to Daggett. I remember my 5th grade here, I don't think he teaches there anymore, but my science teacher [name unclear]. He had this competition where he was like, whoever has the best science notebook gets $100. So, obviously, all the kids were like doing their best [unclear wording]. So, me and this other girl, I remember her name, too. She won.

Unidentified speaker or brief exchange: You're like, and ever since my notebooks have been perfect, right?

Participant 02: So, like, literally, like, it was the exact same. Everyone had the same information, everything, and it was just, like, that's what really makes me, like, want to learn. And I love science and math. Like those were my... Yeah. It's my own more successful ones. I love those subjects and even like reading and writing, like, you know, like now I'll read, you know, like read to learn. But definitely like, yeah, I think elementary school is a foundation and I feel like that they're doing good about it. Like my brother won't come home and he'll tell me like what he's learning. his homework, like I'll be like, well, that's boring. Yeah. But then like middle school, it's kind of like where it kind of fizzles out a little bit. And then by the time you're in high school, like for me, I was like, oh, like, I'm just here to do work. Right. So I wish, or I hope, like, once you get, like, in middle school, you still keep that foundation, and then once you're to high school, you're like, oh, I want to learn about this. I want to keep learning about this. Yeah. So that way I can be successful in what I want to do.

Question 2

Laurie George: This kind of brings the, describe a successful graduate. I feel like we're kind of talking about this in tandem, both of them together, but it's, I mean, the common theme I'm hearing is starting early to determine that path or explore, maybe explore what the paths are, the options. But talk more about this. What do you think made you, when you cross that stage and go on to the next, whatever it was, whether it was TCU or TCC or job, what set you up for success or, and then what maybe, what do you wish that you'd had to be more prepared?.

Unidentified speaker or brief exchange: Well, we're thinking about that.

Participant 03: Yeah, back to the last question. Yes. And then I'll hit all the in one as well. Yeah, I don't mean to just... Because I graduated from Northside high school, the magnet program.

Unidentified speaker or brief exchange: What year?

Participant 03: [Graduation year unclear; source: 'Back in two.']

Unidentified speaker or brief exchange: [personal information][unclear wording] there, to the banking program. Uh huh. He graduated '97.

Participant 03: So I think he knows my little sister, [name removed].

Unidentified speaker or brief exchange: Yes. Mm hmm. I know your sister, too.

Participant 03: So my mom's been a teacher for 35 years, in high school, and I live it. Yeah. We all went, except for my older sister. We all went to public school. My youngest brother graduated from her, but... the people that came out of the magnet program at Northside, I don't think people understand how important the magnet programs were at that time period. because we let them go. But people that I graduated with, attorneys, doctors, NASA scientists, the people in the magnet program. that we were with that were bused from all over the city. Mm hmm. So wonderful. The diversity, the actual... I mean, it is why I think I gravitate to MCA today. Mm hmm. Diverse group of kids who all wanted to learn to do something and do more. And we pulled it out, and now there's a culinary program. at Northside. Because we need more people working in culinary positions. Really? Do we? I see. Do we? Yeah. So, this is my opinion, just the magnet program itself. For whatever reason, whatever they removed it, but it was a direct link to the success, and I'm quoting, 'cause that brings me to this question. What is success? Why, why do we even use that as a word? Right? Why don't we change it? [Unclear exchange about an alternative to the word 'successful'.] I know, I know, but I'm talking about...

Participant 03 continued: We don't change the paradigm, we have. Around using the word successful. Uh huh. Right? Productive citizen in society. Whatever other word, because my definition of success is vastly different from [unclear reference]. Right. His success is balancing a city budget. Right? Nothing to do with his high school career, but it all is so important. Yeah. Everybody's own personal opinion of what their success is. Mm hmm.

Unidentified speaker or brief exchange: [Unclear question about an alternative word.]

Participant 03: I would say productive. I don't. Yeah, absolutely. Because it is literally, what can you do for yourself, or even in the broader sense of your community? Mm hmm. Right? Everybody wants to feel connected. Everybody wants to be successful in their own way, but it's all so, I don't want to say the word nebulous, but it is very abstract in that way, because what I find to be markers for my success may not be yours. Mm hmm. And I give a lot of pushback. My kids are in [district name unclear; source: 'color ISD'], so, because we moved there. But I didn't even tell them. I'm like, what define success? Why are you using a word that you don't even know what this person says is good or not good? Mm hmm. So, sorry, now you...

Laurie George: I like that.

Participant 03: I gave you a lot of time there. You got a good answer now first?

Participant 01: That's difficult, 'cause you're speaking, and I just wanna listen.

Unidentified speaker or brief exchange: Yeah. Yeah, yeah. It's hard to listen and think about other things.

Participant 01: Um, I hope you give something, like, maybe physically, like, physical or, no. Oh, in terms of, like, something that, um, like, a tool we had to be successful at high school, I'd say mine's not as physical, but, um, like learning how to be open and just [unclear wording] people, like, teaching people how to be open and less stuff, because I feel like, especially in, um, Latin communities, which is pretty much all where I went to school, because majority Latino, right? So, uh, I feel like There's more close-mindedness. Um, And that can be good or bad. I'd say it's more bad, but me, I feel like me growing up, and I had a lot of different influences, and a lot of different people who like this, or like this. I was just open to everything. Like, I was down to do anything, learning, well, and... [unclear phrase] Right. I don't drink or something, but, um, like, I feel like sending kids up and teaching them to be open. I don't know [Unclear wording.] But, um, That will, I'm not, is the best tool for people to be successful or productive. I think, oh, on that point, I was thinking, like, what's success to me? I don't, I feel like success to everyone is just being happy, right?

Participant 01 continued: I feel like that will get more into like a, if we went down that right, we would get away from like school and then start going to spirituality and blah, blah. So I'm not gonna do that. But, um, I think teaching people to be open-minded, um, or maybe not just not being close-minded, is the best, like, it's a really good tool to set them up personally.

Participant 02: Um, I think for me, it was, like, my community. Like, you know, for him, it was like people being close-minded and to be more open-minded and to have that community. I feel like I had, obviously, everyone has, like, their own, like, friendly, you know? And I wish that that's a really good point too. Having more open mindedness, people wanting to talk to you and not looking at you certainly because of, you know, your ethnicity or your religion or, you know, just something in that aspect. But for me, at least, I had a good community that would build me up and would tell me, you should do this. Like, you should do that. And that gave me the energy and this drive to do it. And so that's where I think, like, everyone should have that foundation, that community. really ties into that and really, like, gave me that. Once I got out, I was like, yeah, I can keep doing this, you know? Uh. And I hope that all the younger ones, because I went in when I was already a senior, I just graduated. So obviously, like, if I wish I could have gone at the age that my cousin went, when it was, like, she had just sophomore year. So it's like, they still have time to change what their, what, let's say, like their habits of what they were doing before that weren't necessarily helpful.

Participant 02 continued: And now it's, like, they can do more. Okay. And I hope that this year, my sister goes, she can have that, and she can, like, she a little lazy. So, you know, just kind of, like, have a little more support and, like, oh, well, I do want to do something different, you know? And I feel like, it's really helpful in that aspect. Yeah. And I hope that she can find her community that will build her up. And I hope that we offer that to her as well. But that's what I'm saying. everyone in general can do that.

Laurie George: It feels a lot like, or I'm hearing that, finding that or having that support, your community, having a place that where you feel like you belong, you're supported. Um, you said open-mindedness, and that's a good...

Participant 04: Were there any resources for you? Like, once you, once you figured out that you got accepted to TCU, were you, like, lost? Like, what do I do next? And then when you went to TCC, like, what do I do next? Like, I'm here. Did you guys were both... I was first generation. Mm hmm, too. So my son's at TCU now, and he's a sophomore. And he had me to, like, tell him what to do, you know? But I remember I was lost, and, you know, like, when I got accepted, so I went to Arizona State. Okay. And then I was like, Oh, what do I do now? Yep.

Participant 01: In terms of, like...

Participant 04: Just, like, what's next, right? Like, do I go to the dorms? Do I do this? Do I do that?

Unidentified speaker or brief exchange: Did you have support, like, how to pay for it, or... [Unclear brief interjection.] What was the point after that? Like, when you were in high school?

Participant 01: I'm not gonna lie. I got scammed. Well, I got it pretty good. Like, they covered pretty, like, most of my tuition, so I was like, and TCU has a really good business program. So I was like, you know what, I'm gonna go. Because I'm a commuter. Okay. But I got scammed. I got scammed. Um, so my my situation is really complicated. I'm not gonna go through it all, but, like, I, I, like, [personal information] [Unclear reference to financial-aid application forms.] [personal information] [personal information] [personal information] Nope. They didn't give me any, like, it's for T3? Yep. Um, like, they paid for, like, all my friends, like, they got, the rest of their tuition, and then they got Dorming, and, and food. Yeah. [Unclear wording about aid received.] And then I had a great, it's called community scholar. [Unclear wording about the application.] I did great, but it just got, like, they didn't even look at it [personal information] So I was so sad about that.

Participant 01 continued: But in turn, like, I feel like we had good resources in terms of, um, the GO Center and them kind of navigating that, telling us about that. And with questions about that, you can do it, connect

us with different T3 advisors. So I think, uh, I mean, it [mild/coarse language] that nobody told me to put my mom up but so something's there.

Participant 01: Yeah, yeah, I know, I'm still, I mean, [unclear wording]. Like, with the amount I'm paying, it's nowhere near. Like, I'm gonna be okay. But, dang it, like...

Laurie George: A little bit a little bit of support on more than just the path, but the actual process of like getting through it. right

Participant 03: On your side, from the other end, no, I appreciate you being honest. Because so many times, from the other side of it, there are kids that will put something that may not be necessarily true, or verifiable, only to get those extra funding when really there could be another kid out there. It's far worse position than you are. but isn't gonna get anything. So I appreciate it and honesty.

Participant 01: That's fair, yeah.

Participant 03: I really do, yeah.

Participant 01: I'm happy you appreciate it. I'm happy. I I really do. I understand.

Participant 03: But you're looking at the person who paid for her own schooling. Yes. Yeah. You know? And to write that last check, when I paid off my student loans was phenomenal. Yeah. You right. So, you know? It's all right. It'll be all right. Yeah.

Participant 05: To kind of tie together what I've been hearing from your prior 2 questions of, you know, what can we do and what is successful? It sounds like what I'm hearing is, and I think we've all experienced this because I don't know that the schools have ever done a great job. of, Understanding why you're learning this. Right? You're learning, you're taking all of these different classes. You're taking English. But okay, I know, I hate math. I'm never gonna do a math job. Why am I being forced to take physics and trigonometry? How is that ever going to apply to me? And there's just never that discussion. So some of it is, okay, what are career things? They used to be called guidance counselors. Now I think they're just called counselors. But it's then also reliant upon the teachers to have a different mindset of, okay, I'm not just teaching you the subject to teach you the subject. I'm teaching it this subject because you're gonna learn algebra when you're buying groceries in the store. You're gonna learn this because if you want to become a carpenter and you're building things, that's where these tools come together. And that's where I think it's demotivating to kids because I don't know why I'm in this class.

Participant 05 continued: I just have to take it because it's set out there and I have to accomplish 4 units of English, 3 units of math, 3 units of science. These histories, right? There's not that integration as to where how is this going to help me later in life. Right. And so with that also becomes the, what a success, it goes back to what they were both saying of being open-minded, right, a good portion of learning such a broad range of things is to a successful graduate, to me, is someone who's not only open-minded to other individuals, but open-minded to to experiences and the ability to think, right? That, to me, is the success of any education, is teaching somebody the ability to think and be curious and going, okay, you know, I may not be interested in that, but now I understand a little bit. Maybe, maybe there's aspects that I can go into.

Laurie George: So I like we hear a lot of people, It's why am I doing this? It's, you know, you've got to get to the why or why are we learning about it right now? How can you connect it to your own life? Right. That is application and that builds that internal motivation and connection.

Participant 05: And you also learn, okay, yeah, just hate that.

Laurie George: Yeah, and that's okay.

Participant 05: Right. Right. I'm never—that's not my strength, right? My dad's an engineer. My brother's an engineer, my stepdad's an engineer. They go out and we'd have to work on the car. I absolutely hated it, and they're sitting there having a discussion of, okay, we're gonna do this, today, we're gonna change the brakes. And they're talking about, you know, the internal combustion and how hydraulics of the car brakes work. And I'm going, just tell me which screw to do, which I don't want to know. I don't care to know. But so you have to, if you're not exposed to it, you don't know that you'd be interested or not be interested. Right. Right.

Participant 03: I think I've got a good summary of what I think every student should know. Mm hmm. And that is that within each one of them, they have unlimited possibilities, and the power within themselves, to achieve, do, and be anything that they want. That is what I want for every student in this district. Yeah. Across, across the nation, but, and it can be achieved. Yeah, yeah. I don't know that pulling a desk out of a [teacher's] classroom, achieved it for [her] but... it can be done. Yeah. Yeah. And if the student understands their own inherent power, when they walk across any stage, right, if this is the kindergarten graduation, or if it's a middle school graduation, or if it's high school graduation, and they know that, then I say, to this point, they can think, and they know. Mm hmm. And then we're unstoppable. Yeah.

Question 3

Laurie George: It's a good segue into our 3rd question, **What values must the superintendent honor, regardless of pressure or politics, in accomplishing the work of the district?**

Participant 03: I like my sentence that I just said. I want let it rest there.

Laurie George: What do you think? Let's maybe we narrow it to the thinking about Fort Worth as a community. Um, what do you think we value collectively? Or if you have to go small, or your neighborhood, or your family, what you value, that you feel like, if he were to cross that line, you would have a real problem.

Unidentified speaker or brief exchange: True. It's 'cause I had an idea what you were saying, and then you said that last, the last thing you just said, and I understand what you're asking. So I'm thinking how,

Participant 05: Can't impose your own values on others. Mm hmm. Right you? Just as we're holding that the kids learn from others and aren't about each other, you can't dictate, this is what we want, right? And so when, when the superintendent, whoever that is, if he is, he or she is, um, putting in, and some of this is outside of their control, because as you said, pressure on politics, some of it is, uh, curriculum from the state board, right?

Laurie George: I appreciate you recognizing.

Participant 05: Right. Oh, absolutely. But when you have things like, okay, we're gonna put the 10 Commandments in every room. That's not helpful. to anyone about anything. It just isn't, because you are dismissing other people's thoughts, feelings, and what they [unclear wording], you're saying, this is what's important to those kids. Taking away the ability to learn in other languages. This is fundamentally a country that does not have a national language. that you can talk about it for since the country was founded. Like, German was the closest we got, right? Right, but we do not have a formal adopted language that almost every other country has. So if you're not meeting them where they can learn, then you're saying you're forcing kids who don't speak English. You're forcing them to essentially fall behind. It's not saying you shouldn't teach them English, and that this is the dominant language, and that you're going to succeed more. But as we've seen [Unclear passage comparing language learning across generations.] But if you don't respect those cultures and languages, then you're basically saying, um, we don't care about. That's how the kids feel about it.

Laurie George: Okay, so if I could boil it down or repeat it, valuing culture, valuing multilingualism, uh, valuing the fact that everyone has their individual faith and we don't choose one over another. Okay? Anybody else?

Participant 03: Unbelievable honesty should just be one of them. see? I mean, if we're just talking just values... Right, and, like, honestly. Honesty and the intention, and... the intention to actually do the job at hand, and I'm saying that because, obviously, everything had to change for us to be here with who we have now. But... his predecessors, I don't know that that was the case. And I know I knew him. I knew both of them. Very well. But was it truly their intention to help students achieve? Mm hmm. If it took the state to come in and make this change. So... I'm just saying, I mean, I've supported all. I grew up in it. Yeah. graduated from it. Yeah. Yeah. You know, and to this point of... having those early, early interactions in elementary school of laying that foundation. Mm hmm. Yeah.

Laurie George: I appreciate you saying that. I think we hear a lot in the, um, in the board meetings about evidence and evidence based and things like that. And, um, You know, I have, it begs a question for me, where were these questions the last 20 years? What were they? Um,

Unidentified speaker or brief exchange: I've been asking them.

Laurie George: And then the evidence for this type of takeover situation, which is that there is no evidence, the purpose of a takeover was to present a consequence so negative that it would never go that far. You would never want to lose your elected position, so you must be empowered to act, because you don't want that to happen. Um, So, Okay. Um,

Participant 01: whatever the opposite of what I'm about to say is the value I want. Okay. I feel like valuing money, at least in positions like a superintendent, everybody obviously needs to make money to survive. Of course. But, um, I hope that [Unclear wording introducing the speaker's concern about financial motivation], something that they are trying to get our gain out of this. like being a superintendent or being a part of the board, whatever it is, is not money. I don't I don't think that should be one of the top drivers of why you want to be in a position. Um, because then that takes, that takes away from like maybe some things, rules or, um, something that you would implement on the kids or in schools. It'd be not for the kids, maybe because I want a certain amount of people crossing the stage. Um, so I can get more money in my pocket. Got it. Instead of having correct consequences. side. Not... I mean, not everybody's crossing the stage. If you want to cross the stage, you have to work. You have to do this. There's gonna be this consequence, whatever it is. I feel like there's less of that and more of I need the numbers to make money. You know what I mean?

Laurie George: Yeah, ok so valuing high, authentic, high expectations, putting kids' learning first, not what looks good on paper, funny math, that kind of, yeah.

Unidentified speaker or brief exchange: And I think you might even be leading to like a lookback where, you know, if the superintendent's committed to growing the district in this way, five years from now, we can pay retro, you know, something back for the work he did starting here, where it's not like every year he's getting a bonus. I kind of think you might be driving along that as well. Because we have a look back. Right. And, you know, the CEO is not gonna get money this year for the work done this year. Right, right. Right, yeah. So it could be something I'm on with that.

Participant 01: So, like, you earned it. Uh-huh. Based on your success, I guess. Uh huh. Oh, yeah. Yeah.

Unidentified speaker or brief exchange: And we do it for free. [Unclear brief response about volunteering.] Yeah, [unclear wording].

Unidentified speaker or brief exchange: Well, I'm glad I know that. Yeah, yeah.

Question 4

Laurie George: So what are some things that are working? Or since you guys are maybe not in school, but you have siblings, and what's what worked for you or what is working right now that we should keep doing?

Question 5

Laurie George: And then the next one's going to be, what should we stop? These could go together.

Participant 03: Yeah. Yeah, like, so you really are, like, those magnet programs are working. pushing the subject. We should not have stopped those. So I think It's the spin that's happening in the media, right? A lot of my best friends and clients and people that I know, and, you know, not my mom, she's still teaching too, but... We said, right, it was like, oh, there was a shortage of, you know, people and the teachers in the district and blah, blah, blah. And then all of a sudden, like a week later, oh, well, every spot is filled and whatever. But I have people who are teaching right now that have anywhere from 33 to 41 students. in class period. And so putting a media spin on making it seem like everything's okay, doesn't need to happen because there are way too many teachers in the district that are talking amongst themselves that are saying, that's not right. Yeah, okay. Yeah. Okay. And there were so many people that I know that just retired because they were so afraid of what was gonna happen. Now, is that their own internal issue that they had and were holding fear? Most likely. Right? Could have stayed another year to help the district through if they really cared. Maybe, but it's not my place to judge them either. They chose what they chose. Yeah.

Participant 03 continued: But let's not say everything is all good and wonderful in the news, just because we can, because the teachers in the classrooms are [unclear wording] And that's [a district high school]. 33 to 41 every period of seven periods. Really? Are we really getting to everybody? That ratio? Yeah. Right.

Unidentified speaker or brief exchange: grade level.

Participant 03: Uh, she teaches [at a district high school] 33 to 41 students in her class. Mm That's just one example. I know that there are other teachers across the board that are having the same issue.

Unidentified speaker or brief exchange: And all of the schools, [unclear name], yeah, who you meant. Two, two. Um...

Participant 01: I feel like... there's this, um, organization called MBK. And they, oh, they... How was the right word? Disbanded, or...? I read, yeah. Yeah, I took it out of, so they, they just, they didn't allow anymore. And I was part of like, as I told y'all, I was part of a lot of different organizations. But MBK was probably the most influential. And...

Unidentified speaker or brief exchange: Is that my brother's keeper?

Participant 01: Yes.

Unidentified speaker or brief exchange: Oh, did it. I could say, I know. I heard about it, but I don't know. [name removed], no, I don't know. I Yeah.

Participant 01: Um, and so, but they took it away. And then they came back one more year, this year, last year, and they changed the name because they couldn't have it be called MBK. And at least at [my school] or no, I'm pretty sure, because I don't think it's going to go on any school now. And then on top of that, the things that they were allowed to talk about inside our schools this year. had changed. Like, it could be, it was like leadership now. It's like you can be taught how to be a leader. But in terms of like learning our different cultures, like about different African cultures and Latino cultures and who invented this and the power within those cultures and our people. It transformed, like, like, it just wasn't a lot to talk about. Right. And so I feel like that is a big problem. I feel like the, the, the organizations that are the most important, um, I, whether it's for, um, political views or whatever it is, whoever changes, I don't know. I don't know what happened.

Unidentified speaker or brief exchange: SB 12 is, it was a state.

Participant 01: Okay, okay, the state. Yeah. But I feel like organization organizations like that are what should keep happening, what should what should be pushed. Um, like, [organization name unclear; source: 'natural art'] was always cool, but, I mean, at certain points, it's like, you do community service, but you're not getting taught anything like...

Laurie George: The common theme is those connection points, those relationships, like the organization, it's an organization that you felt supported, you belonged, you were nurtured, and that's important.

Participant 01: Yeah. And, like, I know for in the [Northside], I would go to them all the time. I was really, uh, close to [Northside], because I'm the other one. Like, we painted a mural every year with MBK. I don't know if y'all see the murals if you're going down. Um, there's one of, um, this girl, she has like polka dots, if you see. It's pretty good.

Unidentified speaker or brief exchange: What street?

Participant 01: Um, I'm bad with streets. It's like, you know, the one with QT and brick?

Unidentified speaker or brief exchange: Yeah, I see. You, too, with the bricks. side of Main Street.

Participant 01: No, no, no, no, no. There's that, like, little mouse thing. Yep. You're going down that street from downtown?

Unidentified speaker or brief exchange: Still here, they're great. Yeah. [place name unclear]. Oh, okay.

Participant 01: But, um, have y'all seen, like, there's murals all on the side of that restaurant? Okay. Those were painted by MBK. Okay. So, um, have you ever seen him? And there's, on the back of that, there's an astronaut and [unclear wording; source: 'Palatero'], like, the really big mural. I know if you've seen that, but like those are all by MBK, right? And, um, in the Northside community, uh, usually they're big events and people come out, different vendors, um, And so I'm talking about the [event name unclear; source: 'Sanitos of summer'] from the Hispanic chamber. The ones that are Marine Park, across from all things that like. Yeah. And so, like, organizations like that, that bring communities together, and I feel like actually make a change, those are should what should continue to be in schools. I mean, I was in [organization name unclear; source: 'Manchez']. Like, I think you could, if anything you're gonna get rid of, if it's budget cuts or whatever it is. Get rid of NHS, get rid of, um, I don't even know what I mean. I mean, AVID is like. Yeah. People who are in that like, [unclear wording], they're like, oh, it's so easy. Okay. Like, there's, there are... useful [unclear word] and useless. I mean, not useless, but they don't make as much of it.

Unidentified speaker or brief exchange: They're checking a box for

Participant 01: Exactly. And I don't understand. Why? Yeah. I don't understand why the ones that are at. And so, I mean, my theory is, um, and this might be [unclear wording]. Maybe I [unclear whether 'should' or 'shouldn't'] say it, but.

Unidentified speaker or brief exchange: It's okay.

Participant 01: I mean, people of color, right? But we should be empowered, you know? And everybody should be empowered, but, um, like us learning about strong members of our communities that invented this or were in these positions and giving that power to people of color. I think it's very important, and I think that, and I know they're banning books on certain things. I think that maybe the intention for doing that was not, it was more for, it was more to keep, the knowledge suppressed, or keep, um, certain people from maybe getting too strong, and that might be a really strong way to say it, but if you could simplify that, I think that's, that's where it's like. kind of scary. It's like, we should keep organizations like that. Yeah, I went out long ago, but that's what we should keep going. or bringing those back.

Unidentified speaker or brief exchange: What do you think? Yeah, you have, you should have it, and you start... Oh, yeah. Yeah, why was that?

Participant 02: Well, I was in [program name unclear; context suggests AVID] in middle school, and it was, like, this big thing. like it was really helpful. I loved going to the classroom and everything, and then all of a sudden in high school, I'm not at the classroom. And I'm hearing all my friends are like, oh, yeah, [unclear wording about AVID]. And when I was in middle school, it was like, oh, like college. Like, it's helping you and it made me excited and then just like once you get into like high school, it's like I wasn't in it anymore. And whoever talked about it, it wasn't anything like impactful that I heard from it. It was kind of like, oh, like, it's just a class, you know? Yeah. And definitely, like, for me, I think listening to what he was saying, like having those other clubs and, like, MBK, like bringing that back and having that would impact people more than having classes that you just hear about, but are just telling, oh, like, what is that? You know? And for me, well, what I know, [her school] has [program name unclear; context suggests Young Life], that's what he's called. And all these students, like, they'll go on Tuesday or Thursday night and, like, go and have fun and do that. But it's like, how come my sister doesn't want to go?

Participant 02 continued: But also not to be, like, like how you say, but it was, like, from what I see, it's a certain race. Yes. And it's like, my sister probably doesn't feel like she would be welcomed if she wanted. And if I were to do it, I know I wouldn't feel welcome if I went. And it's like, at least for my family, we're in a mix where it's like, we don't necessarily fit in with either side. And it's like, if we try to fit in with this certain group, it's like we're trying too hard. But then if we go here and say, [unclear wording]. So it's like, we're just in the middle. It's like I don't know what to do. My friends will talk about theirs and they're like, oh, I don't know, you know? And then I'll go over here and it's like, oh, well, we're gonna go do this. And it's like, oh, I can't do that. So it's like, I feel like that's where having that community again, it really makes it home.

Unidentified speaker or brief exchange: They partner with different, like, nonprofits, like, like, how did you guys hear about Camp Community?

Unidentified speaker or brief exchange: MBK

Unidentified speaker or brief exchange: Okay. That's cool.

Participant 01: I'll have this. I think, um, dual-credit classes. Y'all should keep doing that. Yeah. Yeah. In terms of college credit, different court, different person you could take. like [course or program name unclear; source: 'RRMs'] is the worst. I think AP is like 2nd best, and then I think dual credit is like top tier. [Unclear brief phrase.]

Unidentified speaker or brief exchange: Yeah, I did dual-credit classes. Like, that was my college grades.

Participant 01: Yes. Dual credit is, y'all should that, like, y'all, if anything, for [my school] we can only do it. I can only do it in my junior senior year. I know for some collegiate schools, I mean, you get your associates at the end of the at the end of your high school experience, which I now I'm thinking about, like, damn. I'm happy I got like a good year of college. Yeah. 100% keep doing dual-credit classes, anything for some schools, like, maybe offer earlier, 'cause I know a lot of students, they would be able to handle that, those courses. When they're sophomores, maybe freshmen. Yeah. It was great.

Participant 05: So I have a... I think dual credit is great. I've got a slightly different thought about it. I think it's wonderful for the vast majority of kids. Just from personal, my daughter, who just graduated UT, is 20 years old. She came to us, and a lot of this is just joking, like, but she's the youngest of three. She's 2 years younger than my son. She came to my wife and I and said, I can live with you people for one year. I can't do 2 years. as a single kid. So she graduated high school in 3 years. Early. She graduated early. with 3 years. She did a bunch of dual credit, so she graduated college in 3 years. Which is great, except my whole thing was, this isn't a race. Life is not a race. You're now 20 years old, you don't know what you want to do. [Unclear wording about the

college experience.] Well, he was just going to get it done. She's a she's a checkbox girl. Yeah. And that was, you know...

Unidentified speaker or brief exchange: Wait, did she move back home?

Participant 05: She is back home.

Unidentified speaker or brief exchange: There you go. Okay, [name removed]. I know. One year. Joke's on her.

Participant 05: [Unclear wording.] that's cool. Okay. [Unclear ending.]

William M. Mcdonald YMCA

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Speakers:

Speaker A - 12.86%

Speaker B - 10.73%

Speaker C - 1.81%

Speaker D - 2.52%

Speaker F - 8.5%

Speaker E - 21.5%

Speaker G - 11.63%

Speaker I - 6.27%

Speaker J - 2.78%

Speaker K - 2.79%

Speaker L - 3.07%

Speaker M - 4.28%

Speaker N - 2.43%

Speaker O - 1.75%

Speaker P - 5.48%

Speaker H - 1.61%

Notes:

No notes.

Speaker A **00:00:01**
Is she here?

Speaker B **00:00:03**
Okay, well, let me just introduce—

Speaker A **00:00:07**
let me just share with you all tonight we have with us, uh, Mr. Pete Guerin, who is the supervisor of the Fort Worth ISD Board of Managers, and he will give us some words, and then following, he will then send it over to whoever is going to come next. Thank you. And he is also one of our members of the NAACP, so welcome and thank you.

Speaker C **00:00:34**
Thank you.

Speaker D **00:00:34**
Sure, certainly it's a very pleasure to have you here tonight. You know, I have worked with you since you worked with Senator Benson in Austin. We used to come down to your office a lot, and for all your things you have done for our community, we are eternally thankful, and we certainly would welcome you again and hope that we keep moving forward and making Thank you.

Speaker F **00:00:56**
Thank you.

I appreciate that very much. Thank you.

Speaker A

00:01:00

As this event takes place, I would ask you all to please feel free to write your comments. I'm sure this is what's going to be said by them, but this is an opportunity for every person in the room to be able to Hello.

Speaker E

00:01:38

Thank you, [Speaker A] Is it working? It's working. Thank you very much for giving us the opportunity to visit with you tonight. We have another colleague who's just now showing up who is going to actually moderate the question and answer period. But I'd like to tell you a little bit about what— why we're doing this and the purpose of listening sessions.

00:02:09

And I also want to bring your attention to this QR code, the little cards you may have picked up in the front. Let's bring the speaker a little closer. I think it might be echoing in a way that it wouldn't have.

Speaker C

00:02:43

The board.

Speaker E

00:02:44

The Fort Worth ISD School Board, we were appointed, we took our positions in March, and one of our first orders of business for this first half year is to develop goals and guardrails for the, for the district. And the goals are the, the goals that we will set for the district, and, and they will be the goals that we use to guide budgets, make decisions about what the superintendent does or does not do and set goals for what we hope to accomplish with the district.

00:03:22

But I say we referring to the board of directors, school board members. The purpose of these listening sessions is we don't want these to be our goals. We want these to be your goals. And our goal is to— we're doing listening sessions all over the community And we have 5 questions we would like to ask you, and we're gathering data on all those questions as we go around the city.

00:03:53

We're going to gather all those up, and those are going to inform our goal setting. So in September, the board's going to get together. We're going to review all the transcripts and

the answers to these questions, and we're also going to review all the questions that come— pardon me, all the answers that come in response to the questions that are on this questionnaire that you can access through the QR code.

00:04:18

So thanks for being here tonight, but also I ask you to please take the time to log into this and answer these questions. I'd like to recognize a buddy there in the back. Thanks for being here tonight. It's— this is such an important part of our process because in order for us again to set the goals, we have to hear from you.

00:04:42

We don't want them to be our goals, we want them to be your goals, and that's why these meetings are so important. I'm joined tonight by 2 of my colleagues. Jay Stegall was originally going to be the host, but his, his day job got in the way, and I think he ended up getting, getting stuck in Dallas and wasn't able to be with us.

00:05:00

But Luis Galindo is a member of the school board, and the second member is Courtney Lewis. And Courtney Lewis is actually going to take us through this question and answer exercise. So Courtney, thanks for being here. Thanks.

Speaker F

00:05:17

Hope—

Speaker E

00:05:18

glad you didn't get a ticket getting back from Dallas. But there you go.

Speaker G

00:05:23

You know, I would have, I would have had to drive faster than I was able to drive from Dallas. It was an hour and a half, so I feel for poor Jay if he's still stuck stuff there. So apologies for my tardiness. I had to work in our Dallas office today and traffic is quite horrible.

00:05:38

So as Pete mentioned, my name is Courtney Lewis. I'm a longtime banker. I've been a banker for 26 years. When the call went out and asked who wanted to help with Fort Worth ISD, I raised my hand. I believe in public education. I attended a public in Dallas. My daughter graduated from [a district high school]

I've been a volunteer. [personal information about a Board member's child]
So I've been a longtime Fort Worth ISD volunteer, also parent. So I wanted to, I wanted to help with that work. And so a school district exists for one reason and one reason only, and that is to improve student outcomes.

00:06:24

And student outcomes are what a student knows or is able to do after they attend that school. And so that's the one job of a school district, is to improve those outcomes. And then the school board's job is to represent the vision and values of the community. And so that's what we're doing now.

00:06:42

We want to take those visions and values of the community, turn them into goals and guardrails that Pete mentioned, and make sure that they reflect our whole community. We want to make sure we're hearing from everybody in our community, so that's the reason for the outreach sessions. So our— and I also want to encourage you, after you fill out the survey, please ask 5 friends.

00:07:05

We really want to make sure we're hearing from our whole community, so please ask your friends to also answer the survey. It's, it's 5 questions. It does not take that long. And so I am going to go through our questions here. The first question is a vision question, and this question is, what should Fort Worth ISD students know or be able to do?

00:07:29

And thinking about that, if you could only pick one or two— because if we try to do everything, we'll do nothing— so if you could only pick one or two, what should a Fort Worth ISD student be able to know or do? So, and [CM 1] has the microphone here. Hi, good afternoon. I'll say for starters, the basics should be able to read and write.

Speaker I

00:08:00

For starters, for sure.

Speaker G

00:08:03

I want to make sure I heard you. You said read and write?

Speaker J

00:08:06

Yes.

Read and write. Yes, very important. Okay, and who else wants to—

Speaker K **00:08:14**
Just adding on to that, read at grade level.

Speaker G **00:08:17**
Okay, read at grade level.

Speaker L **00:08:23**
Yes.

Speaker K **00:08:24**
Just reiterate, read at grade level or higher for the kids.

Speaker I **00:08:27**
Just adding on to that.

Speaker M **00:08:29**
Yeah, thank you.

Speaker I **00:08:31**
I think that each school, um, each student at each school should have equal opportunities throughout.

Speaker B **00:08:42**
Thank you.

Speaker G **00:08:45**
We want to make sure that we— we want to make sure everybody can hear.

Speaker B **00:08:48**
Okay, well, for me, with you saying it's a visioning question, really and truly making sure that all of our students have access. I think accessibility and equity in education is extremely important, making sure they have pathways like the dual credit, or, um, in elementary school, really expanding, um, their knowledge base and making sure that they're able to— education is experiential— and making sure that during this process they're able to experience learning instead of just trudging checkpoints.

But experiential learning, I think, is one thing that I— if it's a vision question, I think the reading and writing, although I do believe that's extremely important, I don't— that's supposed to be a given with parents sending their children to school. That's, that's very— I mean, that the bar is not high enough if that's the goal.

00:09:54

So I think envisioning creating an educational ecosystem where there's They're thriving, they're learning, they're growing, and they're actually— it's experiential learning.

Speaker N

00:10:05

Thank you.

Speaker G

00:10:06

Okay, skills. What else?

Speaker I

00:10:08

Just to actually piggyback on that, my concern is the critical thinking beyond the rudimentary education, the gifts, the skills that Are innate in a child that may not get tapped into when all that's being really focused on is whether they make a particular test score. For some children, that test is just something they must do, but it's, it's the gifts, it's the music that they've lost, it's the art that they've lost, it's the things that make them the well-rounded person who's going to be able to be a contributor to the society and not just a number and dollars and cents.

00:10:59

Those kinds of things are absolutely imperative if they intend to be productive citizens. Otherwise, they're just getting basic skills in order to be a part of a basic economic system that does not care about them. It just cares about what they can produce. Thank you.

Speaker O

00:11:25

Okay, um, I agree with that. I think that's assessing multiple intelligence and just instead of just like the STAR exam. And then also I feel like they should learn emotional regulation.

Speaker I

00:11:37

Okay, thank you.

Speaker M

00:11:42

I think it should be a positive learning environment. In which they can grow up to become

lifelong learners and also have a joy of that part of their journey.

Speaker G **00:11:54**
Thank you.

Speaker N **00:12:00**
This may seem small, and I agree with all that's being said, but students should feel safe in their learning environment.

Speaker A **00:12:07**
They should not be afraid to come to school.

Speaker K **00:12:17**
We're talking students but thinking about the teachers too with their psychological and mental health, making sure that they are equipped to handle some of the issues that the children may have in these schools. And also resources. My son went to Eagle Mountain ISD, and when all those things— they provided like Word, Excel, those resources, computers.

00:12:38
That's They gave a lot of those resources that the kids may need, but they may not have them at home, and those were free provided. So for us, ISD trying to provide some of those resources, computer skills as well as financial literacy.

Speaker G **00:12:54**
Okay, and financial literacy will be taught in 9th grade starting this year.

Speaker F **00:13:01**
Um, I would say for them to have like a hands-on experience as well. Like knowing their community, like Fort Worth. Like, for example, I'm a Fort ISD product and I didn't learn about like Fort Worth history and the importance of like the community until I came back from college, right? And it's not— I know I went to school a long time ago, but, uh, I know things are changing as well, but I would like for that to be included into like the curriculum.

00:13:28
Like, for example, for history, besides just sitting there looking at a textbook.

Thank you.

Speaker F **00:13:32**

Hey, we got the stockyards right down, you know, right on the north side, or we have something downtown that we can go look at when we're talking about, like, you know, Texas history, or we're talking about history in general. So I think something like that where they can actually see it in person besides looking through a textbook or looking on a Promethean board, I think that's what they'll need.

Speaker I **00:13:50**

Thank you.

Speaker G **00:13:54**

Okay, before we move to next—

Speaker B **00:13:55**

okay, one more.

Speaker A **00:13:58**

Certainly we always hear about equal opportunities, but there needs to be equity. All situations are not the same, and so therefore things that are needed based on the individual children as well as the staff need to be considered and totally provided the opportunities to be given. When I think in terms of, of the fact that not every child learns the same way So therefore, if something more is needed for that particular child or those children, then again, those resources need to be provided.

00:14:34

I was approached by one of the educators just the other day, and she was showing me whereby in the classroom of special needs children, they were asked questions that if something about if you have 2 cars and somebody else give you 2 cars How many cars do you have? These are special needs children and they had 20 seconds to answer the question.

00:15:00

So to me, those are the kinds of things that need to be addressed. You cannot expect all children to learn the same way. So it's about an equity thing and not so much— again, it is equal opportunity, but it needs to be also about equity.

Thank you.

Speaker G **00:15:19**

Okay, our next question is very similar. It's also along the vision questioning, and this is when you think about a Fort Worth ISD graduate, what describes a successful graduate? If you could pick one or two adjectives for a successful Fort Worth ISD graduate.

Speaker F **00:15:38**

I kind of have more than 2 adjectives, but I would say a plan. Because a lot of people that I graduated with in my class stayed home. And, you know, because they didn't have a plan. They didn't know they was going to the military. They didn't know if they were going to pick up a trade.

00:15:55

They didn't know they was going to like a university or college. Because even though like not all of us are in Athens, right? So we didn't get to go on like, oh, we're going to go to, you know, TCU, we're going to go to Prairie View, or we go to a different college.

00:16:09

So a lot of us didn't know like what the next plan was. So I think if, or at least for like, you know, juniors and seniors where we have a period where we have that plan, like, you know, plan out what you want to do and actually have that encouragement. So in that way we can, you know, be, you know, positive members within our community.

Speaker E **00:16:30**

Thank you.

Speaker G **00:16:33**

Okay. When you think about a successful Fort Worth ISD graduate, how would you describe them? A successful Fort Worth ISD graduate— when you're thinking about a student who graduates from Fort Worth ISD, for them to be a success, how would you describe them?

Speaker N **00:16:55**

I would describe that student as a contributor to the society or community in which they live, that they are able to contribute something rather than being a liability to that community in which they live.

Thank you.

Speaker G **00:17:20**

So anybody else want to describe a successful Fort Worth ISD graduate?

Speaker B **00:17:29**

For me, it's making sure they have options. A lot of our students do too due to what they don't get, they don't have the options that we encourage students to have upon graduation. And so, and a lot of them feel that, a lot of them know that they're inadequately prepared. And so for them to have the confidence in knowing that when they do leave and graduate that they actually Have the wherewithal to choose the path that they go down instead of falling into a path because they're not adequately prepared.

00:18:10

Uh, young lady talked about social-emotional regulation, not only academically but socially as well, and how we provide and how we allow them to engage. Um, and 2, making sure that they have those supports, especially as they go through high school. That they're able to make decisions. A lot of our kids, first-gen kids, a lot of them haven't been from backgrounds and environments where they've seen a lot of options.

00:18:38

So making sure those supports stay in place as to where they can help, where they can navigate successfully in high school to make options that are sound as they graduate high school.

Speaker G **00:18:51**

Thank you. Over here.

Speaker C **00:18:56**

Yeah, and on that same note, um, access is very important. For instance, this lady who just asked a question, she, she [volunteers with a program] here at NAACP called AXO which is a national competition for high school students all over the country. And each year we have a problem getting Fort Worth ISD students in the program because we don't have access.

00:19:29

The student— the counselors, the teachers, or whomever are afraid to— I don't know if they're afraid or whatever, but they don't get the access. And this program is— they win scholarships. This branch has won national medals for over 30-some years, we just took 9 kids and, you know, 7 of them came back with medals.

And that's, that's opportunity to go out, meet other kids like them so they can feel safe, know that they're not the only ones, and, you know, make them feel much better about who they are and come back home and continue to use that experience to grow. So I don't know, you know, it seems In the past years, we might— we had much more access to the children.

00:20:16

The outside enrichment programs that the community provides had much more access to the children to be able to give them what honestly Fort Friesley is not.

Speaker G

00:20:28

Thank you, [Speaker C]

Speaker K

00:20:37

Okay, so my previous school in Chicago was a Christian private school, and it just had a supportive community. You could trust all the teachers, and the academics there were amazing, and I think we should see more of that here, like more Christian schools.

Speaker E

00:21:02

I'm going to jump in real quickly and put one person on the spot. [Speaker P] has had many, worn many hats over his many years here in Fort Worth, but in the last decade plus, he's worked with the Black Chamber of Commerce. And one of our, our goals as a state legislature has identified this as a goal: college career in military readiness, and [Speaker P] the position you've been in, again, just this latest chapter in a long and varied career.

00:21:37

Oh no, you're gonna put me on the, on the spot with a— But I'd like you to visit about that with us, and just because you have a perspective on that, you know, what a young person needs when they, when they get out of high school, that's, I think, broader than a lot of ours.

00:21:54

Because of the many hats you've worn, but particularly the one you're wearing right now.

Speaker P

00:21:59

Where's my hat? Thank you, Pete. Uh, I didn't come to say anything tonight, so y'all gotta excuse me, but I am a product of the Fort Worth School District. I'm very proud to say I graduated from I.M. Terrell High School, and keep in mind, it was in the days when you and I couldn't have gone to school together.

But the beauty of what we had in those schools— and this is what I worry about every time we make major changes— what happens to those great teachers? And what I call great teachers are those who not only cared about you but loved you, who wanted to see you succeed. And that's the feeling I want back in Fort Worth.

00:22:46

And I noticed that I think, I think that we had, uh, many teachers, I forgot, who resigned this year. I don't know if they were good teachers or bad teachers or whatever, but they left. I would like to think that we didn't lose good teachers, but I can tell you this, and I— Mrs.

00:23:06

[Teacher] I still drop by Amterral about 2 or 3 times a week. just to look up in those classrooms where I sat. Mrs. [Teacher] who was my 10th grade English teacher, once put in my hands a book by Langston Hughes. And what she said, she said, I know you want to be a writer.

00:23:33

You can't be a writer if you don't know this guy, Langston. And, and what she was really saying is that I'm going to defy the rules in Fort Worth because Langston was not supposed to be taught in the Fort Worth school district. He was not on any reading list. But there was one poem in that book that changed my life because people have been telling us, people who look like me, that We were the products of a slave ship, that our beginning was when a slave ship landed in 1619 on the East Coast.

00:24:15

That was our beginning. And I believed that for a while until I read Langston. And Langston had graduated from college, and crossing the Mississippi River, he wrote down some lines, they said maybe on a napkin or the tablecloth. But what he wrote down was a poem he called The Negro Speaks of Rivers, in which he said, I've known rivers.

00:24:42

I've known rivers ancient as the world and older than the flow of human blood in human veins. My soul has grown deep like the rivers. You see, I bathed in the Euphrates when dawns were young. I pitched my hut near the Congo and it lulled me to sleep. I looked upon the Nile and raised the pyramids above it.

00:25:00

I heard the singing of the Mississippi when Abe Lincoln went down to New Orleans and

saw its muddy bosom turn all golden in the sunset. You see, I've known rivers, ancient dusky rivers. My soul has grown deep like the rivers. And the reason I said that poem changed my life, because in that instant I realized that my history didn't begin with a slave ship, because Langston told me I bathed in the Euphrates, not yesterday or the day before, but when dawns were young.

00:25:36

That's the kind of attachment I want our educators to have with our students today. And again, that's why, that's why I can't turn my back on the public schools. I will not.

Speaker M

00:25:48

Thank you.

Speaker P

00:25:49

Even though many of our politicians have. They're investing money in other places other than the public schools. So I don't know what you wanted me to do here, Pete, but, uh, but this— and this, this guy here who's given his soul to this district and keeps working, I don't know why he does it.

00:26:08

He said his wife gave him permission, but I don't know how you do it. I really don't. But we appreciate you for doing that.

Speaker M

00:26:15

Thank you.

Speaker P

00:26:16

And I apologize, I didn't mean to come to make a speech, but you put me on the spot as usual.

Speaker G

00:26:26

So I think what [Speaker P] just demonstrated was a successful Fort Worth ISD graduate. I think you just gave us an example, and a graduate who can quote poetry— successful Fort Worth ISD graduate. Thank you, [Speaker P]

Speaker J

00:26:40

When you start talking about success for Fort Worth ISD students, they have to be able to read, write, and understand American white English. With the closure of the International

School and your superintendent making the statement that the foreigner students that's in public schools are doing better than the kids at the International School, my curiosity would be, how long has the kids in public schools been in the United States of Texas compared to the kids that's in the International School?

00:27:07

So if I've been here at least 2 years and you just got here this summer, naturally my English understanding and comprehension will be a lot better than yours. So I think in order to be successful, we need to cover all avenues of helping a child be able to read, write, and understand American white English.

Speaker G

00:27:24

Thank you. So, okay, so our third question is a values question, and I've heard some values in some of the answers before. I've heard equity, I've heard safety, I've heard some, some values. So this next question is, 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?

00:27:52

In other words, what are your non-negotiable values?

Speaker I

00:27:55

Let me start with the poem. That poem in our current system is probably never going to be taught. And the reason that it's not going to be taught is because it points towards something that he received that these young people in our culture right now are being asked not to receive. Because if they receive it, it might make them have to remember why that poem was necessary.

00:28:30

And so those kinds of things cannot be erased just because a legislature made a, a move or banned some books or said what shouldn't be done, because the core of the existence of Black and brown children come from their culture. And if their culture is stripped, then all they become It's just a group of people with a label and some numbers and some expectations for some test scores that determine whether or not they're good enough.

00:29:12

It is, it is a rewind that should never ever happen in this country. It's a rewind. It's reasoning I won't even bring up, but we know. Think on these things and then remember that if we're going to raise productive students, going back to number 2, they can't forget

what their— what, what the foundation of their lives are.

00:29:42

When you strip the foundation, it's just like a house with no foundation. Every wind that comes knocks it off. So foundation includes their history, their culture, their knowledge of self. Without those things, they can have the job, but they'll never be the person that our school system should help them to become, along with other organizations.

00:30:15

I'm gonna hush in a minute, but, but Mr. [Speaker C]just said that, that there— that we lack access to these young people. We lack access to them in our communities because there's no intentionality about making sure they have the ability to connect with those places when activities are on Sundays. Then the core of their faith gets knocked off.

00:30:46

When things happen after school and before school, who gathers them to be able to teach them the things that they will never learn in that school? Those are the things that we were able to experience. I wasn't even in Fort Worth, but I know the systems. We were able to— we were able to experience those things as young people.

00:31:07

They are not, and it's systematic and systemic.

Speaker G

00:31:12

Thank you.

Speaker A

00:31:13

Thank you. Um, I would say that what— as I see what is in place today or months— is a lack of respect. A lack of respect for the community, and we know who's in the community. A lack of respect for the educators a lack of respect really for the needs of our children.

00:31:40

We get many phone calls, and it was sad to get the phone calls that we received just in the last couple of weeks whereby educators— and I hate to use this term, but it reminds me of a modern-day slavery— because they are afraid to say something. They're afraid to let things be known because of fear.

00:32:05

I had them to say to me, I have to have my job, when they were told they had to come to work on Saturday and Sunday. You know, there is also a rule and a law that says you cannot discriminate or cause harm to persons because of their religious activities and many other things, but yet to be told that you come to work on Saturday and Sunday, they couldn't speak up.

00:32:31

So there's a lack of respect. People are working in, you know, in fear, and that shouldn't be. When there is respect, people are open, and it makes a difference. How can you as an adult try to instill things in a child when you're walking around with a burden on your back? it's most difficult.

00:32:55

And that is exactly what we're seeing, what I'm seeing. And so therefore, being able to be considerate, allow people to have a voice and not feel threatened if they do. And somebody mentioned a while ago about the teachers that we lost. I too am one from the generation of [Speaker P] and there are others from other high schools Where teachers look forward to being at school, children look forward to going to school.

00:33:24

But if you did a poll, I don't think you would get numbers of people saying, hey, I look forward to going and being there because of why? It's not a respect that is given to them. They're working because they need their jobs. They're working because why?

Speaker I

00:33:41

It's—

Speaker A

00:33:41

they have no choice. We lost a lot of teachers And I know some of them, they were good teachers. And you know, I even said to the superintendent, while we're in the midst of telling teachers you either resign or you retire or you quit because of scores and things that took place back when, if those individuals were given the resources that's being promised today, putting the staff in place, putting the resources, the finances in place, Those same individuals would have an opportunity to achieve success.

00:34:15

I felt like those persons should be given a chance to prove their abilities, but that wasn't the case. And so to me, it's a total lack of embracing the community, embracing those educators, embracing even the children. So until those things are corrected, We're

gonna— we're not gonna see the type of success that we should.

00:34:40

Even to the fact that I mentioned to him when there was a rejoicing and, uh, he appeared on TV rejoicing with the way the scores have gone up, those were not his scores. Those scores came from the past, but yet he rejoiced as if he created them. You've got to be truthful. You need to be honest.

00:35:03

And when it's time to rejoice, rejoice for the success that you've created.

Speaker L

00:35:13

Ms. [Speaker A] thank you for what you just said because that is so true, and I've seen that myself. The superintendent celebrating on the scores when you just come in. Okay, that's, that's one point. What values do we want?

Speaker E

00:35:31

Respect.

Speaker L

00:35:32

Not only respect our community, respect the work that these teachers do. I don't think he has a clue. I made a point, I went to every school in this community, in the district, and in the district that I worked in, and listened to what teachers were saying. And morale at that time was horrible, horrible.

00:35:55

Now what we're seeing now, it's multiplied by 10, and there's nobody say, we really care and value the work that you do or what you're putting in. It's almost like they're dismissing them, and there's like a bench sitting behind them because we got 100 other teachers will take your place, not realizing the institutional knowledge is gone.

00:36:20

Some of those teachers, when we had some of the most challenging kids, these were the teachers that were being pulled to kind of help manage that. Last point. Recently, there's been this discussion about students not being able to read as if it was something new. I don't even know the gentleman's name, [?] or whatever, and it made national news and it was like, oh, Oh my God, I can't believe that.

But that's been out for a while. Not 2 years, not 5 years, not 10 years. Now I'm talking about over 25 years ago that we were talking about. So my fear is the cycle will continue because what the goal is, is, is not so much the children can read, that we satisfy Mike Murad.

00:37:11

That's what the goal is. That has nothing to do with children who are reading. But again, I digress. My concerns are 2 things. As I said, we value the teachers. I'm telling you, there's some teachers who will run through a brick wall if they feel like they're valued. The 2 things that we absolutely— when I walk on the block, when I'm in school and the churches, they tell me why we can't teach kids the way That's, that's the number one issue, and we're glossing over it like it's nothing.

Speaker B

00:37:44

Thank you, guys.

Speaker G

00:37:46

Thank you. So anybody else? The question is, what are the most important values? Yes, ma'am.

Speaker B

00:37:57

Okay, and I, I first and foremost, I think one thing— I do think the tone is one of respect. Respect is important. Um, and I want to center respect for the work that you all signed up to do and respect for our students. I've seen some of you all be disrespected, and so behind that dais, and so I think respect— and people are watching, people are watching how, how this new leadership moves in our communities, how they move with you are.

00:38:30

And so people's trust in what is happening, it's being taken from what we're watching and what we're seeing. So I think respect— I, I, one of the hats I get to wear is I [work with a youth leadership program] And I've got kids saying it feels like juvie school. I've got kids calling me saying it Feels like juvie school.

00:38:59

And these are incoming 9th graders, I mean, who don't have any type of— they were picked as leaders last year, but this year they're hearing from their friends like, hey, this is how it feels at Kimball. Like, so I think our students feel disrespected. The changes that they're going through, they feel disrespected.

They don't I feel honored. And all of the minutia that's being created, and I understand change, but we've got to understand— I go back to the social-emotional regulation— our middle schools, our high schools, all of our kids are in very, very pivotal points and times in their maturation just as people. And so I go back to the supports that they had.

00:39:47

When you rip that away And then you create the change and there isn't any respect. You've got a bunch of kids that are clamoring. I mean, we, we talked about attendance and we know that, you know, we get paid here in Texas by attendance. I'm fearful of a lot of the kids. I know that that window is 8th grade, middle of 9th grade.

00:40:12

I'm worried about some of our kids just leaving the system, period, because of what they're feeling and sensing. And he was talking about access. It is really sad to see programs like AXLE— I remember AXLE when I was in high school— uh, programs like that that support the community who just aren't welcomed anymore.

00:40:32

Um, and I'm speaking from experience on that point. And so the other thing I want to mention, Miss [Speaker A] We talked about data and we talked about the scores. I think being transparent with the scores, it's really easy to manipulate what data looks like. Um, one plain example that I give people all the time, you have, you know, Algebra 1, 8th graders.

00:41:00

Oh, we scored, you know, 100% or 80%. Well, if you had 100 8th graders, but only 10 were eligible to take the test, that's not a true score. And so I think really being transparent in what the data is not saying as well as what it is saying, because they're again watching data, and I hadn't got the opportunity to just kind of look through the data that you gave us tonight, but it's just as important to explain what is not on this paper versus what you present.

00:41:35

And so that would, uh, transparency and, uh, respect I think leads to trust. Trust is earned, and I think there's a lot of earning that needs to go on. Not just an appointment and you've been given positional power, but how do you earn the trust of the people that you now are appointed to, to essentially oversee?

00:41:57

And I hate to use word, but that's what it is, to oversee through this process.

So I will say, as a school board, we only have one person that we oversee, and that's the superintendent. So the goals that we'll derive from this process will be used to hold the superintendent accountable as he goes through his work. So as a board, we have one person that And that is the superintendent.

00:42:25

It will hold him. It will. I mean, and that's what this process is. So you know what we hear from you today will factor into the goals that we use to hold him accountable.

Speaker B

00:42:49

You know, I was very pleased to see that AJ on the screen a couple weeks ago, um, that you all actually hold to that integrity and allow it to be a situation just like a normal situation would be, that you all are backstop, you all are full stop as far as your leadership, not just him but his entire team and how it operates.

00:43:14

And so I'm thankful that you mentioned you stepping up to the plate. So many of us are supporting schools. We might not have stepped up into that position, but since you made it, we're counting and trusting you all. You all come from our community, that you can do that work and it not look like a rubber stamp or something as to where we're just checking boxes to get off A state mandate.

00:43:43

That's what I mean. I'm fully aware of the process, what the release looks like, and that's what I mean. The fact that you all are— you all are watching over it, like you're all that we have in this process. That's a lot of weight, like I'm saying, but since you're sitting there, y'all need to be listening.

00:44:03

Our kids can count on you, our community can count on you. To actually have that type of integrity and have that type of, uh, bonuses to work to actually do that.

Speaker G

00:44:18

And I will thank Pete Guerin for requesting AJ to work with us to do this work, and we will get to spend 2 days, 2 full days with AJ, and he guarantees me that he's going to bring it. So 2 days we get to spend with AJ next week, the 25th and 26th, if you want to watch some of our work.

00:44:37

Okay, so our next question is— and I've heard some of these things like working with community partners— so the next question is, what are some things that Fort Worth ISD is doing for our students right now that are working and you want to be sure that we keep doing? What are some things that we should continue to do?

Speaker F **00:44:58**

Um, I like the— because the homeroom is every day, right? Advisory is every day within the classroom or within the school day or school week. Uh, and it encourages the students to think about their future, like their plans and their goals, because we didn't have that when I was, you know, in middle school or high school.

00:45:19

So I, I think that's one thing that we should like focusing more on, uh, not just for them to go to college but just to have a career plan. Or like, they want to go to the military, okay, so what are your next steps to get to that point? So yeah.

Speaker G **00:45:33**

Okay, some other things that Fort Worth ISD is doing that they should keep doing for our students. Yes, ma'am.

Speaker I **00:45:49**

I like the fact of partnering with different, um, I'm a healthcare provider, so I've seen an increase in students of Tarrant County, Fort Worth are able to come into our hospital systems, you know, to just do programs for them to CNA, phlebotomist, you know, just for them to be future, learn future healthcare careers.

Speaker G **00:46:10**

So thank you.

Speaker E **00:46:16**

Please put the microphone close to your mouth.

Speaker N **00:46:22**

Not knowing a lot— well, my daughters are adults now, so I haven't been attached to the school system in a while, but the job mirroring or that she just mentioned, does that occur district-wide, or is that just in certain schools? And what I would like to see are those things that you come up with that the school district is doing well, and ask the second question, where?

Are all students Are all students privy to those types of activities?

Speaker G **00:47:12**

I would have to get that answer for you. I know it's called the Schools of Choice program, and I do believe every child has access to that, but I would have to get specific information about the healthcare piece of it. I'm not sure if it's at certain schools or, or all of them.

Speaker F **00:47:35**

Uh, to answer the sister's question that asked about is that available at every school, from my knowledge, uh, when I was going through Fort Worth ISD, it was just Trimble Tech that provided, you know, like, uh, CNA stuff, uh, educating culinary arts, auto mechanic. So it was basically like a trade school for high schoolers.

00:47:57

And And they'll be able to get like certifications and things like that. So if they didn't want to go to college, right, they at least had something they graduated with along with their diploma. I think now Ionterra also does it too. I'm not 100% sure if Ionterra does it, but I do know when Ionterra was the old Ionterra, it did that as well.

00:48:17

So, uh, yeah.

Speaker B **00:48:19**

Yes, sir.

Speaker K **00:48:23**

Yes, ma'am. Products of trades, and not all kids are college-bound, and they used to have options, and they used to have those things where they have them, uh, where they give the trade skills. You talked about a successful student, not all academia, but providing them with trades that will make them successful in the community.

00:48:44

And we, we shan't discuss DEI, but connecting those right teachers with the right background with the right students, showing them some faces and identifying some of those teachers that may have come from the background or have that knowledge that can be attuned with the students, because relationships matter and who they trust and how they trust and how they respect.

So bring in some of the people who are they familiar with or they see like them to guide them as well. So DEI, that's of value that we do need to bring back because that actually helps our community. The inclusion, the diversity, the equity— those are values as well. And bring those trades back to the schools.

Speaker E

00:49:28

I'd like to speak to that, not only because the, the P-TECH programs, the, the programs in our schools over the last 15 years have expanded greatly in many of them have, have waiting lists. We have some excellent schools. People have mentioned culinary, auto tech, biological sciences. And when [Superintendent] first got here, among his earliest areas of emphasis, we got to grow those opportunities for kids.

00:50:05

We have long waiting at a lot of our schools of choice. And I've heard him say, well, that's unacceptable. You've got a waiting list. One of them has a 500-student waiting list. Why don't we build a second one? So that is an area of emphasis, and it really has been the last few superintendents.

00:50:23

Some other school districts in the region have, have been a little more aggressive in that regard and made more investments in making sure that this training is state-of-the-art, which is what it has to be so our young folks can get those kind of jobs. But I'm glad that y'all had brought that up because that, that is an emphasis and you will see that grow.

00:50:46

And [Superintendent] is looking for partnerships. Arlington ISD, Eagle Mountain-Saginaw ISD, Northwest ISD have all done these partnerships with a lot of the large industries in the region, and we really haven't kept up with those kind of opportunities. So it will be an area of emphasis under the leadership of [Superintendent] The 3 areas: college, career, military readiness.

00:51:15

And the career is to ensure that a young person, when he or she graduates from high school, does have a choice, but one of those choices would be to go immediately into a high-skilled, high-wage job. So that, that is an area of emphasis, and we look forward to seeing those opportunities grow. Thanks for bringing it up.

Speaker G

00:51:41

[Participant 1]

And just to add to what Pete said, Tarrant County College, they've done a good job. Early College High School, dual credit, we have at our Trinity River campus, we have TABS and working offices there. The students are excited about engaging in their careers, and so I think Fort Worth ISD has done a good job pre-takeover to make sure of having those additional advancement opportunities opportunities for the students who may not just be smart but are eager to be involved in their careers early.

00:52:25

I think we underestimate our students. They're not like back when I was in— they're not 12-year students, they're 10-year students. They're ready to go to get their careers. So the college is opening up on campus where they can connect and engage with, with the students who are college students. So they, you know, their maturity levels, their growth, uh, psychologically, they're, they're enjoying that opportunity and just not being in a traditional school.

00:52:51

So I would agree, Pete, we need to grow that opportunity, you know, expand the schools and the capacity because they're waiting lists, to your point. So we need to make the investment in those, those schools. We have them at 3 or 4 of our campuses.

Speaker C

00:53:05

Thank you.

Speaker D

00:53:05

So I think the opportunity, the demand is there to create that bigger opportunity for our students, for the ISD students, so that we can retain and maintain students in Fort Worth ISD.

Speaker G

00:53:22

And on that point, I did notice in the data, as I was looking at the data, that our percentage of students who graduate from high school with a an associate's degree is actually higher than the state of Texas, and that's thanks— thankful to partnerships like TCC that provide that opportunity for our students here in Fort Worth ISD.

00:53:42

So our final question is around what Fort Worth ISD is doing that they should stop doing. So what are some things that are currently going on in Fort Worth ISD that should stop?

Speaker E

00:53:57

Yes, ma'am.

Speaker O **00:54:06**

Okay, um, I think the concept of working bill-to-bill is counterproductive to basically everything you learn when you're becoming a teacher, and it goes against like Maslow's hierarchy of needs. The bill-to-bill is saying That as soon as the bell rings and as soon as, like, in the beginning of the day to the end of the day, there should be nothing but work and productivity.

00:54:31

But it's kind of like when you work at a job and they're like, look busy. You're not actually—

Speaker E **00:54:38**

it's, it's—

Speaker O **00:54:39**

you're not actually being busy. And also, if you're overworking the students, they're not retaining the information that you're wanting them to retain. So So it's more— it sounds like lip service, and it puts a lot of stress on the teachers, which then consequently puts the stress on the students, and everybody can feel that.

00:55:00

And it doesn't make for a good classroom environment. It does not make for a good learning environment. It does not include the safety that some people have mentioned.

Speaker K **00:55:08**

It's—

Speaker O **00:55:08**

yeah, it's just very counterproductive, and I think that it should be stopped.

Speaker E **00:55:12**

Thank you.

Speaker I **00:55:17**

Don't strip vital programs from K to 4 to 5. It's foundational. So when you strip those programs, then they don't have it. And we know statistically 4th grade is, is pivotal. And if those are not founded, They don't have those foundational things, you know, that help

them discover who they are and what they know how to do and what they are driven to and what they are— they gravitate toward.

00:55:52

Without those in the early years, it won't matter how much is available at high school. We will have separated them before they got there. So let's get back to some foundational Training that's not just reading, writing, and arithmetic. It's got to be more. And when you strip the programming, you strip the heart of education.

Speaker F

00:56:22

Uh, I would say, kind of to piggyback, um, from the bell-to-bell teaching, but also say there's a lot of paperwork too. Like, we've print out at least about like teacher by teacher 500 pages for one day. And this is like A day and B day, so that's about 1,000 for every 2 days.

00:56:43

And especially like, so for history and math as well, I would think journals need to be reimplemented as well because there's no journals. How can I look back at what have I noted? Because history is a lot of dates, right? Because for example, 8th grade is US history. You're going 1607 over to 1877.

00:57:01

That's over 200 years, and I can't remember that off the top of my head. And then before then, 8th grade, you had 7th grade where it's Texas history. You're talking about when the Spanish came to, you know, colonize, um, basically like, you know, Mexico and, you know, South, you know, Texas, that, right?

00:57:20

And then, you know, before then, world history You have cultures, you have regions. So there's so many things that we're learning within just those 3 grades that you don't have nothing to look back onto or into. Because like, even now, if I can go— I can go back and look into my journals that I grabbed, that I came with, you know, from high school, middle school.

00:57:41

Oh, I forgot about that, you know, because you need that stuff, you know. It comes back later if you go to school, right? Or if you plan on teaching, you can base that off of what you learn and say, okay, I could do it better this way if I ever become a teacher.

So I think those things like that need to be reimplemented besides just doing paperwork.

Speaker H **00:58:04**
Thank you.

Speaker G **00:58:05**
Maybe over here.

Speaker H **00:58:12**
Well, Folkwood ISD has a truancy The truancy issue— kids just don't go to class. So take a look at why students aren't going to class and the punishment they receive for not going to class. Also, the student code of conduct should be equal. You know, you, you aren't punishing Yes. You're punishing some kids differently than you're punishing other kids.

00:58:48
And I don't know about the alternative schools, what kind of learning is going on when a kid is put out of school? What happens when he goes to alternative school? And, you know, cut down on the pipeline to prison, the school-to-prison pipeline. We need to keep that in mind.

Speaker E **00:59:20**
Thank you.

Speaker B **00:59:27**
I was just wondering if there's an opportunity to use the data for early intervention. Um, a lot of the information is kind of where students are and where they've kind of gone from what I'm seeing, and being able to identify kind of where we are in the world today with some of these other programs available.

00:59:43
Because even with limited resources, identifying early intervention may mean sending a kid a different course that is better for them, but keeping the resources in place versus kind of seeing where they land.

Speaker G **00:59:59**
And as part of this work, the superintendent and staff will be doing a needs assessment of the district to help inform us as we develop our goals and guardrails. So there will be a needs assessment that's, that's done as part of this work.

Thank you for raising the point about early intervention, and I think one of the most innovative parts of this new approach approach is identifying children literally daily where they stand. The technical term is a DOL, demonstration of learning. In so many situations, a child could be very far behind and you don't know until a test they take at the end of a month or maybe at the end of a semester.

01:00:42

Under the new program, and this is a major change, but it's being used in a lot of places around the country, Every single day the child is given a DOL. It's a 5-question test, and everybody's got a Chromebook or some kind of a pad. And so we know every single day if the child is on track or behind.

01:01:04

So it doesn't wait until a test at the end of the month or a pop test or a semester or the STAAR test at the end. So a teacher will know The assistant principal will know. So I, I see that as one of the most impactful changes. It's a huge change. It's a different experience for the teacher.

01:01:22

It's a very different experience for the principal. Principals no longer are going to sit in their office. They're going to be in the classroom. But we'll know every day how a child is doing, and there will be daily interventions. So it won't be, um, 6 weeks behind, we're gonna have to catch up 6 weeks.

01:01:39

I'm a day behind, or I'm a lesson behind. So it's a big change, but to me, perhaps the most promising change of all is that daily awareness of where a child is and immediate intervention. So it's an intervention of inches, not of yards or miles. But I'm, I'm glad you brought that up because that, you know, we see that so often.

01:02:04

A child gets so far behind. You know, we have many children, they're in the 5th grade reading at the 2nd grade level. Now we'll know by the day where they are, so give us a chance to intervene. So it's so important, but I'm glad you brought it up.

Speaker G

01:02:23

Oh, back here. We'll get, get there. One second. Yes, ma'am.

Speaker M

01:02:30

Yes, ma'am. I'm a retired educator for 38 years. This isn't going to work. Children need a relationship.

Speaker H **01:02:41**
Teachers—

Speaker M **01:02:42**
the kids know when the teacher is not feeling good. And for a teacher to walk in there grieved every day, the kids are going to pick up on that.

Speaker B **01:02:54**
You—

Speaker M **01:02:54**
they need time. This whole The first week of school should just be getting to know them and doing classroom rules. A scripted lesson the first day of school turns about 80% of those kids off, which is not going to help for the rest of the year. They need to build relationships. Kids will learn.

Speaker B **01:03:18**
Kids can read.

Speaker M **01:03:20**
All of them can read. But you have to give them the support they need, and they have to need— know that that teacher is in that classroom to make sure that they have their best interests at heart. Now, it's hard to do when you have 22 kids. After I retired, I've been retired for 10 years, I did Read to Win.

01:03:44
Those kids also needed just somebody there. They They started calling me Grandma. They just need someone there to nurture them. You all have taken that out of school. And the adults cannot sit and listen to someone just constantly talk from 30 minutes—

Speaker B **01:04:06**
let's say 30 minutes.

Speaker M **01:04:07**
I have no idea. I can't get in the schools. I have no idea how long the scripted lessons are.

45 minutes.

Speaker M **01:04:14**

A kid cannot hold that attention that long. You can't ask a 5-year-old to sit and listen for a lesson that long. Adults can't do it. We have to be more aware of the human side. Why can't this kid read? Now I'm gonna tell you something, the DOLs is good. We did that. They were called daily oral language while I was teaching.

01:04:38

But a teacher can look in a kid's eye and tell them they didn't get it. Please be more flexible. We know we're in a bad state, but I can also tell you when we started going in this area, when we started on this route. I can tell you exactly what caused it and when it happened.

01:05:01

We can turn it around just like we Got here, we can get back. But you gotta trust your teacher, and you have to get good qualified teachers. You can't put money out there for people to come get a job and then they do not know how to deal with children. You have to have people in that room that know how to calm a child down, know when a child is nervous, know when a child is upset.

01:05:28

You can look at a child and tell they didn't eat that morning. But you can't just be in there going, read, read, read, read, read, now you write. Read, read, read, now you write. They're not going to do it. It's not going to work. We got to figure out a way to make it better.

Speaker I **01:05:48**

Thank you.

Speaker G **01:05:49**

So that is our final question. So anybody else, as we're thinking about educating children, what programs should be stopped. So one final time on that last question. Oh, I think we had a question— oh, sorry, we had a hand up over here.

Speaker H **01:06:11**

This is an overall question. I understand that all of the teacher positions were filled, But a great deal of them were uncertified teachers. When will you all rectify that? Because they aren't— they, they aren't helping if they aren't certified. They may be good teachers, but

they don't know the subject matter which they teach.

01:06:44

So when will that be rectified? And how long will that go on, uncertified teachers teaching our children when all the good teachers left?

Speaker G

01:06:58

So there are 277 uncertified teachers out of 4,800 teachers. Many of those teachers are career technology teachers. So if a welder who's been a career welder decides he now wants to teach or she wants to teach. She's uncertified but not unqualified. So many times in those instances, they are professionals in their field, but they haven't been teaching, so they're changing careers.

01:07:25

And the district is working with each one of them to get that certification. So they are working through that certification, and the goal is to have zero uncertified teachers by the year '29-'30. And 277 out of 4,800 and some, some number. So it's a very small portion of the teachers are uncertified, and a lot of them are in the career technology, um, programs.

Speaker J

01:07:58

How many of the uncertified teachers are teaching core classes like English, math, science, history, or whatever. How many uncertified teachers do we have in those classrooms?

Speaker G

01:08:10

I don't have that number for you. I can tell you how many there are in total.

Speaker J

01:08:15

I, I need to know how to do geometry to get in college. I need science to get in college. So how many uncertified teachers are teaching those core classes that kids got to have to go I can get that answer and give it to Mrs.

Speaker G

01:08:32

[Speaker A] um, to get to you.

Speaker O

01:08:34

If you—

Speaker G

01:08:35

or if you'd like to leave me your email, I can ask, ask that question. The superintendent will actually be doing a listening session at Dunbar, so the superintendent will be doing sessions of his own, and so he will be at Dunbar as well.

Speaker F **01:08:48**

Uh, I guess kind of— I don't have the exact number, but I also do know, uh, in order to teach, you do have to get a bachelor's degree within that field. So let's say you want to teach history or English, you have to have a college degree, a bachelor's degree in that. So you have the, the know-how, right?

01:09:06

We just don't have the certification. So it's— so I understand, I understand the, like, the issue with it, but a lot of times I think the— y'all call it the DOI, I think, and they have a year to get that certification done. So it may just be like, let's say somebody that graduated college this past, this past May and they're still acquiring their certification.

01:09:30

So that could be also a part of it as well. But yeah, I don't know if that helps.

Speaker N **01:09:40**

One last question. With the activity, the AXO program, there are 32 categories. Within one day, I can tell the students in the room that have problems reading, have problems writing, because— and I'm saying that And it takes me only a few hours to detect that. Why aren't the schools in most— the majority of schools, kids don't stand and read anymore.

01:10:27

They don't write papers anymore. They don't do those things that allowed our teachers to know we were having It's on the computer.

Speaker M **01:10:42**

And you do—

Speaker I **01:10:43**

you turn—

Speaker N **01:10:44**

when I ask a kid if they want to write a poem, it's kind of like, what's that? Or an original

essay, what's that? So standing and giving instruction without students What are the students ever doing, or doing the practical, uh, putting it in practice, and then you ask them to take a test?

01:11:15

So something is wrong with that connection in order to hear, understand, do, improve, correct, and continue to grow.

Speaker G

01:11:31

All right, Pete, you want to wrap us up?

Speaker E

01:11:36

Thank you, Courtney, and I'll say a few words just to wrap up. Thank all of you for turning out tonight, and thanks for your frankness. Some of the things that you've shared with us are, are hard to hear because we feel, as do you, Everybody, everybody, whether you agree with somebody or disagree with somebody, should be treated with dignity and respect.

01:12:04

Everybody. Um, you know, [Speaker P] asked why did I do this. If I go way back, the reason I do this is because
[personal information about a Board member's family]

01:12:30

And I'll never forget that. And I've been in education nonprofit work for about 16 years now, and I thought I would have been retired by now. But I learned about 10 years ago that most of our kids can't read. Not a few, not some, but most. And I was shocked to learn that.

01:13:01

[personal information about a Board member's family]

And 10 years ago, 6 years into my work with education nonprofit, we'd been focusing on the A through F system, you know, and then I learned 10 years ago a school could get an A, a school could get a B, still a third of the kids aren't reading at grade level.

01:13:39

We had students reading several years behind. And I'm 74. I've stayed with that education nonprofit a lot longer than I intended to. And [Speaker P] [personal information about a Board member's family] When the intervention was announced, there were several people in the community that were helping to recruit people to apply for the Board of Managers, and I was one of those.

01:14:15

And I worked very hard to recruit people to do it. I didn't think I would do it myself. One, I felt like I was able to make an impact with what I was doing, and we got past one deadline extended it, worked through Christmas trying to keep people— ask people to serve or to apply.

01:14:37

It was a long process. 291 ended up applying. And I'm a prayerful person, and I can give you the anecdote behind what you've referred to. [Family member] and I had decided a couple years ago that I was going to slow down. You know, we're going to start taking vacations and going to start— [personal information about a Board member's family]

01:15:05

[personal information about a Board member's family] But we thought we're going to slow down. And I was praying one morning in my quiet time a few days before the deadline, and I thought should I do this? You know, all of a sudden I've been telling everybody why they should do it, and, and I thought, I've made a commitment to [Family member] that I was going to slow down.

01:15:33

And that night at dinner, and I thought I knew the answer, and I thought I knew the answer was going to be no, and I said, I was praying about this this morning, and I was thinking about whether I should apply for the school board.
[personal information about a Board member's family]

01:15:59

[personal information about a Board member's family]

01:16:14

Speaker F

been a good—

[personal information about a Board member's family]

But that's, that's what you're referring to. But bottom line, most of our kids can't read. Most of our kids can't read. And that's just not the Fort Worth ISD. It's, it's across the whole country. as some have said.

01:16:40

And it's a crisis, and we have looked the other way for too long. And that's why I felt called to do this. Most of our kids can't read, and I'm thankful that at this stage in my life I have an opportunity to do what little I can do to try to turn that around for a few kids.

01:17:06

And I'm in a hurry, and it's not just because I'm 74. Child's only in the 3rd grade once, only in the 4th grade once. Every year we wait, that child is going to be behind. So I, I didn't know many of the people well that I serve on the board with. I knew a couple of them, but it's a remarkable group, the 8 people.

01:17:27

And I love that I get a chance to work with them young, passionate, committed, younger people. Luis and I kind of bring up the older end of the spectrum, but it's a fine bunch of people. I can tell you the 8 people, I've gotten to know them really well. I know their hearts.

01:17:49

I know why they're doing this. They're doing it only for one reason. They were happy lives. They had nice They came from all different backgrounds, but they stepped up to take this on for one reason, and it's for the kids. That is the only reason they're doing it. They're not politicians. I'm the only recovering politician in the bunch, but they care deeply about what they're doing.

01:18:13

And Louise and Courtney and I deeply appreciate your sharing your opinions with us today, and I I'm thankful for the opportunity to be here and hear you express your emotions. We're talking about our kids, after all. We're talking about our kids, after all. And I have been angry about what we have allowed for our kids ever since I learned 10 years ago that most of our kids can't read.

01:18:41

And that's a— in my opinion, that's a great moral failing. I'd say it's close to a crime.

Thank you.

Speaker E **01:18:47**

I've heard [Speaker A] refer to it as a— reading is a human right. I often say it's a civil right, but if you can't read, we all know where you end up. So that's why I'm doing it. And [Speaker P] why'd I put the spotlight on you? I always want to hear [Speaker P] talk.

01:19:07

I mean, what an inspiration he is and what a community leader he is.

Speaker F **01:19:12**

Thank you.

Speaker E **01:19:12**

he is. And back to dignity and respect, for those who have been around for [Speaker P] career, the hallmark of [Speaker P] life and his character is he treats everybody with dignity and respect. And in [the] positions he's been in he hasn't exactly always had that in return. But he's on that and many other areas, treating others with dignity and respect, he's a role model for all of us.

01:19:47

So I wasn't going to let you sit down there and be quiet. So again, thank everybody for, for coming out tonight. Thanks for sharing your opinions with us. It matters a lot. And not just what you said, but, but how you say it. We all remember that. We'll all take it back.

Speaker H **01:20:03**

Thank you.

Speaker E **01:20:04**

But I can tell you, I'm going to do everything I can possibly do to help our kids learn to read. Thank y'all. Thank you, [Speaker A]

Speaker I **01:20:15**

Thank you.

Speaker A **01:20:20**

Thank you, Pete, and to your fellow colleagues. We want to again express our appreciation for you all coming into the community. Because as it was said, there was not enough

information being given from within the community. So I want to thank each of you, and I'd like for you all to give yourselves a round of applause.

01:20:44

Again, they asked that you provide information that would help them shape the guardrails, and what you all did tonight certainly should give them information. that would be needed. I also want to make a couple of announcements on behalf of the Fort Worth-Tarrant County Branch NAACP. I want to say thank you for answering our call.

01:21:08

This is typically our meeting night. The Fort Worth-Tarrant County Branch NAACP meets every 3rd Tuesday of the month at 6 o'clock at this location. You're invited. You don't have to be a member. But we do have room for you if you would be willing to be a member. One person asked, can we join tonight?

01:21:28

For those persons who are at the table who are accepting applications, please raise your hands. They're in that corner. [Community member 2]

Speaker D

01:21:38

No.

Speaker A

01:21:40

Okay, so if you'd like to take out a membership, $30 membership is an annual membership. $1,000 for a lifetime payable in installments of $100 a year. You can do that tonight. You can go online as well to naacpfwtc.org in order to do it online. Make sure you use that particular site so that your membership will be in the Fort Worth area.

01:22:10

We meet, as I said, every 3rd Tuesday right at this location. We welcome you. We're about education. We're about trying to make sure it is for our children. We want to do things again in the interest, and I want to applaud them for coming in and allowing us to be able to share.

01:22:30

One other announcement I'd like to make. As an organization, we are planning our 49th annual, what we call Freedom Fund Celebration. It will be held on September 12th at the Hearst Conference Center. Our guest speaker will be Congressman Jim Clyburn. We always have a wonderful time. We also have an opportunity to keep— I told the group when I first

stepped in the shoes I wanted to be able to have a group to come in, and when they leave, they leave different than they entered, to be energized and vigorized and just to be able to know that they received something that would help them to be better than what they were before they showed up.

01:23:20

And I've got to give it to members of the NAACP, and I would like to ask you all, if you're on the executive committee and members of the NAACP, please raise your hands. These individuals are the wind beneath my wings, and I want to publicly say thank you. I want to also again give accolades to those persons who are chairing the event that's going to take place on the 12th.

01:23:46

Tickets are $100 apiece, tables of 8 for $800, and we also have room for sponsors. We welcome you all to To be a part of us. Nothing further to be done. Please keep in mind, we are in the works of trying to do the things that will bring about success within our community.

01:24:08

If we're not doing it to your likings, we have room for you to join us to help us to be able to do the things that we're missing out on. But I have to give credit to those who are busy working with me. We're doing those things.

Speaker G

01:24:20

Thank you.

Speaker A

01:24:21

And we welcome you to be a part of what it is we're doing. We opened with an invocation, we'd like to close with an invocation. Again, remember, if you'd like to take out a membership tonight, you can do so before you leave. But without any further ado, I would like to call for a person that's sitting in my front to just give us a closing prayer.

Speaker I

01:24:42

Thank you.

Speaker E

01:24:46

Thank you, sir.

I want to do something that's probably not normal in most places. Just reach out and grab the person that's close to you, hand by your head. I would say close your eyes, but you can keep your eyes open. Father God, we come tonight because you said in your word that without wisdom we perish.

01:25:08

We ask that you touch our hearts, touch our mind, give us the strength and March on, keep the faith and believing, so on that last day when the roll is called, we can hear your voice say, well done, thy good and faithful servant. You kept the faith, you didn't finish, you finished the course, and go with us.

01:25:26

Bless us as we depart from this place, but never from your presence.

Speaker H **01:25:29**

Amen.

Speaker C **01:25:30**

Amen.

Speaker A **01:25:31**

Thank you and good night.

One Safe Place No. 1 (1)

Auto-transcribed by https://aliceapp.ai on Wednesday, 09 Sep 2026.
Synced media and text playback available on this page:
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Words	5,629
Duration	00:34:38
Recorded on	Unknown date
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Speakers:

Speaker A - 42.89%

Speaker B - 8.3%

Speaker C - 22.28%

Speaker D - 26.54%

Notes:

No notes.

Speaker A **00:00:01**

Thank you all for being here tonight to share with us. Your voice is incredibly important. My name is Tennessee Walker. This is my fellow Fort Worth ISD board member, Lori George. And like I said, we're both members of the Fort Worth Board of Trustees or Board of Managers, and we are conducting a listening session tonight along with listening sessions throughout the community.

And the goal for us is to hear from as many stakeholders for Fort Worth ISD as possible. We've got 5 questions that we're asking at every one of these listening sessions. They're the same 5 questions at every listening session, and the purpose for that is we want to make sure that we're getting feedback from stakeholders on the same questions.

00:00:44

The responses we get— and we are recording tonight— they go into a data set along with written responses. And I believe you have in front of you a card with a QR code on it. And the same 5 questions are there. You can answer them in writing. Encourage you to do that in addition to coming tonight, and also encourage you to share that with as many people as possible.

00:01:04

Our goal truly is to reach as far and wide as we can and get responses to these questions, because the purpose of these questions is to identify the visions and values of the Fort Worth community with regard to the public education system here. The answers we get. In the, in the data analysis that we do are going to provide us the vision and values of the community.

00:01:26

Those are going to guide us in setting goals and guardrails for the superintendent and his staff. Those are going to be the goals that we set for achievement of students in Fort Worth ISD, and the guardrails are going to be things that we tell the superintendent and his staff, we've heard from the community and we need you to achieve these goals.

00:01:47

But in doing it, you can't go outside of these bounds. You have to honor the vision and values of the community as we heard them, as we listened, and as we put them into the guardrails for you. So your voice is extremely, extremely important. It's helping us do a very important job, and ultimately it's going to help us increase the performance of Fort Worth ISD and better serve our children.

00:02:09

So again, thanks for coming tonight. We're going to go to the first question. Which is, what should Fort Worth ISD students know or be able to do? Go for it. Check the bottom. Yeah, maybe hold it close, but it's trying. Yeah.

Speaker B

00:02:36

Broadly, and I don't think it's something that you could But just be able to be a self-

sustaining citizen, be able to hold a job, support your family, know how to manage finances, be civically involved enough to vote. I mean, I think that makes a good— what I want someone to be as an adult, but I'm not sure that's— That's a good goal.

00:03:04

A testable thing, I think.

Speaker A

00:03:06

No, and this, this doesn't have to be metric-based or testing. This truly is what do you want to see our students know and be able to do. And that may— obviously the easy ones that we hear, everybody wants to make sure our children can read and can read on level in their grades and be a very proficient reader as an adult and as a graduate.

00:03:25

We want them to be proficient in mathematics as well. And don't not say those things just because I've said we've heard them. Please do if they're And I'm sure they are, but this goes far beyond that. This is what do you believe, or what is your vision for what a Fort Worth ISD student should know and be able to do?

Speaker C

00:03:43

Um, I think it's, it's along the similar lines, um, but I think it's also, it's not a matter just of the, of being able to do those things, but to do them well and to be able to participate in, in society meaningfully, to be able to contribute meaningfully, and also be able to problem solve across all levels in different ways, because that's, that's what society is.

00:04:22

And so I'm like, it was like, okay, how to measure that? I'm not sure. Um, I know that there's the basic skills, you know, academic skills, but I think it's a lot more than just the academics. It's also like the, the glue that brings us together.

Speaker A

00:04:43

And so I think I kind of hear you saying you don't just want them to learn the skills, you want them to be proficient and confident in the skills. and able to apply them in the real world. And then I think critical thinking was something that kind of runs through what you were saying there.

00:04:58

And the way I look at it in terms of— you're right, we don't have a metric for that, so to speak, now. But this is, this is a long-term situation. And down the road, hopefully we can

achieve those things and we can see the metric being the Fort Worth economy, the job market here.

00:05:15

That our graduates are going out Either on to college and coming back here and becoming very productive members of the job market, or they're going to trade schools and they're being productive members there, or they're being entrepreneurial out of school, whatever that may look like. But a strong Fort Worth economy 10, 15 years down the road, I think, is going to be a metric that you can tie to exactly what you guys are talking about.

00:05:40

Does that shake? Got one more?

Speaker D

00:05:45

Hi, uh, my name is [Speaker D]

Speaker A

00:05:47

[Speaker D]thank you for having us.

Speaker D

00:05:48

Thank you. I'm [with a partner organization] and I'm glad that we have the opportunity to work with the district and host these meetings. And I really— one of the reasons I wanted us to have the opportunity to say this one thing, uh, I— we believe that Fort Worth ISD students should be able to overcome trauma, and we work with victims of domestic violence and And I can tell you that in Tarrant County, there are tens of thousands of kids who either have or will be exposed to domestic violence, most of them multiple incidents, some instances, some of them things that are just unfathomable.

00:06:26

And because of that exposure, there are all kinds of things that are more likely in their lives, including ultimately, depending on how much other trauma they've experienced, Having a shorter lifespan, but most relevant, I think, to Fort Worth ISD ultimately, and certainly to us, is the greater likelihood of repeating cycles of violence, both inside the home but also community violence.

00:06:54

But also directly related to student success, children that live in homes where there's domestic violence are. Are more likely to struggle in school academically, they're more

likely to have behavioral problems, they're more likely to miss school because they're sick. And so what we have all done a really poor job of is seeing these kids as sort of victims in their own right, who have a right to have the trauma that they have had addressed.

00:07:25

And there has never been really a systematic approach to identifying this population of kids and doing something about it. And so I think it's on us to work together across systems, across disciplines, to do something about this. Because when we— when a kid misbehaves or does poorly on a test or falls asleep in class and it's because of trauma they've experienced, but we misidentify it as a behavior problem, then A, we're exacerbating that trauma and making it worse.

00:07:59

We're making all the potential bad outcomes more likely, and we are failing to do the things that we could do that would actually solve the problem and lead to student success. And the good news is we know now the kind of interventions that work. They take some work, but they're not rocket science.

00:08:18

They're not brain surgery, and so we can do it. So I think that's high on my list, is students should be able to overcome trauma, and we all should be working together as seamless partners to make sure that happens. And which is the whole model we've built here is around collaboration, partners working together in a space where that's never happened before.

Speaker A

00:08:47

Yep.

Speaker D

00:08:47

We've done it on a micro level with the kids that we work with because we are able to serve the children of the adults that come through our door for help. And now I think that— but we also have built a system that we know works. And so now the thing is to now build bridges to other institutions in the community so that we can reach a much larger percentage of this population.

00:09:13

And I'm singling out this population, but it's one population, one trauma. Really, we can think about all kids that have experienced trauma sort of in the same way. So that's my answer to overcoming trauma.

Thanks, [Speaker D] And what is the status of— and this is beside the point for [?] I'm curious— what is the status of the working relationship What's the partnership, if any, between One Safe Place and Fort Worth ISD?

Speaker D

00:09:37

So we've had a long working relationship with the Fort Worth ISD. The artwork you saw on the walls as you came in is a product of the partnership. We have a program, we have a Crime Stoppers program that's active in every high school and middle school, and several years ago we decided, well, we should do more than ask for information about crimes that's being committed.

00:10:00

Because kids can— kids also know of other kids that are experiencing trauma and that are in trouble before adults do. And if we give them a way to report that confidentially, anonymously, then we already have the systems built to reach out to the people on campuses that can fix it. So we started something called Friends for Life, which has successfully intervened in lots of suicides over the last several years.

00:10:24

Now, something that happened Uh, come with this transition is looks like all of the— our posters disappeared from the campuses, which is our number one way of promoting the program. I think we're in the process of fixing that and making sure all the right connections exist, even with all the, you know, changes that have been made.

00:10:41

So we're getting there, but we've had a very successful partnership, and we're— and I think we're also good at helping build bridges, not just between us in the district, but the police in the district.

Speaker A

00:10:51

Yeah, District, I think that's a really good point.

Speaker D

00:10:52

maybe where some of those things could be stronger. We have provided training on all kinds of things related to school safety and things that cause trauma and things that, that, you know, lead to gun violence or gang violence that impact the schools to school resource officers over the years. So we have a very strong partnership and we are always looking for, for ways to enhance that.

I will tell you one thing right now, That we're working on is the Handle with Care program, where the Fort Worth Police Department has adopted it, where when they are on a scene and a child has experienced trauma, they send a notification that simply says Handle with Care, has the child's name, and the school knows that that child has experienced trauma.

00:11:39

We were able to work with the Fort Worth ISD and add a more specific and robust protocol for how law enforcement actually shall, under the general orders of the police department now, engage children that specifically have witnessed domestic violence to go to the kind of trauma that we talked earlier so that we're no longer ignoring that population.

00:11:59

It involves a response on the scene that is evidence-based, that we know if it happens, that that right kind of engagement between the law officer and the student leads to better outcomes. And then there is a required referral to agencies that can provide the comprehensive service not only to adult victim but to the child at the same time.

00:12:18

And we have brought the school district in to be part of this process to not only to ensure that that so the three really institutions in the city that can best serve this population can build this partnership. that has really never— nothing like it has ever happened across the country. So we're, we're treading new ground.

00:12:42

But it's the— I think the thing I'm most excited about right now in the space that, that we are occupying. Um, and but, you know, the— whether it's the social service community or a giant school district or a city and a police department, those are all big bureaucracies, all with institutional obstacles. And so— We are patient but persistent about overcoming those kinds of obstacles, but those are some of the things that we're trying to tackle.

Speaker A

00:13:10

I appreciate the work y'all are doing, and Lori hosted one of these at Communities in Schools on either Monday or Tuesday, we're not together, but I was there. Similarly, I think we've got such a strong desire from the Fort Worth community and the services that are there to support the school district. We're going to need to put our arms around all of them and figure that out.

Speaker D

00:13:27

You guys, we Yeah, and the last thing I'll say is, you know, one of the things that always

gets in the way, because institutions and organizations like to work in silos, and the easiest thing in the world is go, this is all privileged, conventional, we can't do that, it's private. Yeah, okay, but if you start to say, okay, well, are there exceptions to that for public safety or for the welfare of a child, or maybe there are instances where we don't have to share names, maybe not share names of a child, but we can talk about an incident or whatever it is, and we say, okay, well, let's do the most to share the most information we can to do the most good.

00:14:08

It turns out, well, we shouldn't use an excuse of HIPAA or FIPPA or all of the different things that I think we've let get in the way over the years. I'll just credit this Thank you. I want to thank the school district and the police department and our team for really working hard to figure out how to get around— not, not to skirt the law or, or anything like that, but to figure out how to appropriately working well, you know, completely within the law, respecting all the competencies and privilege we should, but still to provide the most critical need to the students families that need it the most.

00:14:47

And I, I really appreciate the work the district has done. And I'll just raise up [Staff member] who has really been one of our strongest, just most direct partner contacts at the district, and is really— with all kinds of change over the years— has really been a great constant for us.

Speaker A

00:15:04

Okay, thank you.

Speaker D

00:15:05

Thank you.

Speaker A

00:15:06

Okay, we're going to move to question number 2, which is a little bit similar to question number 1, but A little bit nuanced, different as well. That's what describes a successful graduate. So when someone walks the stage and gets their diploma at Fort Worth ISD, what qualifies them in your mind as successful?

00:15:27

What do they need to possess to be successful?

Speaker C

00:15:40

I think, um, yes, it is going back to— for them to possess the skills that we were talking about in the first question, but also coming out with a plan of action for the next chapter of their lives, with a clear plan, and knowing whether it's the career, whether it's military, whether it's the workforce, to have everything, like have the plan and have the steps laid out ready to go.

00:16:11

And having them be prepared, because we know when we graduate as high schoolers, we say this, that, and the other, we're full of dreams and, you know, all these possibilities, and then graduation happens, we stand at that door, and the world looks very different to us. And so just being able to— if they change their mind at that point, that they're ready, that they can, they don't have to stop and think, oh, you know what, I, I want to do— I want to go to college.

00:16:44

Maybe I had plans to go into the workforce, but I want to do college after all. And they can go ahead and step in and be ready for that. And so it's, it's All the extra stuff, but also being ready for whatever they want to do, including changing their mind at that point.

Speaker A

00:17:03

Yeah, thank you, [Speaker C] We heard some similar comments on Tuesday, which was make sure they have options, that if they decide they want to or need to pivot in their life, that they're prepared and able to do that. And going hand in hand with the plan is, you know, as a district, I think we need to provide them The pathways and the knowledge to navigate whatever, you know, whether it's going to be college, whether it's going to be entrepreneurship, whether it's going to be a trade school, that they understand how to navigate that, they have the supports available.

Speaker B

00:17:33

I have nothing to add.

Speaker C

00:17:34

That was my sentence.

Speaker A

00:17:36

You nailed it. So we'll move to question number 3, and this question is, what values must the superintendent honor? Regardless of pressure or politics in accomplishing the work of the district? To say it another way, what are your non-negotiables?

I think for me it's just the respect for the, the respect for our district culture and history. We have a very marked culture, um, you know, this, this tight-knit— I'm familiar somewhat with this place and what he was talking about. Um, it's, it's been about helping, and yes, we've faltered over the years, but it's always been about coming back together and figuring things out.

00:18:34

And I think for, for me personally, it It is honoring and remembering where we came from and not coming in and trying to completely strip that away and forget that and put it aside to implement something new, um, because you're going to lose people at that point. You strip away our history as a school district.

00:18:59

I'm a product of Fort Worth. I live and breathe I breathe Fort Worth, and when, when I'm very defensive about Fort Worth and not just the district, the city, um, and those are very tightly knit, uh, and so when it comes to— I know things are off and something has to be done, but I think there's a way to go about it.

00:19:25

And that's all, that's all I'm asking is is having that respect and that honor for what we have been, because it's not all been bad. I mean, we're, we're a pretty successful city, so we've produced some quality people. It's just, you know, to, to remember that and go, okay, wait a minute, we're, we're dealing with people, not just the organization.

Speaker A

00:19:50

Thank you.

Speaker B

00:19:53

Yeah, I'd agree. Just the degree to which teachers have left or feel just marginalized. They're just there to read a homogenized script. I mean, teaching is more art than science. And again, that feels kind of disrespectful to the great work they've done. I mean, just look at these stats. I mean, Like Mr.

00:20:21

[Speaker D] was saying, we can't just cure all of society's ills and place that on a teacher with— by giving them a slideshow. I mean, just, yeah, respecting what's come before. Like, my kids go to [district school] great school. They send kids to magnificent colleges. My daughter couldn't take the AP class she wanted because they just discarded it.

It's not fun. So I mean, just what— it felt as though what was working and what was not working weren't really well defined, and they just broke everything. And that upset a lot of people inside and out, I believe.

Speaker A **00:21:04**

Yeah, that's been heard a lot in parentheses. And I didn't say at the beginning, but, you know, The board and the superintendent's team, the distinction is really, we're the high-level governance. And really our primary function ultimately once we get these goals and guardrails set is accountability for the superintendent. And that accountability, the way we hold them accountable is through these goals and guardrails.

00:21:26

And that's why we're out to hear from you guys. And then the operations things, those are superintendent's team. With that being said, I mean, I'm here for it. I'm here as a sounding board. If I can be be, you know, a resource for you guys to— I don't want anybody to feel like their complaints can't be brought forth and heard because, you know, a lot of people have a lot of very legitimate complaints.

00:21:45

And, you know, you mentioned, uh, kind of to summarize part of what you said, I think is trust and respect for teachers, uh, and allowing them, even in the context of when change is required, some freedoms within that to apply their craft outside of a slide deck. And that's something that has been heard, and you know we're communicating that very clearly to the superintendent and his team.

00:22:09

I'm hopeful that we see some course corrections sooner rather than later on that. But again, you know that's that is his role. We are more advisory in that role of here's what we're hearing from the community, and then ultimately what once the goals and guardrails are in place, we're able to say you're either doing your job and doing it.

00:22:27

Correctly or not. Right now we're not to that point yet, but your, your comments are certainly well taken and are being heard. Anything else to share on the non-negotiables? Okay, we'll go to number 4, and this is— and it speaks to kind of, I think, what you just mentioned, which is there's a lot of things to fix, but Not everything.

00:22:54

And so that's, uh, what are some things that Fort Worth ISD is doing for our students right

now that are working and you want to see or make sure we keep doing?

Speaker C **00:23:11**
I tell you, I love my district, so, um, I've actually been out and then back in and And Fort Worth is just all the way. I think one of the things that we have going is the individuality of your campuses, where you have each one has their own identity. And I know I keep talking a lot about school culture, district culture, because that's important.

00:23:43
I think that that sense of belonging to something, right? And for us, that is— I mean, we know Pasco, everybody knows Pasco, Pasco Panthers, you know, like that's— they're it, you know?

Speaker A **00:23:59**
Right.

Speaker C **00:24:00**
And so, um, you go over to Heights or you go over to any of the other schools, each one has their own way, and that is the That's that glue that keeps people together. Now, I think it's one of those things where that should continue, and that's where I'm, I'm afraid that that's being lost because everybody's being expected to look and sound the same and do the exact same things.

00:24:32
And we're gonna lose people.

Speaker A **00:24:35**
We're—

Speaker C **00:24:35**
I mean, we've lost people. Already.

Speaker A **00:24:37**
They're going.

Speaker C **00:24:38**
And then that's the thing, we're losing people, but then people don't want to come to replace those people, and that's an issue. And then that diminishes the quality of

everything— your programs, your instruction, the quality of the school environment. I— people just don't want to be there, and that's not going to solve.

00:25:03

Again, I'm not against something being done. I know, and I'm glad that something is being done, but I don't know that the way— and I'm sorry I keep going back to that, um, but our school culture has to be honored. Um, and, and there are some things I, I do think some of the tightening up of of structures could be a good thing.

00:25:32

Again, it's the how.

Speaker A **00:25:34**

Yes.

Speaker C **00:25:35**

It's the how and then the allowance for the individuality of campuses. I mean, not every campus has the structure for what is being asked, the space, the— all of that matters. And so, Yeah, that's fair.

Speaker A **00:25:56**

No, yeah, no, and I appreciate you. Yeah, I think, you know, culture is very important to me. Obviously, you know, in the business world, I mean, if you're— if your employees don't want to come to work, if they don't feel a sense of belonging, a sense of ownership in what they do, they're not going to succeed.

Speaker C **00:26:11**

Right.

Speaker A **00:26:12**

Uh, and I think, you know, that, that does speak volumes inside of the schools. I mean, you know, my oldest is [at a district middle school], and everything is [the school mascot] and everything, you know, they wear their spirit wear shirts and it's, you know, he gets behind that. And, you know, kids, they're mini adults.

00:26:28

They soak up the things that we say, the things that we feel. Um, and I understand exactly what you're saying. And like I said, and that's where it's hard for me because I'm a parent

as well as being a board member. And I have to, you know, as a board, what our job really is to serve the greater good of the district as a whole.

00:26:44

It's a very tough job. We're working on it. But I think maybe how I would describe the other part of what you said is, I mean, we can't look at those stats and honestly say change wasn't necessary. I think anybody can say change is necessary. I think the question becomes, you know, there's change that can be done with a scalpel, there's change that can be done with a wrecking ball.

00:27:04

It's where in between those two is the proper place to land. And I think You know, candidly, I think that's what we're struggling with right now, is I think we came in and we probably erred farther toward wrecking ball than scalpel. And, you know, maybe that was too much too soon. And so there's some course corrections happening, and there's, you know, people who are experiencing things that are not pleasant.

00:27:31

And, you know, that's not okay. We gotta fix it.

Speaker C

00:27:34

Can I ask a Sure.

Speaker A

00:27:37

Well, I tell you what, why don't we do this? Let's go through the questions and then we'll finish the listening session part and I'll hang out and I'll talk to you one-on-one.

Speaker C

00:27:44

Okay.

Speaker A

00:27:44

If that's helpful. Because the listening session really is to get the same data for the same 5 questions. So I don't— I want to keep that consistent because we're analyzing that across everybody we hear from. But after that, I'm happy to— I'll be as open as I can.

Speaker B

00:28:00

Yeah, um, so last night we had a meeting teacher, and that was great. I was— I met 12 teachers. They all have their jobs. They all love my children. They're really the glue that

keeps everything together. So what do we do? I mean, keep supporting them, have them feel supported, saying they're not just, you know, cogs in a machine.

00:28:23

Because I mean, I mean, 99% of what's important in a The school district is between the teachers and the students, I think. And the more that is done, the better. I know it's kind of leading into number 5, but—

Speaker A

00:28:36

No, yeah, I understand. I think what I hear you saying is, um, the resources of the school district are the teachers by and large. And so, you know, and there's a lot of very valuable resources there. There's a lot of really good teachers. I mean, it's like anything else. I mean, I'm not here to say every teacher that we have is Excellent, but a lot of them are, and it's about, it's about supporting all of them.

00:28:58

And even the ones that aren't excellent, trying to get them to that level. And the ones that are, you know, make sure that they're happy because they're also going to share their wisdom and serve as mentors. So yeah. Gotcha. Last question is, when you think about how Fort Worth ISD is educating our students, is there anything that you think is not working and that we should stop doing?

00:29:19

And this is usually the crowd favorite at these. It's the best list.

Speaker C

00:29:24

What we've been talking about.

Speaker A

00:29:26

Well, my first— the first 2 sessions I did, I just gave it to the front. I was like, here's what y'all are going to talk about. But we've been asked to keep it consistent, so I'm complying.

Speaker C

00:29:39

Yeah, I think this one we've talked about throughout the others. And I think, I think you hit it, and I hadn't thought of it that way. It's giving— it's not taking away the ownership of— you have professionals that are trained and certified, you know, and have the experience. Do they probably need professional development or maybe more guidance?

Probably.

Speaker C **00:30:10**

You know, I mean, and that's one of those things where that can be— that can be fixed. Um, but I think stop just doing the one thing with everybody. I, I understand from, from a top-down view, it's very easy to look at for— to be able to pull numbers for that reason and see, you know, if something's effective or not.

00:30:36

But I think if that continues, you're going to get false numbers eventually because they're going to be reflecting the, the response to what is happening versus what is truly lacking. And so that's what I would say is, is the one, one-size-fits-all model just has to stop.

Speaker A **00:31:01**

Yeah, I think part of that is we, we can achieve success. I mean, in terms of data. But the challenge here is doing it in a way that's sustainable. And, you know, that's what we're grappling with. That's where I think these goals and guardrails are going to be so important, is addressing things like that.

00:31:23

You can't do this type of guardrails on the superintendent's behalf. superintendent, go achieve these goals, increase our student outcomes, but, you know, not at the cost of X, Y, and Z. Because sustainability is ultimately the key. Sustainability is the way that I get to, you know, [personal information about a Board member's family] and turn it over to an elected board to run, which is what I love more than anything [personal information about a Board member's family] I'm vested in success.

00:31:49

And, you know, it's also a second full-time job. So as soon as we can get it you know, on strong footing and sustainable. That's— I guarantee you that's my goal. And I think the 9 of us are very much in alignment on that. It doesn't mean it's going to be easy, but that's the goal.

Speaker B **00:32:06**

I'm going to tweak the question. It's like, what did they start doing that they shouldn't have started doing?

Speaker A **00:32:14**

This one?

I mean, last spring my kids came home like, They tore all the posters off the wall. They made the light bulbs brighter. That was— some PhD in Austin said that was effective.

Speaker C **00:32:28**

I don't know.

Speaker B **00:32:28**

There doesn't seem to be any clear rationale for a lot of actions, and it feels like when that is asked for, the answer never comes. So again, there's just a one-size-fits-all. I mean, I feel like, I mean, if everyone was C student, these numbers would look great, but that's not good for our city.

00:32:49

That kind of feels like the one-size-fits-all, which one I want to do. If everyone's a C student, then that's a win, and it's not.

Speaker A **00:32:58**

Yep. Uh, and you know, one of the things I think you had on there is communications. Um, so just to kind of summarize and make sure that word is in there for the data piece. Um, yeah, I mean, we it is a work in progress on the communication side. So with that, anything else on the 5 questions that y'all would like to share?

Speaker C **00:33:25**

I'm glad you mentioned the communication because I, I think that's something that it's, it's, we're, it's, it's being asked do things, and our, our natural human nature is to want to know why, and especially if it's something very drastic. And so just having that, having some, some explanation, some forewarning, um, but I mean, I do remember last spring, all of a sudden all these changes, like it's happening now.

00:34:02

You know, we're just trying to finish out the school year, you know. And so just all these changes, like, how do you— how do you— wait a minute, you know, like, now? Like, we have to do all this now? And so it just— it was— it was not a good way to end the school year.

Speaker B **00:34:27**

Right.

All right, well, I'm going to wrap it. I will turn this off. I'll have you hang around. I'm happy to answer your questions and go from there. Thank you.

One Safe Place Hospital Staff Session

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Words	2,039
Duration	00:12:45
Recorded on	Unknown date
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Speakers:

Speaker A - 66.41%

Speaker B - 20.16%

Speaker D - 8.09%

Speaker C - 5.35%

Notes:

No notes.

Speaker A **00:00:00**

conduct a listening session. This is a relatively scripted intro because we're— all of the data information we get, uh, responses are being recorded, uh, at every one of these sessions we're doing across the city, which we're hoping to get around 60 of them done. Uh, and so the, uh, voice memo will be uploaded, there'll be a data analysis.

So there's a little bit of an intro. We're also asking the same questions at all of these so that the feedback we get is consistent. You guys are answering the same questions as everybody else across town. At the conclusion of this, after you've answered those questions, I'm happy to stick around and just talk.

00:00:38

So with that said, my name is Tennessee Walker. Along with Courtney Lewis, who's here with me today, we are on the Board of Managers. I, as we just talked a little bit, [personal information about a Board member's child] Fort Worth has been home for me since 2008. I grew up in La Jolla, Texas, went to public school.

00:00:59

Neither of my parents graduated from college, so that's something that they encouraged me to do, and I'm glad they did. My day job, I'm now an attorney in town, as well as this is becoming a large part of my day job. And kind of my passion project is Big Brothers Big Sisters. I chair our Big Brothers Big Sisters board of directors.

00:01:17

Thank you. I've been involved with that organization since 2009, shortly after I moved here. Shameless plug, but it's a great organization and we need all the mentors we can get. [personal information about a Board member's family] for the Board of Managers, and I'm glad I did. It's been hard, but, you know, Fort Worth, we've got some, some great spots in our education system.

00:01:42

And we have some that are not doing well at all. We have some— as a whole though, change is something that we do need. We're going to talk about how to drive that change properly in a positive manner, and that's going to be the next few years. And as a board, our main job is setting goals and guardrails for the superintendent and his staff.

00:02:05

So the superintendent and his staff, they run the day-to-day operations. We are a governance board. Accountability is our primary function, holding the superintendent accountable. We can't do that until we get these goals and guardrails in place. We can't do it effectively because we don't have a roadmap. The goals are going to be driven and guardrails are going to be driven by what we learn from these listening sessions.

00:02:27

So we're listening for the visions and values of the community as it pertains to public

education. So all the data is going to That's right. be And that data is going to be analyzed and we're going to look for what data points rise to the top. What do most people see as their vision for Fort Worth ISD in the years to come and as the values that must be honored as we approach that vision?

00:02:48

So that's why we're here. If you have operational questions, and you very well may, we cannot directly answer them. I don't— day to day, I can't go on campus and say you need to do this I'm not going to answer that, nor should I do that. But we're happy to take those questions.

00:03:04

If we have information we can give you, we'll give it to you, or we can get you in touch with our people. And so that's why I said I'll stick around after this and be glad to answer those questions. So with that, we will move into the questions. The first question is, what should our full-worth ISD students know or be aware of?

00:03:25

If you could only pick one or two of the most important things that they need to do, know, or be— they need to know or be able to do, what would they be?

Speaker B

00:03:36

Think critically.

Speaker D

00:03:42

And to do that, they need to be able to read. I think that's a big one.

Speaker A

00:03:48

Yeah, that's— those are great answers. And something that I think both of those have risen to the top almost every session.

Speaker C

00:03:56

We hear those a lot.

Speaker A

00:03:57

Yeah, and you— my opinion doesn't matter, but you're absolutely right. The, the critical thinking piece is crucial, and [personal information about a Board member's child]

because We live in a world now where you can see it

in black and white or on video, but you don't know if it's real or not.

00:04:22

So you got to be able to think through things. I think it's more important now than ever. Anything you'd like to add on that?

Speaker D

00:04:29

I was thinking critical thinking, but you know, the reading piece, I think it's fundamental.

Speaker A

00:04:39

Yeah, the early literacy especially, we've heard A lot. But to your point about fundamental, you know, as you get older, you know, math becomes reading, and you've got to be able to read and understand the problems because everything turns towards— and so it becomes the key to life, or the keys to successful life.

00:05:00

Before we get on, you also have the QR code in front of you there. So in addition to these listening sessions where everybody gets to share publicly, We are collecting answers to the same 5 questions in writing. Please feel free to do both. You are not confined to just one or the other.

00:05:16

Also, please, please share that form. We're trying to get that to as many people as we can. I don't know where we are.

Speaker C

00:05:23

I was gonna— yeah, I was gonna look and see. 43. We wanted 10,000, so we got a long way to go. We would like to have 10,000 in a district with 60,000 students. You know, we would love to have 10,000 survey responses, but we're around 4,300.

Speaker B

00:05:38

Yeah, I'm on the PTO at my kids' elementary school. We just pushed it out to all the parents again.

Speaker C

00:05:43

Thank you.

Speaker B

00:05:45

So this— just ask a quick question. This is going to be just the same questions that we were from the survey?

Speaker A **00:05:50**
Yes. Yeah, so the survey questions and these questions are the same. Okay. But like I said, once we get done with this, okay, if you came with something else you need to talk about, I'll be Okay, so that's great. Uh, okay, question number 2. Um, what describes—

Speaker C **00:06:07**
4457.

Speaker A **00:06:08**
Okay, that's progress there. What describes a successful graduate? If you could only describe one or two of the most important things that describe when a Fort Worth ISD student is a successful graduate, what would those be?

Speaker B **00:06:25**
I'm trying to remember what I wrote on my survey.

Speaker A **00:06:30**
Well, that's the beauty of doing it.

Speaker D **00:06:34**
I think for them to be prepared to their next step, whether it's college or it might be technical, you know, for them to be prepared to whatever it is that they're looking to do next when it comes And we've heard—

Speaker A **00:06:52**
I've heard that quite a bit. I've heard it kind of termed as well, and I don't want to say this is what you're saying, but that they have options. That if they want— if they get to a point in their high school career or near graduation that they want to pivot, that they've been prepared through their education to be— to have those options to pivot.

Speaker B **00:07:11**
Yes.

Speaker A **00:07:11**
Okay, now I want to go to college, or I've decided I want to go to HVAC school, or the

military, or whatever.

Speaker B **00:07:17**
And I think offering different students different learning paths, because some kids need certain types of learning based on, you know, different intellectual needs. So making sure that all of that is available so that they can graduate.

Speaker A **00:07:36**
So a successful graduate, graduate is someone who has had their individual Individualized needs met throughout the education process.

Speaker B **00:07:46**
Yes.

Speaker A **00:07:46**
Anything else to add on question 2?

Speaker B **00:07:49**
I mean, definitely be able to read.

Speaker C **00:07:54**
Yes.

Speaker B **00:07:54**
And I think a child who is well-read— something I do want to ask about later is what kind of books are being assigned. So yeah, we'll talk about that later. But, um, yeah, just being well-read in all different ways, all different kinds of literature.

Speaker A **00:08:14**
Question number 3, and this moves— there's obviously value statements in the answers we get to the first 2 questions, but they tend to skew more vision based on the answers there. This is a really directly aligned values question. What values must the superintendent What are your non-negotiables?

Speaker B **00:08:46**
I think in order to be successful, you're going to need to listen to teachers and make sure that they're happy, because if they're not happy, students aren't happy, and if students aren't happy, they won't go to school. So I personally think Creating an environment that's

welcoming and has joy in it is the way to get kids to go to school.

Speaker A **00:09:06**
So listen to teachers and get teacher buy-in.

Speaker B **00:09:10**
And make sure they feel appreciated.

Speaker C **00:09:15**
Yeah.

Speaker A **00:09:15**
Yeah, I think trust is something that we've heard a lot. There's a sense of trust with the teachers. They feel trusted.

Speaker D **00:09:23**
I'm getting to know the community. We just moved also here, so I'm not sure because I don't know the community.

Speaker A **00:09:34**
Where'd you move from?

Speaker D **00:09:35**
I'm from Dallas. We just moved, um, well, we're looking for a house here in Fort Worth, but we're staying with [a family member] in [a nearby town] Yeah, so I'm looking for a good elementary school, and that will decide where we are moving forward. Thank you.

Speaker C **00:09:52**
I'm from Dallas too. It's a great place. It's a great community.

Speaker A **00:10:00**
I'm not a [?] or hate on Dallas. That's not my bit. Well, no, no, no.

Speaker C **00:10:05**
I got here. I mean, I love Fort Worth. I love Fort Worth, but from Dallas.

Speaker B **00:10:10**

I didn't know Fort Worth people didn't like Dallas people until I moved here.

Speaker C **00:10:13**

Me neither. Oh, me neither. I had to change my phone number because people wouldn't call me back. No, no, it's a thing.

Speaker A **00:10:18**

Okay, question number 4: What are some things that Fort Worth ISD is doing for our students right now that are working and you want, you want to be sure we keep doing?

Speaker B **00:10:40**

I can't think of anything right now.

Speaker D **00:10:44**

That hurts.

Speaker A **00:10:49**

I don't know. And the thing is, not a whole lot of people come here to tell us the answer to that question, so it's okay.

Speaker B **00:10:58**

Yeah, uh, question number 5: when you think about how Fort Worth ISD is educating our students, is there anything that you think is Yes, um, one of the things that I would like to talk about is the curriculum that's being used in the elementary schools, just to move on it. And, um, I read that each night with my child, and I feel like it is— the language in it is really challenging and confusing for elementary school students.

00:11:31

Specifically talking about math, and I wish that they would stop doing it, using it. Um, I think changing up the curriculum and maybe as a district, I think it would have been smart to pay attention to the independent school districts that are performing really well in the state of Texas, look at what they're using, and maybe adopt that as well.

00:11:56

Like We could just use something that works really well and buy into that because we know it works.

Speaker A **00:12:03**

So elementary school curriculum curriculum as well, and feel free if you've got others.

Speaker B **00:12:20**

I think that's the main one for me. That's the curriculum.

Speaker A **00:12:23**

And you're welcome to share. I think, [Speaker D]you may not have anything to share, but feel free.

Speaker D **00:12:31**

No, I, I really don't have anything to share, and I didn't know they were using Blue Button. That's good to know.

Speaker A **00:12:40**

Uh, okay, I'm gonna stop the recording. If we have other people show up, we can go back online.

Parent Shield

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Words	13,155
Duration	01:16:41
Recorded on	Unknown date
Uploaded on	2026-09-16 11:32:46 -0500
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At	Unknown location
Using	Uploaded to aliceapp.ai

Speakers:

Speaker A - 13.49%

Speaker B - 32.99%

Speaker C - 11.74%

Speaker D - 10.48%

Speaker E - 2.9%

Speaker F - 4.43%

Speaker G - 5.36%

Speaker H - 11.77%

Speaker I - 2.01%

Speaker J - 2.55%

Speaker K - 2.28%

Notes:

No notes.

Speaker A **00:00:00**
or be able to do, or if you could pick just one or two of the most important things for Fort Worth ISD students to know or be able to do right now, what would it be?

Speaker B **00:00:10**
Yes, ma'am.

Speaker C **00:00:11**
Read on their grade level.

Speaker A **00:00:12**
Read on their grade level, okay.

Speaker D **00:00:14**
Number one.

Speaker A **00:00:15**
Number one, all right. I'm seeing several people, yeah, read on grade level, okay. Anybody else?

Speaker B **00:00:23**
I'm sorry, can I just say one thing?

Speaker A **00:00:25**
Yes.

Speaker E **00:00:25**
The more that they hear these things, y'all, the more that it resonates. So just one person say read on grade level, yeah, that's good. But when they hear it from multiple people, then it's something that resonates and sticks out in our meeting.

Speaker B **00:00:40**
It's something that rises to the top.

That's why I said number one.

Speaker E **00:00:43**
Just make sure if somebody said it and you heard that, just because you nodding, that's okay.

Speaker B **00:00:48**
Like, say it because they're actually recording what we're saying right here.

Speaker A **00:00:52**
You say?

Speaker D **00:00:54**
Reading, number 1.

Speaker A **00:00:56**
Number 1, right here.

Speaker B **00:00:59**
To be able to have teachers trained to be able to be in the same— what's the word— not reading level, because I'm sure the teachers know, but to be able to understand the child no matter if they're disabled or whatever, to be able to read graphic and be So teachers who are trained to meet every child where they are.

00:01:24

So no child can be left behind.

Speaker A **00:01:26**
Okay, teachers who are trained to meet every child at every level so no child is left behind.

Speaker F **00:01:32**
Yes.

Speaker C **00:01:32**
Yes.

Speaker A **00:01:33**

I feel that students should be able to advocate for themselves. Students should be able to advocate for themselves. Okay, what else should students know or be able to do?

Speaker G **00:01:41**

Yes. And I totally agree with that because I was going to say they have to students to be able to speak up for themselves, but to stop running the schools like prisons and start running them like schools.

Speaker A **00:01:49**

Okay, okay. Students should be able to speak up for themselves, stop running schools like prisons, and run them like schools.

Speaker B **00:01:57**

Okay.

Speaker H **00:01:58**

So for me, um, it kind of goes into the prisonized of schools. Um, I'm a mother of boys, and the more that I see, the more I see just less Less and less time for not so much extracurricular but physical activity, races, gym time. As a homeschooling mom now, I know how important that is, and I just hate to think how much my kids were struggling because they needed to get their wiggles out and how much little allotted time there is.

00:02:30

When you look at their schedule, there's little to no schedule— I mean, to no time for And we all know that you can also learn from things like that. So other ways, other educational ways, not just sit down and drive this into your brain. I don't know what other words to put it with, but just more life skills into the schools, more different way— like I said, just different ways of education.

00:02:56

Put more math games into the things, not just to sit at a desk and just try to memorize. I heard it at the They're having to memorize to take a test. So let's have them learn.

Speaker C **00:03:06**

Okay.

Speaker H **00:03:07**

So let's have them learn. Let's not have them memorize to pass the standardized test at

the end of the year. Let's have them actually learn. Because standardized testing, yes, that's a great way to measure, right, how someone's learning. But that's— we're now learning to test.

Speaker B **00:03:23**
Okay.

Speaker H **00:03:23**
So let's learn.

Speaker A **00:03:24**
So I'm hearing play, Life skills, multiple ways of showing what you know, being able to show what you know in a lot of different ways, not just by testing.

Speaker H **00:03:38**
But there's testing anxiety and a lot of things too.

Speaker A **00:03:41**
Recognizing where the child is at in their stage of growth.

Speaker B **00:03:47**
Yes. So I'm going to piggyback on a few things. One, yes, every child should be able to— if they're in school, They should definitely be able to read on grade level, write on grade level, do math at grade level. They should be prepared for life. I'm not saying it has to be college or— but some sort of preparation needs to happen for them to be able to be a functional and contributing member of society.

00:04:17
With that being said, when we think back on the future, Not just playing games where I just put the kids in front of a screen, but actually interacting with the children. I find that kids don't get talked to a lot. It's okay to talk and have dialogue with children because that's how their brains learn and that's how they grow.

00:04:38
So it's not just let's play games with them. School should be fun. Like, in school, school's not fun.

Speaker G **00:04:44**

anymore.

Speaker B **00:04:45**
School is sit down, sit down, be quiet, don't disrupt, don't be disrespectful. But I mean, they're kids, right?

Speaker A **00:04:54**
So I'm hearing like you want to, you want to build a lifelong learner.

Speaker B **00:04:58**
I want to build a '90s lifelong learner.

Speaker A **00:05:01**
Okay, are you saying Gen X?

Speaker B **00:05:04**
No, I'm saying, I'm saying millennials.

Speaker C **00:05:07**
Oh, okay.

Speaker B **00:05:08**
Millennials, '90s.

Speaker H **00:05:12**
Lifelong.

Speaker B **00:05:13**
Okay, I got it. Lifelong learner. Like research, like let them know that they can look things up and it's okay, it might take some time. Build that patience in them to read, build that patience in them to write and look things up and read for understanding.

Speaker A **00:05:28**
Okay, so read for understanding. Not that it doesn't matter what I like, but yes.

Speaker G **00:05:35**
Like they're saying, reading and writing.

Let me show you.

Speaker G **00:05:38**
This is writing from a 13-year-old, my youth ministry.

Speaker C **00:05:43**
Look at this.

Speaker G **00:05:44**
This is a 13-year-old writing.

Speaker B **00:05:45**
They don't teach writing anymore. Okay. You don't teach writing. If he can't read, he can't write.

Speaker G **00:05:52**
This young man is 13, about to go to middle school, high school, and this is what it looks like now. I don't know about you, but I don't like what I see. I'm giving them simple questions and this is what it looks like. So reading and writing, and they learn, like she's saying, when I start writing, I start hand scripting, okay?

Speaker B **00:06:16**
Then you get into cursive. That's some brain stuff going on, okay? We need some fundamentals going on here.

Speaker A **00:06:21**
Okay, okay, yes.

Speaker B **00:06:22**
For me, I want to see my child, the children My community be able to adapt to complex things.

Speaker A **00:06:31**
Okay.

Speaker B **00:06:31**
So I understand every— everyone's opinion is valid, but we are in an evolving state. So as

technology evolves and all these things, when our kids leave our district, they're not able to compete with other students that's been exposed to things.

Speaker F **00:06:51**
Okay.

Speaker B **00:06:52**
So reading, writing, all of that, that's the baseline. I feel as though that's the bare minimum of what is owed to our children.

Speaker A **00:07:02**
Okay.

Speaker B **00:07:03**
What they should be able to do once in the schools is be able to adapt to several type of scenarios. They should be able to sit in environments where it's structured. They should be able to adapt in other Various ways, and that child now has more skills in order to master things. Right now our children don't have that exposure.

Speaker A **00:07:30**
Okay, I like what you were saying about bare minimum because I think when we get to the next one you'll see the kind of the ideal graduate question, but you're seeing the difference there for sure.

Speaker C **00:07:41**
Yes?

Speaker F **00:07:42**
So I have I have 2 in college right now. This is their second semester. And the handwriting, that was definitely what I recognized. I didn't realize how much computer time they did in school that they could barely take notes in college.

Speaker A **00:07:59**
Oh, man.

Speaker F **00:08:00**
I have one that knows cursive because she's [health information] And I have one that was never taught cursive. I've tried for before college kicked in, and he, he doesn't

have that, um, confidence in even trying. So I was like, look, as long as you can do cursive with your name, like, can we just get that side done?

Speaker E **00:08:24**
Yeah.

Speaker F **00:08:25**
But I— look, I have a bachelor's in social work, and I wrote notes. That's all we did in college. And then he's Struggling just keeping up to do that.

Speaker A **00:08:37**
So you see note-taking as maybe a basic skill?

Speaker C **00:08:41**
Yeah, absolutely. Okay.

Speaker A **00:08:45**
Yes?

Speaker C **00:08:46**
I've been substituting for 4 or 5 years, 3 years. What the teachers do now is give them a packet, tell them about the computer part of it, and let them sit there and figure it out.

Speaker F **00:08:58**
They don't interact with them.

Speaker C **00:09:00**
They don't Tell them if you have a question, come and see me. That's— this is what I'm doing when I get there, and I'm not even certified to teach.

Speaker A **00:09:07**
Okay.

Speaker C **00:09:07**
I'm just substituting and reading her lesson plans and doing what she's asking me to do. But they're sending the kids there to fend for themselves and thinking that a packet and looking up the answers is supposed to connect to them and give them a comprehension,

an understanding of what they're reading. And it was a simple lesson on the— with the presidents on the— what's that?

00:09:34

The presidents on Mount Rushmore. Half of them hadn't even heard of it, and the other half was like, what are we supposed to do with this, you know? Yeah, what is it going to do for me type of thing.

Speaker A **00:09:45**

Okay, okay, what is it going to do for me? How does this apply? How am I going to use this in real life?

Speaker F **00:09:51**

Okay, right here, yes.

Speaker D **00:09:52**

I think his hand been up for a while. Somebody let him go so he can put his hand down. I think they should be able to, uh, they should be able to practice critical thinking.

Speaker A **00:10:01**

Okay.

Speaker D **00:10:02**

Analyzing facts and making assumptions, you know what I'm saying? A logical assumption on the thing.

Speaker A **00:10:07**

Okay.

Speaker D **00:10:08**

Instead of just giving them a worksheet and they'll just do the worksheet.

Speaker A **00:10:11**

Okay.

Speaker D **00:10:12**

That's not teaching critical thinking.

Okay, okay. Critical thinking. Uh, yes.

Speaker D **00:10:18**
Yeah, I sort of piggyback on that, what she was saying, because I substitute too. But the writing part is definitely important. I have a 15-year-old and a 16-year-old, and they've been begging for the last 2 years, I can't wait until I can start work, I can't wait until I can start work. But an application was put in front of them, and it was a struggle.

Speaker F **00:10:38**
Yeah.

Speaker D **00:10:39**
It was a struggle. And not only— I homeschool, for 2 years because my babies were behind. And if the school system wasn't gonna do nothing, I was gonna do it. I sent them back to school for the social interaction, to piggyback off what she said. And they would come home and tell me, Mama, we could stay at home for what we do at school.

00:11:01
They don't, they don't have one-on-one with students anymore. And one of the things that concerned me was we had The group sessions in the classroom, and now we've removed the group sessions in most of the classrooms.

Speaker A **00:11:17**
Okay.

Speaker G **00:11:18**
Why?

Speaker C **00:11:20**
Okay.

Speaker D **00:11:21**
That's very critical for them to be able to communicate. Even with my 16-year-old, she's very reserved, and I told her, I said, for you to get a job, you have to speak to people. You have to be able to articulate Conversations with people. Like she said about life skills, our children are graduating high school with no life skills.

00:11:44

I had one graduate of Arlington ISD last year, and disappointed is an understatement. He works at Amazon, and he told me, Mama, I got to work somewhere where I ain't got to talk to nobody. So my son unloads trucks all day.

Speaker B **00:11:59**
That's it.

Speaker A **00:12:02**
And you think— do you think that he prefers not to talk to anybody because of a lack of—

Speaker B **00:12:08**
Yes, ma'am.

Speaker D **00:12:09**
Yes, ma'am. And he pretty much— because I had my kids in a charter school and I just put them back in a charter school. But my son told my 16-year-old, you should make sure that you go to Arlington ISD. You ain't got to do nothing. They gonna pass you right on through.

Speaker C **00:12:23**
Right hand to God.

Speaker D **00:12:25**
Right hand to God. That's what my son told my 16-year-old. When she was complaining about homework at the table. Tell mom to let you go to Arlington ISD, you ain't gonna have to do nothing.

Speaker B **00:12:36**
Okay, say it, just say it.

Speaker A **00:12:41**
Yes, uh, you had your hand up.

Speaker E **00:12:42**
Um, yeah, for me, maybe mental health awareness. I want the students to just be able to control their emotions and be mentally prepared once we get it all together. Once they're reading where they need to read and doing everything, I want them to be able to get out there And like do it and like, you know, and not let the pressure of the world— it's ugly

now, but it gets uglier.

00:13:03

So I want them to be able to just be aware of it somehow, some way.

Speaker B

00:13:08

Okay. Yes, I just want to put it on record since we're being recorded. I want the students to be able to get to school safe, safely. Um, I spoke to the school board about a year ago about this, this whole state project where, uh, A-20, the east side of Fort Worth, the kids are walking through active construction zones and the school district deems that it is safe.

00:13:36

Well, not that it's safe, I misspoke, but that because the schools are within a 2-mile radius that they do not need to provide Bus transportation.

Speaker H

00:13:47

Okay.

Speaker B

00:13:47

When I spoke to [Administrator] about that, he said, well, every parent who needs bus transportation must reach out to the transportation department individually. I do not think that that's the responsibility of the parent. I think it's the responsibilities of the schools to communicate to those parents that they serve to make sure that those kids get to school safe, because if the kids are worried about about how they get to school, when they get there, they're not focused.

00:14:14

So I just want to put it on the record. Okay.

Speaker A

00:14:19

Do you see— am I missing—

Speaker I

00:14:20

No.

Speaker B

00:14:22

So I wanted to piggyback on the critical thinking thing, but I want to make sure I put an asterisk on that. I do agree that the children do need critical thinking skills, but you can't

have critical thinking skills for 3rd grade. Like, that's not a thing. You have to have basic Basic understanding of a topic before you can have forward thought in the topic.

00:14:41

Like, I need to understand that the sky is blue before I start even thinking about, well, why is the sky blue? Right now I just know it's blue.

Speaker A

00:14:49

Okay.

Speaker B

00:14:49

But basic understanding, and that goes back with communicating with the kids and talking to them and talking them through things and making sure that they understand and have that basic understanding. And this really goes with all of this. The STAR testing and all that stuff, and I don't know what's happening with all these tests where we're trying to trick the kids.

00:15:09

There should be no ambiguous questions or answers before 6th grade because that makes no sense. Asking the kids questions in the 3rd, 4th, 5th grade, oh, it's STAR structure. What are you saying? They don't know what that even means. They just learn English, like, just in general. They're just learning words. And to put words together in a way that is so confusing to where a child can't just sit down and understand, you're one, you're breaking their confidence.

00:15:42

And that is, in order to learn, you must have confidence that you can learn. If your teacher is not talking to you, then that means your teacher is not telling you that you can do it. You're just sitting them down and A worksheet that's already pre-printed, so they're not really writing much, they're just filling in the blanks.

Speaker G

00:16:00

It drives me insane.

Speaker B

00:16:01

If they can read it. If they can read it. It's just the adults need to get back to being the adults and stop pretending as if you've never been in school before, like you don't know what's going on. You must talk to the children. They must be spoken to. They must be treated as if they're little humans and they're just little sponges So I—

what I heard, if I could kind of capture, foundational skills absolutely essential, the developmental growth steps, and we can only pile on these other items once they've met those foundational and their brains develop to the point.

Speaker J **00:16:40**
Yeah.

Speaker B **00:16:41**
And I think that's how our kids— I think I think all kids are capable. I think our kids got left in the mud because they started our kids too late.

Speaker H **00:16:51**
Okay.

Speaker B **00:16:51**
I think if you give our kids these opportunities early on, by 3rd grade they will be in a different realm of things. But I think because people have failed to believe in our kids, we were exposed to these later, and that's why the struggle exists. Because our kids can do it. We just don't get access to these things or these conversations or the teachers that believe that they can until the state mandate that there's a test now in 3rd grade.

Speaker G **00:17:23**
Okay.

Speaker A **00:17:23**
Okay. Yes.

Speaker B **00:17:25**
Hi, um, just talking about access and opportunities, it's Fort ISD, Texas. Texas borders Mexico, and the fact that kids don't learn a second language until middle to high school, I feel like they should It should be standard that any kid walking into an elementary school learn a second language. I know Fort ISD has a pilot program with only 13 schools, but most of those schools are on Northside.

00:17:46

So again, there's no access to kiddos, English speakers that want to learn a second language. Literally the other half of the world, they teach their kids, right? Like Africa, South Africa, they're like 3 different languages that these kids need to learn from

kindergarten, right? So why are we not doing that? And the research says that when they learn these second languages, the cognitive development is there, passing the English is there, the math is there because your brain is now wired because you're getting those cells to work from so young.

00:18:14

The math makes sense now. All these things, I don't understand why we're playing catch-up. You know, and a lot of kids now are going to charter school because we're not getting it in the public schools. Okay, okay.

Speaker A **00:18:27**

You want to go to number 2?

Speaker C **00:18:28**

Yeah.

Speaker A **00:18:29**

You can answer at any point.

Speaker B **00:18:31**

I don't want to—

Speaker A **00:18:31**

if you come up with something great that you want to say, please feel free. Okay, so what describes a successful graduate? I'm going to guess you're going to say multilingual. What would you say?

Speaker D **00:18:45**

To piggyback off what I said earlier and what she said, our children have to know what comes next, be able to handle what comes next. Be educated to what comes next. We can't have a college kid that can't fill out an application, and I'm trying to read their phone number that they put down, and I don't know the 3s from the 8s and the 5s from the 4s.

00:19:10

So it's— we go through— they go through 12 years of secular schooling, and it's been said time and time again that training starts at home, which it does. But when my teacher has my baby for 8 hours and I come home and I have her before 3, and most of that is homework time before it's dinner and time to go to bed to start over tomorrow, I need

that teacher to put my child where she needs to be.

00:19:40

I don't have a problem with you calling me and telling me, okay, [Child] did so-and-so and so-and-so today.

Speaker G **00:19:46**
I need you—

Speaker E **00:19:46**
I'm sorry.

Speaker B **00:19:47**
I got that.

Speaker D **00:19:48**
I got that.

Speaker H **00:19:49**
Okay.

Speaker D **00:19:50**
And then I can't put it all on teachers because they lack the passion that our old school teachers had because they are not able to do the things that they need to do. So it goes both ways. Like, I understand y'all were in a position and that's what y'all were there for. And I'm gonna tell y'all, I'm kind of impartial and I wanted to come to this meeting when I was invited because I've heard so much and I've seen so much, but me being a substitute teacher, I have to side with my teachers too, because y'all are not giving them the tools that they need to make sure that our children are successful.

Speaker I **00:20:28**
That's true.

Speaker D **00:20:29**
Y'all are— there are passionate teachers, and I know so many that go above and beyond for our kids, and I love all my kids' teachers, most of them anyway. But when you're not equipping them with what they need and you're telling them, okay, this is what you need to do, and you're not listening to them— I also wanted to bring up a point.

El Paso just instituted a program this year where they're requiring all of their board members to sub for their staff.

Speaker B **00:20:57**
They are being required to sub for 8 days.

Speaker D **00:21:00**
Let's see if Fort Worth ISD can do that.

Speaker A **00:21:03**
Yeah.

Speaker D **00:21:03**
Let's see if—

Speaker B **00:21:04**
and it's an eye-opener.

Speaker D **00:21:06**
It's an eye-opener, and then y'all can come back to the table and say, well, God, no. Okay, this is where we're failing. Yeah, because listening to us and listening to kids, and then you got the teachers telling you what— if you go in there and experience that for yourself, there is so much more that you can do because now you know.

Speaker A **00:21:26**
Yeah, yeah. Uh, right here, and then we'll go there.

Speaker C **00:21:32**
I think that all graduates should be able to choose between school of choice, getting a trade, or going to college or to a junior college. They should be able to know the steps they need to take. They should be able to do that. Once graduation is set here, we should be knowing what we're going to do.

00:21:49

Okay.

Speaker A **00:21:51**

Graduate with a plan.

Speaker C **00:21:52**
We should plan and we should be able to go into college without taking remedial courses.

Speaker A **00:21:56**
Yeah. Does everybody know that— So if you get master's on STAAR, all that means is you have a 75% chance of not needing remedial courses. That's master's. We don't even talk about apprentices.

Speaker F **00:22:17**
Right.

Speaker C **00:22:18**
So I mean, they should be able to go without taking remedial courses. They should be able to Just be confident and okay knowing that, okay, no, I'm sick of high school, so I don't want to go to school, but this trade is what I really want to do.

Speaker K **00:22:31**
I want to work on cars.

Speaker C **00:22:32**
I want to build cars. I want to do nursing. I want to do whatever, phlebotomy, whatever we have available. They should be able to, for one, get into that school because this is what they're really looking forward to. Because it's hard to pick your school of choice. It's on a lottery system.

Speaker D **00:22:50**
system.

Speaker C **00:22:50**
And for 2, we never have that many high schoolers graduating ready for college.

Speaker A **00:23:00**
Yes, and let's go boom, boom, boom. Oh wait, no, I already said you, so you, boom, boom.

Speaker H **00:23:07**

I guess for me a successful graduate is kind of what you were— kind of what she was saying, is a confident, In themselves and that they're giving them best selves. So it doesn't matter, like she's like, you know, she was talking about the trade. It doesn't matter that your son's working on Amazon, but he needs— has that confidence and he's going to give the best himself.

00:23:28

And if that's where he's gonna be, you know, he's still gonna be happily doing that because he still brings so much to the table regardless of what your job is. You know, I know we want everybody to go to college, we want everybody to You know, go to trade, but at the end of the day, everybody—

Speaker J **00:23:43**
there's—

Speaker H **00:23:44**
everybody's gonna have a job, right? We can't just not have McDonald's or things like that, right? Or janitors, all these things. So give our best selves no matter what we're doing. Be prideful, so confident and prideful in giving your best self no matter what it is that you're gonna do.

Speaker A **00:24:00**
My dad used to say, um, somebody has to fix the toilet and They're gonna— for our family, and they're gonna represent Jesus doing that. But whatever you're— whatever it is, you're gonna be your best self doing what you choose to do. Yeah. Um, right here.

Speaker B **00:24:17**
Um, I believe in coming back from experience with my son. My son was dyslexic, and we had a hard time getting him. We sat in the car crying a lot of times. And to me, my passion— I have no more kids They're all gone. But my passion is for a successful graduate to be able to read, to be able to write, to be able to comprehend what life is going to be for him later.

Speaker C **00:24:44**
Mm-hmm.

Speaker B **00:24:45**
I have my son now, thank God, you know, he has a good job, but he calls us or he calls his sister, I need to—

I need help.

Speaker B **00:24:57**
I don't believe I believe all this should have been taught in school, and teachers should be more passionate, more understanding, more vigilant, like to get focused on that person. And these teachers, they don't have enough time to do that. And so now my son is like— I talk to him, we talk. I said, baby, have you thought about college?

00:25:18

He goes, Mom, I just don't want to hear about school.

Speaker C **00:25:21**
Why?

Speaker B **00:25:23**
He should have loved school.

Speaker A **00:25:25**
He should have been able to read.

Speaker B **00:25:27**
He should have been able to write. He should have been able to comprehend. He didn't get any of that. So what happens to those kids?

Speaker A **00:25:34**
Yeah.

Speaker B **00:25:35**
What happens to— so now I have grandchildren, and I thank God that my daughter, she's very passionate. You know, I can say that my grandbabies are going to be okay, you know, and I'm grateful for that. But the future, what about those kids that don't have somebody that has the knowledge? No, you just don't get paid for our kids.

00:26:00

Don't look at our kids like that. Look at our kids like your kids. Be passionate.

Speaker C **00:26:07**

They don't get paid enough to do that.

Speaker A **00:26:09**
We were right here.

Speaker K **00:26:11**
I think a successful graduate is someone like downstairs, like what other people said, can read and write and are prepared to go into the workforce, a training program, a college. In my job, a lot of people— I help a lot of people sign up for training and they have to take the CASAS test.

00:26:30
So hypothetically, you know, if they graduated from high school, they should easily get a 12th grade level in reading and math. But what I'm seeing, I rarely see anybody score 12th grade level in reading and math. Most— a lot of people are barely— the minimum that they can make to qualify for training is 9th grade level.

00:26:52
And I've had several people that didn't even get 9th grade level.

Speaker E **00:26:56**
Mm-hmm.

Speaker K **00:26:56**
The lowest score that I had was 4th grade level. And this is an adult who graduated from school. And majority of my customers are from Fort Worth, so they were probably educated here. So I see that a lot. Like, rarely no one is getting 12th grade level on these tests.

Speaker C **00:27:18**
Okay.

Speaker B **00:27:18**
Yes, sir.

Speaker G **00:27:19**
I worked for Fort Worth ISD for many years and, uh, what I see as a successful graduate is that the program needs to go back to Fort Worth

ISD. You know, they tell you that that program exists, but it really does not. I have 2 granddaughters that have graduated in the last 2 years, and had I not had the knowledge to help work them through it, they never would have made it, you know, to fill out all the paperwork that's required for college, to do essays, even though they tell you don't do them.

00:27:47

You really do need to do essays because that's a whole different set of money.

Speaker C **00:27:50**

Mm-hmm.

Speaker G **00:27:51**

Difference— just the basics between scholarships and loans and grants, because nowadays the way the money is set up, Almost every child that I've talked to or every student that I've talked to now that goes to college is taking out a loan. They're taking out loans in the 9th grade. I mean, I mean, in the first year of college, they're taking out loans and they're already in debt before they ever finish that first semester.

00:28:12

So there needs to be— there needs to be a quality program back in Fort Worth ISD that addresses college and career readiness. And we need to raise the bar.

Speaker C **00:28:22**

Thank you.

Speaker G **00:28:23**

Because 12th graders that can't read, That's a problem.

Speaker A **00:28:26**

Yeah, yeah.

Speaker B **00:28:27**

Um, yes. I love that. I, I love that. I would love to see Florida Valley State have a program for students to have access to those things. I'm just piggybacking off of what everyone said. Our kids need to be multi-disciplined. They need to have expertise in more than just one area, um, so that When they do decide to step out when they're 18, if one thing does not go as planned, they do have a plan B that they are confident about.

Because I do believe when you graduate, that, that's what we're exploring, our options. So they need to have options. They need to be adaptable. They need to be able to be successful if they choose this is not the way to go. I think also Yeah, okay.

Speaker A **00:29:18**
Yes?

Speaker F **00:29:19**
I also think— so I have a goddaughter that graduated last year. Because she's [disability information] , she just wanted to get out of her school. She had so much bullying, and she had so much difficulties just getting to her classes and having teachers believe her when she's being bullied in the hallways or in the bathroom.

00:29:42
They've even done [a district school] someone even did a recording of her using the restroom. Like, there's been just nonsense. So children that are disabled, I think they need to have eyes on them. If it's not through counseling, through the counselors, through someone else that is able to assist them so that they have that support.

00:30:04
Because now she's like, I took the year off Now what am I going to do? But her reading isn't even at par.

Speaker B **00:30:13**
Her math isn't even at par.

Speaker F **00:30:15**
Because she was one of the ones that just slipped through because she's [disability information]

Speaker A **00:30:20**
Yes, right here.

Speaker B **00:30:21**
So when I think of a successful graduate, I'm probably going to piggyback on what I was just saying. A successful graduate is one that was shown a path forward, not just into a 12th job, grade, but back in middle school, they were shown different careers that they can go into. They are exposed to different things.

They also have a community around them that loves and cares for them. I know latchkey kids from Gen X that parents had to work all the time. This isn't a new thing where parents had to work all the time and parents weren't able to do the thing.

Speaker I **00:30:53**
Mm-hmm.

Speaker B **00:30:54**
The teachers were able to then help— I don't know, when I grew up, the teachers had a little more passion, but I also think you can be passionate, but you don't have to worry about whether or not you're going to be able to pay your water bill or not.

Speaker A **00:31:07**
Right.

Speaker B **00:31:08**
So, I think a successful graduate is somebody that knows what they're going to do, even if it's 5 things, 10 things, 20 things, whatever it is, but you do know what's out there. You don't graduate and be like, okay, well, I don't know what I'm going to do. That should not be a thing.

00:31:22
A successful graduate is somebody who Fort Worth ISD cares about, it doesn't— I don't know how one kid can slip through the cracks. This is not a thing. Like, this should not be a thing. We should not be okay with that being a thing. If any kid is in the 12th grade and cannot read, that is absolutely— I mean, one, that's unacceptable because that's the purpose of the school.

Speaker I **00:31:45**
Mm-hmm.

Speaker B **00:31:45**
Like, we're talking about graduate. That's, to me, I don't even think that's a necessary question. Like, we really should be talking about why can't they read. That's concerning. These are your doctors, lawyers, dear God, they're in college now.

Speaker F **00:31:58**
I don't care if they can't read.

Yeah. They don't have the stamina. Read full books. If you have a successful graduate, you can read a full book.

Speaker A **00:32:06**
Make—

Speaker B **00:32:06**
I make my kids read a book a week. I don't care. The 4th grader is reading a book a week. You better finish that book, and I got questions afterwards. But where are those Where's the accelerated reader? What happened to that? I asked that question and I get no answer.

Speaker A **00:32:22**
I know what happened. Well, I know it's expensive, but I know that certain PTAs will pay for it.

Speaker B **00:32:27**
But if but if the PTA has to pay for it, right? We have AI. I had I had books that I just had AI make me some questions quick. It takes two seconds for us to create. We create our own database of questions for these books that these kids could read. Have a set number of books.

00:32:46
They are required. You're required to read these books. I don't want any hee-hee-haw. You can listen to them on YouTube. Like, get the books, sit down.

Speaker A **00:32:55**
You remember summer reading lists? Summer reading lists. Y'all better get that book. You better get it done.

Speaker B **00:33:00**
I had a summer reading list every single summer.

Speaker A **00:33:02**
Yeah, you get a pizza?

Speaker B **00:33:04**
Yes, ma'am. Yes, ma'am.

You were going to get kicked out of the honors reading class if you didn't read the list.

Speaker C **00:33:09**
I just have a quick thing. Do most schools have the GO Center?

Speaker A **00:33:15**
I don't think every— I have worked at a campus that had a GO Center.

Speaker C **00:33:19**
I worked at a campus that had one, and it's really like they're making it an option. That should not be an option.

Speaker B **00:33:25**
It should be for everybody.

Speaker C **00:33:27**
Maybe starting like 11th, 12th grade. I mean, 10th, 11th grade, and by 12th grade we already have that decision made. If it's working for one place, why aren't we doing it for everybody?

Speaker A **00:33:39**
Yes.

Speaker F **00:33:41**
Also, with a successful graduate, I knew of a teacher that put their own child in college during the summer of her freshman year. It was one of my daughter's friends, and I knew the teacher because I was volunteering at the school. If I would have never known that, my kid wouldn't have been already year into their, their career path in college.

00:34:05
I didn't even know that was an option. I didn't even know that they paid for it. So when I put them in the sophomore year, I was like, oh my gosh, they paid for it. My kids did classes, they got their credit to go to the next college. Like, these things aren't taught.

00:34:20
They're not told. They're not— they're not even prepared.

00:34:23

Mm-hmm.

Speaker F **00:34:24**
But because I'm a I fought for my education for my kids because they had IEPs. So I was always there, and it made it so difficult because they kept telling them that they're, they're an adult, let them advocate for themselves. And I was like, yeah, that's not happening, that's not happening. So I went to every IEP meeting, every 504 meeting for my kids so that they could be ready.

Speaker A **00:34:49**
Mm-hmm.

Speaker F **00:34:49**
And now they're already in college, and they both They both have a full ride, and it's like, if I would have— I would have never known if I didn't find out about that kid.

Speaker J **00:35:00**
Okay.

Speaker A **00:35:00**
Yes.

Speaker J **00:35:01**
So I haven't, like, been part of, like, the school system in a while. I have a little one, but I graduated from Fort Worth ISD, and all the things that y'all are asking for, we have all of that. All of it. I mean, like, I graduated with a full ride. I can communicate.

00:35:19
I can, you know, all of these successful graduate problem solve. Um, if I want to— I'm not working right now, but if I wanted a job, that's super easy for me, you know. Things— we were prepared for college.

Speaker B **00:35:30**
Mm-hmm.

Speaker J **00:35:31**
But it sounds like things haven't been going on like how they used to, where things weren't started from the beginning, from the basics. I mean, I hear now because of her,

I'm preparing for her. She's only 2, but I'm preparing for her.

Speaker K **00:35:43**
Good job, Mommy.

Speaker D **00:35:45**
Good job.

Speaker J **00:35:47**
She knows how to talk in these because I'm involved, but I'm hearing, you know, there's no more imaginative play, things like that. Kindergarten is not what it used to be.

Speaker C **00:35:57**
It's also—

Speaker J **00:35:58**
we need to go back to the basics, you know, teaching them through play, teaching them— because that's— I mean, you learn problem-solving, fine motor skills, you learn all these things. We were taught cursive. We We were in elementary school going to colleges, going to places that were fun. I mean, I enjoyed school.

00:36:19
I wish school was like that for my daughter. And that's what sounds a little bit scary because, you know, kids are coming out unprepared and then they're not even enjoying school. They just want to get out.

Speaker E **00:36:30**
Yes.

Speaker C **00:36:31**
We're dealing with a different type of children these days.

Speaker D **00:36:35**
I got 2 students.

Speaker C **00:36:38**
These are not us.

Right, but, you know, they could be.

Speaker J **00:36:42**
I mean, she— I teach in different ways, right? So we have the technology now. I mean, there is AI. I'm not too sure about having kids her age with tablets and things like that, but our teachers can have these tools if they're provided to them to be able to adapt to these different kids.

Speaker B **00:37:01**
and things like that, but it sounds like there's a lot of disconnect everywhere.

Speaker E **00:37:05**
Okay, okay.

Speaker A **00:37:05**
Let's do one more and then we can move to question 3.

Speaker D **00:37:09**
Okay, I just wanted to put on the record once again, we have models from other ISDs that we can go by, and if we see that those things are working, let's start implementing those things. I had 2 graduates from Uplift And it's a charter school, and I drove back and forth 45 minutes a day for 6 years just to make sure that my kids got the education that they needed.

Speaker I **00:37:38**
Every day.

Speaker D **00:37:39**
But I say that to say they have a program high school through college. That's what it's called, Road to College Success. And my daughter graduated with a full ride to Loyola.

Speaker K **00:37:54**
And—

Speaker D **00:37:54**
but they— it didn't start in the 12th grade. Starting in 9th grade, they were on her. Not only were they on her, they were on me. I had to be at the school every other day for something, and I was okay with that because it meant that my child was set up for success.

Yes.

Speaker D **00:38:12**

So there are parents like us that are in this room that all you have to do is implement a program and Tell us what we need to do. And we're going to do that to make sure that our kids succeed. So Fort Worth ISD has no reason. And I've been to enough board meetings.

00:38:31

I've, like I said, I spoke to enough parents. I subbed at enough schools to know that there is enough of us for us to not be failing our Black and brown students.

Speaker B **00:38:43**

I just have one.

Speaker A **00:38:44**

Yes.

Speaker B **00:38:45**

I'm not sure if this is where someone of expertise can tell me. I believe that 4 or 5 seats do, but they're only in select schools.

Speaker K **00:38:56**

And that's why I—

Speaker B **00:38:57**

that's why I eat it the way I eat it. And that's the problem. So some of our schools have that exact growth, but it's a lottery system. It's, it's schools that parents don't know about. It's all these different hidden programs. Instead of it being put across the board and available to all students, you have to be a part of something or know somebody.

00:39:25

And I'm going to be quiet now because that's where I— okay, I'm not. So that's where I feel when the J.K. Law School, when it closed, where my country The conflict was it was a great school, but I also knew that a lot of educators knew it. They had their kids there.

Speaker C **00:39:44**

Yes.

And we didn't even know. We didn't know about this great school, but everyone who needed to know about it knew about it. So where all of the resources and all of the things were, were some kids were able to get access, other kids were left behind. So I wish I I had the same story as this young lady up here because I'm a Fort Worth ISD graduate as well, and I graduated top of my class, but I didn't have any of those experiences.

Speaker E **00:40:12**
Okay.

Speaker B **00:40:12**
And it could be because I was probably on the other side of the tracks. So I, I— that's what I want to see when you say successful graduate: exposure, these programs, accessibility, all of those things across the board.

Speaker A **00:40:25**
I think that is— it's really striking to me that many of you at the same time said hidden programs.

Speaker B **00:40:31**
Yes, it's like a school district within a school district.

Speaker D **00:40:34**
Yeah, honestly.

Speaker A **00:40:35**
Um, and I'll— well, I'll take a brief aside to say, um, something about, uh, governance. I'm sure you've— if you've heard any of the board talk before, governance versus operations. Um, our job, or our, our goal as a board Is exactly what you're describing, that every child gets a quality experience. And the way that we do that is— I would never— well, that's not the way, but what we're trying to do is turn, turn the tides in that if you have a transportation question or need, you don't need to have special access to me as your friend who's the board member.

Speaker J **00:41:17**
Mm.

Speaker A **00:41:17**
You know, because the district is transparent, parent with you and that information is

readily available so you can get what you need. And you get the same treatment and the same answer as somebody else.

Speaker C **00:41:29**
Yeah.

Speaker A **00:41:30**
I heard— I'm going to admit my own mistake.
[personal information about a Board member's child]
and they said, I don't— I, I don't— in a nicer way, I don't care if you're [Superintendent] son, [personal information about a Board member's child]
wait.

00:42:01
Honestly, that needs to be the message across the board because that's equitable treatment for everybody. So that's what we're saying.

Speaker B **00:42:11**
It can't be fair when—

Speaker F **00:42:13**
yeah.

Speaker C **00:42:17**
Right, yes, no, good point.

Speaker D **00:42:21**
Shout out ParentShield for teaching us what we need to know.

Speaker H **00:42:25**
I just wanted to say that, yeah, so Fort Worth ISD has been saying a lot about equity, equity, equity. They really aren't giving it to us and it's not really happening. And I am new to Fort Worth, I'm only 3 years here, so I don't know the history in regards to like the district necessarily, but as someone who does live on the other side of the tracks on 35 on Rosedale, which is the south side, my kids went to school in Fairmount.

00:42:52
I saw the difference from afar. And so, which is one of the reasons why I'm also here,

because I am a brown. And so I want— I see— I don't know what the neglect— I don't want to say neglect, but— I don't But want to say neglect, but I do see the it's almost like, yeah, it is a neglect.

00:43:07

Everybody else is growing. That side of 35, Sundance Square is thriving. Even the north side is thriving. Like, everybody else around that little pocket of 76104 and the other ones that are right there, Morningside, you know, I don't know them all.

Speaker D **00:43:23**

76103.

Speaker B **00:43:23**

But every—

Speaker H **00:43:24**

it's just like you can see the light and where the dim spot of Fort Worth. And Fort Worth, the city that Fort Worth Fort is, Worth is, is, you know, we should not— we should be a part of it. Like, maybe there's a little pocket here and there, but that whole side between 35 and 20 is dark with commute.

Speaker B **00:43:45**

Like, with—

Speaker H **00:43:46**

like, Fort Worth is not pouring into that, right? So if the city's not, let's at least let the Fort Worth District pour into our kids, because at the end of the day, those kids are going to be the ones teaching to change it, to pour back into it. So if we're gonna have local government seats taken by right now this younger generation, Lord take us or help us, you know.

00:44:07

So anyways, yeah, that's what I'm gonna say.

Speaker B **00:44:10**

Pretty much whole dynasties being left behind. Yeah, pretty much.

Speaker A **00:44:16**

Let's do next one. Okay, so what values must the superintendent honor Regardless of pressure or politics in accomplishing the work of the district?

Speaker K **00:44:28**
Yes.

Speaker C **00:44:29**
First of all, he needs to be open and honest, maybe have some type of open-door policy with realistic information. Don't blow smoke up my nose when I have questions or I'm trying to come with a group and get some things done. We have, uh, Things that we have to share with them or hear or whatever.

00:44:54
And also, we need to have stricter rules on the way they treat us.

Speaker A **00:45:07**
Can you tell me more about that? Stricter rules on the way they treat us?

Speaker C **00:45:10**
Just because you got that seat, don't think that you can unhave that seat.

Speaker B **00:45:16**
Okay.

Speaker C **00:45:16**
Just because we got you in there, don't think that we won't get you out of there.

Speaker A **00:45:19**
Okay. Okay. So, um, respect, mutual respect.

Speaker C **00:45:23**
Mutual respect will be nice.

Speaker A **00:45:24**
Okay. Yes.

Speaker G **00:45:25**

I think one of the things that they should also honor is letting parents back in the building. Every school I've visited this year, there is a door that the parents cannot go past. And I get the whole safety issue, but I also get— you calling me 15 times a day because you can't control my child, you know.

00:45:44

So let me go peek through the window unexpectedly and see what's going on, because I'm going to see if it's my child or if it's you. And I think that's the real problem.

Speaker D **00:45:53**

Okay.

Speaker F **00:45:54**

My brother, he— my mom used to pop up on my brother, and I don't think he would have gotten through school if she didn't put the fear of God in him.

Speaker A **00:46:05**

I've got one of those [personal information about a Board member's child]

Speaker D **00:46:13**

Yes.

Speaker B **00:46:14**

I think they need to not let politics and personal agendas affect what's best for our kids.

Speaker A **00:46:21**

Because a lot of them show favoritism or they try to inflict their religious or personal beliefs into how it should be ran, and that's not how it is for everybody.

Speaker B **00:46:32**

I'm going to repeat what she just said. Politics should not be involved in the superintendent. The superintendent's role is to be there for the people and what the people want, not what you want, not what— oh, I'm part of, affiliated with this church or this party or whatever. What do the people want?

00:46:51

If the people want A, you're going to give them— figure out how we're going to get to A. If

the people don't want it, then you have to figure out You how to get to B.

Speaker C **00:46:57**
I think that's a great point.

Speaker B **00:46:58**
either explain why this, you know, why you're doing it and maybe sway some people, but you can only do what the people ask you to do as an elected official.

Speaker A **00:47:10**
That's what—

Speaker B **00:47:10**
that's the role. You can't— it's not, I'm representing some of the people, but I'm gonna take all the tax dollars. That's not a thing. That's not— that's not a thing.

Speaker A **00:47:19**
Understand, understand, as an appointed board, we are held to the same standard. We, you as, as the community, we represent you regardless of how we got here. We represent you.

Speaker C **00:47:29**
Yes.

Speaker B **00:47:30**
And I have a question. Make sure we're having the same conversation. Are we speaking of the superintendent that was hired? Are we talking about Dr. [Superintendent]

Speaker A **00:47:39**
It could be any superintendent over time.

Speaker B **00:47:44**
Yeah.

Speaker A **00:47:44**
Whoever the, whoever the, um, the, the superintendent of our district, the The person who is in charge of making sure that all the stuff that he needs to do is getting done by all the

professionals.

Speaker J **00:47:58**
That person.

Speaker B **00:47:58**
Because he is hired by the board.

Speaker A **00:48:02**
Traditionally. This superintendent was not.

Speaker C **00:48:05**
Exactly.

Speaker B **00:48:06**
So you see, I don't know, I've learned this recently, so I just didn't know who else was learning it too. But the superintendent is hired by the board. Yes, but we elect the board. No, I'm for it. I'm for what we're saying, but I just want to make sure because the—

Speaker H **00:48:27**
even when you—

Speaker B **00:48:28**
what someone said, everybody's saying it, right? The superintendent with their— the politics and things like that, it's like if they ain't good with one board member, they're going to do all the things in that district. district versus another district. So the making sure there's no bias, right?

Speaker A **00:48:46**
So there, this is something else that we learned in our training, that, um, although in, in Fort Worth at least, not all districts are like this, but in, in our city, um, every— what is it, precinct? No, but District 1, District 2, etc. You may vote for your specific board member That board member serves the entire district.

00:49:09
So when you see a sign that says like, thanks to our board member, that is— that, that is not how it's supposed to be. We all serve everybody.

That's the problem.

Speaker B **00:49:20**
Yeah, that's the problem.

Speaker C **00:49:22**
That's not what has happened because you may have Eagle Mountain Lake that has an excellent board member, and I have a sorry board member. care less because I just want to sit up and look cute and do good, you know, with my friends. What's been going on forever.

Speaker G **00:49:39**
Do you feel like this board didn't—

Speaker A **00:49:40**
No, not this board. No, wait, we're, we're one of, one of the—

Speaker B **00:49:44**
yeah, we—

Speaker A **00:49:45**
I mean, obviously we're, we're a democracy. I'm— I, I want our elect— our officials to be elected. One of the benefits of a non-elected board is we, we don't need to make, um, Promises that you can't keep.

Speaker D **00:50:02**
So on that, my non-negotiable, and I'm sure it's going to be everybody's in this room, next year when this right here is printed, don't come to us telling me, oh, we went up 5%, oh, we went up 3%, because you have the tools that you need and you have the people that you need behind you, parents and teachers, And you have the models from other ISDs and they brung you in, like you said, as a last resort to change the things that need changing.

00:50:34

So our non-negotiable is we want real change.

Speaker C **00:50:38**
Real success.

We want to see real change. So by any means necessary or whatever it takes, y'all know and y'all heard, not just at this listening session, but I watched several online that were excerpts from several, that you have people behind you that are willing, even though y'all were elected, y'all are here now. So do what needs to be done because this is, this is ultimate failure.

Speaker A **00:51:10**
Um, yes, pardon?

Speaker C **00:51:12**
What are y'all doing about the STAAR test?

Speaker A **00:51:13**
What are we doing about the STAAR test? So Technically, we have to wait to develop our goals and guardrails, and then that will tell us the— we'll tell the superintendent. Well, first we'll draft the goals and guardrails. We will ask the community, what do you think about these? Does this seem reflective of what we talked about?

00:51:34
The whole community. And then we'll take it to the— we'll vote on them, take it to the superintendent, and then he he will instruct his staff and himself to come up with progress markers, and then our entire job after that is to hold him accountable to those markers.

Speaker B **00:51:54**
I just want, um, the civil rights committee to honor the distribution of resources.

Speaker C **00:52:03**
Okay.

Speaker B **00:52:04**
So I need everyone to have Okay. Regardless of population amount or whatever.

Speaker G **00:52:15**
Demographics.

Speaker B **00:52:16**
Yeah, demographics or things like that.

My school is 1,000 years old and yours looks like a college.

Speaker A **00:52:21**
Yeah.

Speaker B **00:52:22**
Okay.

Speaker A **00:52:22**
Okay.

Speaker B **00:52:24**
Anybody else? What do you want us to honor?

Speaker E **00:52:26**
I just wanted to piggyback off what she said. I feel like the superintendent needs to honor and value what's struggling. You are only as good as your weakest link. And so if you are a superintendent, don't pour only into the schools that are giving you the successful graduates because they know what it looks like on certain sides of town.

00:52:46
So it should be the same on other sides of town. Like she said, just equal it.

Speaker A **00:52:52**
Okay.

Speaker H **00:52:53**
I just wanted to say something.

Speaker C **00:52:54**
Yes.

Speaker H **00:52:54**
I guess I wanted to— or I'm concerned— my question is, question, or what should be honored, is what we're speaking in at the school board meetings. Because I feel like we are encouraged to go speak, but, um, we already know how the voting is going to go, right? You guys aren't going to vote, um, yes or no, so it's either going to be all nos or all

yeses.

00:53:16

So almost it's like, why are we going in there to speak and to say anything when the decisions practically have already been So if we are really going to be heard, what's the process? Like right now we're saying all these things to you, it's being recorded, awesome, and I feel like you're just checking your box and you got like what you needed to say, well, we got your feedback.

00:53:41

But then where do we get the results from this feedback? Where do we get, we heard you, this is what we're hearing, and now this is what we maybe want to communicate to the board, or where do we see that our voices are really being heard? Because as someone who has been speaking at school board meetings, um, and I'm seeing how we're speaking and then how Dr.

00:54:03

[Superintendent] started off this season with he didn't really care what we've got to say. So how do you go back from that kind of stuff? You know, how are we really—

Speaker I

00:54:11

I think Lori spoke this earlier. The purpose of these meetings isn't just to check off a box. We can do more important things than checking off boxes. The purpose of these meetings are to listen. We are compiling this information. We've been at how many business sessions?

Speaker A

00:54:31

67.

Speaker I

00:54:32

And we're doing a survey, which says right now it's about 3,000 or something.

Speaker B

00:54:37

I think we're aiming for 5,000.

Speaker I

00:54:39

Really?

Exactly.

Speaker A **00:54:40**
We want 5K.

Speaker I **00:54:41**
We're not just going to check off a box and say, well, we did it, thank you all very much. We're developing goals.

Speaker B **00:54:47**
Okay.

Speaker I **00:54:48**
Those goals are where it's going to be the vision of our community and our values and what you said. Okay, that's where your voice comes in. That's why it's so important for all of you to be here. Yeah, once we have those goals, I think Lori's already explained this to y'all, but once we have those goals, we implement those goals.

00:55:06
After y'all approve them, and then we hold the superintendent accountable for doing what you said. That's why this is important. The goals are going to set that. The guardrails are going to tell them what not to do. We'll talk about that later. Okay, okay. But this is not about checking off boxes, it's not about appearances, it's not because we're not listening at board meetings.

Speaker A **00:55:28**
Okay, um, and I would love to afterwards, um, specifically talk about the board meeting process and, and help, um, talk through that.

Speaker D **00:55:37**
Because a lot of us feel like we— yeah, like she said, we come up there and we talking, especially when we have board members that sit there like this.

Speaker A **00:55:45**
Yeah, yeah.

Speaker H **00:55:45**
I've seen some of them nod. Not your board, but past ones, you know, they would nod.

And like, I get that you're saying right now maybe it's gonna finally— we're gonna get the change, but I've also gone to the facilities meeting where all I am being is spoken at. I'm not really being heard.

00:56:01

So, you know, great. I, I really— I hope that, you know, this stuff does come moving forward. And, you know, so that sounds like that's a non-negotiable to be heard.

Speaker I **00:56:13**

This is not the end of the conversation, okay?

Speaker B **00:56:17**

This is the beginning of the conversation.

Speaker I **00:56:19**

This is the beginning of the conversation. And people just talking at you, that's when you let us know. This is the beginning of the conversation. This is not the end.

Speaker B **00:56:31**

So I think it's not— so, and make sure I'm getting this right, so because they're recording— on our non-negotiables is to be heard and to see actions behind the things that we are saying. It's not just, oh well, we heard you, and then whether it's checking a box or not, you should be able to see tangible a product of what you as a community came and said.

00:56:55

So I think that sounds like a non-negotiable. I want to make sure we get these non-negotiables recorded.

Speaker H **00:57:00**

Yeah, no, I agree with you, because even if what we want to bring to the table is not right, then you guys letting us know, well, we heard you, but this is why it's not going to work out, that lets me know that like, okay, you heard me, now you've got—

Speaker A **00:57:12**

yeah, you consider me, or you can I like that you framed that in that you understand that being heard isn't always, you did what I said, but you understand why I did what I did.

Dr. [fmr. Supt.] used to do that. She will address us and she will explain. She will follow up with us no matter how— and she remembers our names. So when we spoke, and even she wouldn't speak at the time, so we understand the process. But what it is, is that there's There's no follow-up.

00:57:42

There's no, hey, I did hear you, but here's what's going on.

Speaker A **00:57:45**
Okay.

Speaker B **00:57:46**
And we're just left on deaf ears.

Speaker A **00:57:47**
Okay, so being heard, feeling more transparent, understanding the process. Yes.

Speaker B **00:57:53**
As of now, in terms of resources, I know there's been an attempt to shuffle human resources around in the district where schools that have more students but less staff, he's not in the The superintendent is now in the process of having more staff and less kiddos. But these listening sessions, the first I've been to for parents, there's none for teachers.

00:58:17

Or if there is—

Speaker A **00:58:19**
Oh, we did. No, there are.

Speaker B **00:58:20**
We did.

Speaker A **00:58:21**
Yeah, we did. Um, UEA was very gracious and hosted one for teachers, and they were lovely. It was absolutely emotionally—

Speaker B **00:58:29**

Because then that's all I want to say. Oh yeah, definitely.

Speaker A **00:58:33**
Absolutely.

Speaker B **00:58:33**
There's one at the Wellman Project.

Speaker A **00:58:35**
Yes, yes. Oh, and I was there too. Yeah, that was a good one. Yes, let's do these 2 and then we'll go to the next question.

Speaker K **00:58:42**
You know, I think one important characteristic of a leader is being willing to get in the trenches of the people that you're trying to help. Like, I feel like he should go to all these different schools and talk to the teachers, talk to to the parents, the students, to get a better understanding of what's going on.

00:59:02
It just seems like sitting at the top, he's just getting all this data and all this information, whereas he needs to go there and see it for himself also. And I think that could help him make a more informed decision.

Speaker E **00:59:17**
Okay.

Speaker B **00:59:19**
I believe that the superintendent should have integrity.

Speaker C **00:59:25**
Non-negotiable.

Speaker B **00:59:26**
Should be able to visualize, be able to sit in classes, be able not just to sit up there and— because, you know, they're listening— but to be actually there. Have more respect, have more passion for our kids, passion for our parents that do go to the board meetings and do actually sit there and fight for their kids.

Okay.

Speaker B **00:59:49**
And that way, when you value those parents, we'll have more parents. Because some of those parents are kind of scared to come out because they said— believe me, I've gone to 2 board meetings and I've sat there and I've seen board members yawning.

Speaker J **01:00:07**
Why are you yawning?

Speaker B **01:00:09**
It ain't time for you to go. You just got started.

Speaker F **01:00:13**
Be more passionate.

Speaker C **01:00:13**
Have more energy.

Speaker B **01:00:14**
integrity. Be there, not just there, you know what I mean?

Speaker K **01:00:21**
Yeah.

Speaker A **01:00:21**
Okay, next one. Is this number 4 or 5? This is 4. Okay, so we'll have 2 more. This one tends to go— this is a pretty good one, and then we get up, we get into the last one. What are some things that Fort Worth ISD is doing for our students right now that are working and And you want to make sure we keep it.

Speaker C **01:00:42**
Yes? I really like the trades that we're teaching our students because that's kind of the way the workforce is going anyway. Unless you're doing AI or something else. And the applied learning academies we have are a step above the regular overnight schools.

Speaker E **01:01:00**

Why?

Speaker C **01:01:01**

I don't know, because I have a granddaughter that went to public. When she went to the supply learning academy, she's just flourished. And I also need to talk to you after this.

Speaker G **01:01:13**

Okay.

Speaker H **01:01:14**

See, I have the opposite view. I feel like that's what's keeping it from not working because now that we've got some of the choice schools, now some of the other schools, you kind of start getting selective, you start going through there, you know. And so what about the school— the child that didn't get to go?

01:01:31

But I feel like those schools are— they're great and they're great programs, but that should be implemented throughout the whole district, right? Because then now it's causing gaps where some kids are not, you know, getting the same opportunities. And something else that I think is working, although I think it does need a little bit more tweaking, she talked about the dual language.

01:01:51

My kids were in dual language, and something that I did notice was my 3rd grader, or 3rd grader now, that's kind of where they kind of stop with the Spanish, and then they, you know, the English, you know, kind of comes back into being the more predominant. But I feel like if we are going to have a true bilingual or dual language program, it should go beyond into high school, like graduate, right, like she was saying.

01:02:18

But also not to have like a true dual language program I'm not worried. It's like you kind of learn into a certain, you know, certain amount and then stop. And I noticed it because I pay attention to his MAP test. And so he flourished in English, and in Spanish he really didn't do— but kindergarten, first grade, and second grade— no, sorry, for kindergarten, first, like, his MAP tests were through the roof.

01:02:41

And in Spanish he had a hard time, and that's because his vocabulary had reached a limit. So he wasn't reading and understanding understanding as much anymore. And so I think

that that's also something that could, could need tweaking, you know, because if we are going to have a dual language program, then we shouldn't just stop them at 5th grade.

01:03:01

What if a lot of those kids are also not, um, like bilingual already at home, so they do need to keep that education at home?

Speaker F **01:03:10**

Yeah, okay.

Speaker C **01:03:11**

Yes.

Speaker B **01:03:11**

Um, I think Forward I See, I'm probably 1%, optimizing the time. I think this year the kids do not have as much free time. Now I do think it needs to be tweaked on what's happening in those time blocks, but I like how Forward I See has found time throughout the day to do something with it.

01:03:38

So I like that part. It does need tweaking on what they're doing. Okay, but you like the great optimization design? We should say, okay, this passing period doesn't have to be 10 minutes. Yeah, yeah, you know, the building's only this big, you know, let's make it 5. Let's do more work on this end.

Speaker A **01:03:54**

That's my, um, as a parent, that's my one of my biggest yeses for this year as well. Like, they started learning the first day. Oh, that's why we're here. Okay.

Speaker B **01:04:02**

Yeah.

Speaker E **01:04:05**

Are these community outreach meetings? Are these new?

Speaker A **01:04:10**

I, I don't know.

These listening with the board members. They've had them from what I know since the new board took over.

Speaker A **01:04:23**
Yeah, of the new board.

Speaker B **01:04:24**
So continue to do that.

Speaker A **01:04:25**
Do that.

Speaker E **01:04:26**
Makes a difference.

Speaker H **01:04:27**
Okay.

Speaker D **01:04:27**
Yeah.

Speaker E **01:04:27**
Being out into communities and meeting the parents. parents in seeing us face to face.

Speaker C **01:04:33**
Okay.

Speaker B **01:04:34**
Yes.

Speaker G **01:04:34**
I think one of the things, or probably one of the only things I think they are doing right, is the parent portal.

Speaker A **01:04:44**
Yes, access to information.

About your child all the way from when they start at school. And as a parent, you can kind of— you can communicate immediately with the teachers because there's a communication button you can hit. sends a message, a text message straight to the teachers. So I think the parent portal works.

Speaker C **01:05:00**
Yes.

Speaker A **01:05:02**
I like that too.

Speaker B **01:05:03**
Okay, right here.

Speaker H **01:05:05**
The Parent Square with the parent portals, right?

Speaker B **01:05:09**
The Pre-K-3 program, my daughter is still on the waitlist.

Speaker J **01:05:12**
I forgot about it.

Speaker B **01:05:16**
I like the ROTC program for high schoolers, the fact that AP is free. Because like some other districts, you have to pay for it. So, uh, there— and then there are the Elegate schools. So, uh, the menu on the— in the cafeteria has also improved a little bit.

Speaker A **01:05:33**
Oh good, really?

Speaker C **01:05:34**
They had chicken and waffles though. Right, I wanted it.

Speaker B **01:05:37**
I mean, I still don't eat it, but it's improving.

That's good.

Speaker B **01:05:42**
So yeah, I've seen some good things happen.

Speaker A **01:05:45**
That's good. Um, okay, well let's do— let's get to, um, Let's get to the last question here, and then of course we're happy to stay and talk afterwards. Well, I'm speaking for myself. [?] like, I'm gonna fall over. When you think about how Fort Worth ISD is educating our students, is there anything that you think is not working and that we should stop doing?

01:06:10
Now, we've kind of talked about this, but again, what else? What's been left out?

Speaker I **01:06:16**
Yes.

Speaker C **01:06:16**
Stop teaching to pass the STAAR test.

Speaker A **01:06:22**
Yes.

Speaker H **01:06:23**
Okay.

Speaker C **01:06:23**
Teach me to learn what I need to know in life.

Speaker A **01:06:28**
And then that's—

Speaker C **01:06:28**
Whatever the waning moon is on the right side, I need to know.

Speaker A **01:06:31**
Right, okay.

Don't teach it just because it's on the STAAR test.

Speaker B **01:06:34**
Okay.

Speaker C **01:06:36**
Also, problem children in class. If my child can't learn because Because Billy Bob is cutting up, and Billy Bob cuts up every day. There needs to be real consequences for Billy Bob and his parents. Now don't send him to the office so he can sit there and play with the principal all day.

01:06:56
Send him home, give her a ticket or whatever y'all want to do, or give her warnings or him warnings that your child is disrupting, your child is doing this, please come with us and And tell us what we can do to help you and your child to get on one accord, because now you've discovered [?] child with grandbabies, and I'm not going to put up with it no more.

Speaker A **01:07:16**
Okay.

Speaker C **01:07:17**
Okay?

Speaker A **01:07:18**
Yes.

Speaker G **01:07:18**
I think we need to stop carrying a child— like, if you have a child that is disciplined or behavior or something in one class or in first grade, don't carry that to the second grade before the child gets there. The teacher's already said, oh, I know, I had him in this class. way he acted, you're not going to teach him anything.

01:07:37
So you've already programmed that teacher that that's a problem child. And I've seen it happen on every stair level. I've seen it happen on the 6th grade going to the 7th grade. So I've seen it at every step. What do you call it, that building gossip? Because it's a breach of confidentiality.

Yes, it is. Yeah, it's a violation of FERPA.

Speaker G **01:07:58**
I'm preparing you already to before you walk in the door that you're going to get Adam West, and, you know, he likes to jump off of tall buildings or something like that.

Speaker A **01:08:07**
Right. Here and then here.

Speaker E **01:08:10**
I think I've heard probably over the last year or two that I've been in rooms where it's teachers and they're just like, well, it's the parent's fault.

Speaker J **01:08:21**
They—

Speaker E **01:08:21**
we send them home with homework and they don't do the homework. And I'm just like, does that give y'all an excuse not to teach the children. Some parents can't read, some parents are working at night, and so I just— But I just would like to stop hearing the teachers blaming the parents.

Speaker G **01:08:38**
Okay.

Speaker C **01:08:39**
Yes, I wish they would stop labeling kids by like, oh, he's like the bad one, and always picking on them. And, you know, instead of like, hey, I want to know what's going on here. Let's have a meeting, let's call the mom, and don't let, you know, a lot of things happen, you know, let that kid run around, and then when they're like up to here, go up to you and tell you, hey, you know what, he needs to go.

Speaker G **01:09:04**
Oh, why?

Speaker C **01:09:05**
This is the first time you call me and you said something.

Why does he have to go?

Speaker C **01:09:10**
So I really would appreciate if they stopped doing that.

Speaker A **01:09:13**
Partnership from the beginning.

Speaker I **01:09:14**
Yeah.

Speaker B **01:09:16**
Yes, that's what I was going to say, the partnership. But that's, that's not— I don't know if that's a stop, but they going back, being able for the parents to have exposure to what's happening. So when we block parents from entering classrooms, or when we only make calls as necessary and you don't partner with us, we not in power to help.

Speaker A **01:09:43**
So stop blocking access for parents to their children's education.

Speaker B **01:09:48**
Yes.

Speaker A **01:09:48**
Okay. Um, here, here, here.

Speaker G **01:09:51**
Yes.

Speaker B **01:09:52**
Um, I think they need to stop making decisions on our students and listening to people who aren't directly involved with it.

Speaker J **01:09:58**
Okay.

Speaker B **01:09:58**

Like, they listen to all the outsiders before they actually get to the root of the problem, like what's actually happening in the classroom. A lot of that's because, like they said, parents aren't allowed in there. I can tell you about my child Than a person that walks past.

Speaker C **01:10:12**

Yes.

Speaker B **01:10:12**

So as a parent of former [a district elementary school] I had 3 come out of there. This past year they actually informed the parents that they could come in, and it made a big difference because my daughter at first, she, uh, she was in 1st grade last year, she was doing really bad with whoever that teacher was, like, and the lady was not Getting back to me when her grade dropped, and I kept informing her her grade is if her grade is dropping, call me.

01:10:41

Like how hard is that? Call me when she doing something bad.

Speaker C **01:10:43**

She can't call me when she feeling.

Speaker B **01:10:46**

So my thing was like when they implemented and coming back into you know oh once a month we come eat lunch, things got better.

Speaker C **01:10:55**

I mean I think they should really bring that back because it kind of brings back. confidence in the kids.

Speaker B **01:11:00**

Like, you're here, you're looking at me.

Speaker C **01:11:02**

It's not just robot. Yeah, yeah, not only positive or negative, but the positive.

Speaker A **01:11:08**

Let me get— you had a question?

01:11:10

Yeah, so mine is because I also have a daughter that has [health information] and so I think that meeting should be stopped before the staff gets into the ARD meeting.

Speaker C **01:11:21**
So you should not be talking about my child. Without me being present for that IEP ARD meeting because I also want to be part of the team.

Speaker H **01:11:32**
Yes.

Speaker A **01:11:32**
Yeah.

Speaker K **01:11:32**
Yes.

Speaker A **01:11:33**
So you're an equal partner.

Speaker B **01:11:36**
Yes. So I want to reiterate a couple things. One, I don't— I would like the stop to be that the teachers are forced to teach to the STAR test. The STAR test should reflect what's in the classroom. This should not be a It shouldn't be, oh, well, I got to teach this thing because it's not in the curriculum, but it's on the STAAR test.

01:11:59
That doesn't make any sense. The whole thing should be— it should flow and it should all be cohesive. There's no reason why a child should be sitting in school all school year and then somehow— just to— I think it's just to get meets, it's like 40% or something. It's not even a high number.

01:12:17
Yeah, so I would like that to stop. And then I'm going to also agree with what was said that for me, if my child gets—

Speaker G **01:12:28**
we got to—

I want there to be a standard. All teachers, you're teaching the kids. This is your profession. You should have a standard in your classroom. I really don't want my kids to go below an 80, right? For me, if my child drops below an 85, I'm expecting You can say, hey, I think they don't get it, you know, like don't let me pop into, you know, looking at these grades, I'm like, oh, that's a surprise, you didn't want to say anything?

01:12:55

So I think that should stop. More parent-teacher conferences should keep happening. And I know it might not be comfortable because maybe, you know, you heard a few things, but the more there's that dialogue, it's going to get more and more comfortable. comfortable for the parents and the teachers.

Speaker A **01:13:11**
Okay.

Speaker B **01:13:12**
Just real quick.

Speaker A **01:13:15**
Yes.

Speaker C **01:13:16**
And I mean, I give you what you're saying because like, I'm just going to give you real quick off my story.

Speaker B **01:13:21**
My son, they were like complaining, complaining, all these things right before he finished school this year, right?

Speaker C **01:13:27**
And I was like, oh well, he's going to be failing, I bet you anything, you know, because he's not doing well. Well, guess what? He was the top 3 in the whole class to pass the STAR test and to do like very, very well. Of 3 kids, the teacher bought him a Wingstop, bought him Starbucks.

Speaker K **01:13:46**
He was happy.

He was almost kissing his feet because he didn't thought like, so he used so many problems and how is he like, you know, he is learning but at his own pace, I guess I would say. And yeah, because she was not, or he, the The teacher was not paying attention or being like, oh yeah, you know, he's learning or whatever.

01:14:05

He's just like, oh, he's just troublemaker or whatever, and not calling me for like the grades and saying, you know, he's behind or whatever.

Speaker A **01:14:13**

So I think that, yeah, they should pay attention to the successes and academics of the child, not just controlling or—

Speaker B **01:14:21**

It's kind of the prison behavior.

Speaker C **01:14:27**

I just want to make sure that when I say the child, child, but we do know that there are teachers that pick on certain children also, that instigate that activity or make fun of them and then have the other class picking on them. We know that goes on also, but we as parents have to start getting on Parents Square, looking at our stuff every day, making our— make sure our children are where we want them to be.

01:14:52

And if they're not emailing you and you're not getting back with me, then I'm going to email your principal. Then I need to have y'all emails. I need to have somebody else's emails because this don't make no sense when you can't communicate with the teacher and say, my baby's not getting it, what do I need to do?

01:15:09

Like my baby, she just got into [a district school] She didn't have their Bluebonnet curriculum. She missed kindergarten, first grade, so second grade is hard to her. She started writing down questions for the teacher and she took the paper and was just like, oh, okay. Didn't do nothing with it, didn't come back to her and say, I'm gonna help you with that, I'm gonna send some stuff home.

01:15:32

She was just devastated. It's not just the kids' fault, it's the teachers' too. But also, we as parents have to step up and do better.

Okay.

Speaker C **01:15:43**
All the way around.

Speaker B **01:15:44**
I'm sorry, I'm sorry, y'all. Y'all know how I am. You ain't got to go home, you got to get up out of here.

Speaker E **01:15:57**
Thank y'all so much, seriously, for y'all's feedback. If y'all still have feedback that you want to share, please share it.

Speaker A **01:16:05**
Nothing is better than your own words on that survey, even if you said it.

Speaker B **01:16:09**
Let me say it again.

Speaker E **01:16:09**
Please, please share it. Thank you so much for coming again.

Speaker B **01:16:12**
I appreciate y'all time coming out on a Monday night, uh, a little late. So thank y'all so much.

Speaker H **01:16:19**
Thank you.

Speaker D **01:16:20**
Thank you. Thank y'all for listening.

Speaker B **01:16:23**
Thank you for coming.

Pastors for Children Listening Session

Auto-transcribed by https://aliceapp.ai on Wednesday, 19 Aug 2026.
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Words	13,467
Duration	01:25:18
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Speakers:

Speaker A - 11.52%

Speaker B - 2.66%

Speaker D - 28.63%

Speaker E - 10.73%

Speaker F - 7.28%

Speaker G - 8.12%

Speaker C - 22.09%

Speaker H - 8.97%

Notes:

No notes.

haven't, um, and if you want to ask any questions about the building, I'll be around, although [Community member 1] could also come in and show up.

Speaker D **00:00:09**

I can answer a few questions about the process of building.

Speaker B **00:00:12**

We're just glad you're here. My job is just, of course, to introduce [Speaker E] who will introduce everything else, and thank you for your partnership and your work for so many years, every moment since I've arrived. Thank you.

Speaker E **00:00:29**

[Speaker B] thank you. This congregation is very generous toward Pastors for Texas Children and indulges the title Pastors for Texas Children. Uh, we've been— it's been recommended. We have so many rabbis. [Speaker B] uh, spreads his influence positively in the state of Texas. It's been suggested that we might change our name, and that will be the purview of [our next leader] who we'll be announcing very soon.

00:01:02

We've identified a candidate, so that's a good thing. Delighted for us to be here. Kind of knew our group would be small today. It's the first day of school, but the matter is important, and y'all are community leaders with really wide Circles of influence, and I'm glad you're here. This is a listening session the Board of Managers is doing, trying to do 65 of these.

Speaker A **00:01:29**

Goodness.

Speaker E **00:01:30**

And so I want to say just a couple of things. I'll start by saying thank you to Secretary Guerin, to Lori George, to Courtney Lewis for stepping forward and serving in this way. These are our fellow citizens. They are our friends, along with the other people on the board of managers. And we come to any conversation, particularly one as challenging as this one, with that understanding.

00:02:01

They asked me to convene our Fort Worth group. Of course, we're statewide, and, and the hour was already upon us. Because school is starting today and we didn't have a long lead time, but here we are. Here you are, and I'm glad that we're here. [Speaker B] there is no

more beautiful congregation in Fort Worth than this one, spiritually, relationally, and architecturally.

00:02:30

And, uh, and so thank you. With that, let's, let's have a word of prayer.

Speaker F

00:02:35

Amen.

Speaker E

00:02:35

Let us join together in prayer and we'll begin. This is the day that the Lord has made. We rejoice and we are glad in it. And oh God, thank you for the gift of this moment with each other and the high purpose to which you call us. We're grateful for the provision of public education for all our children.

00:03:01

And we have one goal and one unifying goal only in this room, which is to provide quality education for all children, regardless of zip code, regardless of race, regardless of economics, regardless of religion. This is what public education is all about. We believe in it. There are some of our fellow citizens who don't, But we believe in it.

00:03:27

We believe that this is a good and right thing, a provision of your justice. Let it be so, and may we hear something in this hour that will compel us to be more effective advocates for this provision. So, uh, thank you for these friends who have stepped forward in this remarkable way to serve us during this time of transition.

00:03:50

Hear our prayer for them, for Dr. Dr. [Superintendent] for all our school teachers and especially for our school children on this first day. So we are here, oh God, strengthen us, educate us, mobilize us, empower us to do your will and work, for it's in your name that we pray. And all the people of God said.

Speaker F

00:04:11

Amen.

Speaker E

00:04:12

Ms. Lewis, am I turning the floor over to you or Secretary Guerin?

Let's have a few, few words from Secretary Guerin.

Speaker E **00:04:18**

Pete, thank you for being here. Pete's got another appointment, But I tried to release him from this, but he said, no, I'm gonna come and greet our clergy, and I'll turn the floor over to my good friend Pete Guerin. We have a deepening relationship for which I'm grateful, and Pete's grateful, and he asked me to do this, and I said, of course, and I'll try to do anything that he asks me to do.

00:04:44

Well, within reason, I should say.

Speaker G **00:04:46**

And so Pete, The retiring [Speaker E]

Speaker E **00:04:51**

Yes, yes. I don't know what that means, and neither does anybody else.

Speaker G **00:04:57**

Well, thanks for joining us today. Our listening sessions, we have 2 board members that attend all of them. Sometimes we have more, but we always want to have 2. [Speaker E] pointed out that early on, We accomplished one of the Pastors for Texas Children goals, which is gave our classroom teachers a 5% pay raise on top of the other compensation.

00:05:25

So I hadn't really connected the two, but we all know how hard and long [Speaker E] has championed that cause.

Speaker E **00:05:34**

And that will probably be our number one cause in the next session is funding.

Speaker G **00:05:41**

I hope they follow our lead. Well, again, thank you all for being here. A couple of y'all I see regularly at our, at our board meetings. As you know, we're appointed, and as a recovering politician, I know there's a difference between being appointed and having to knock on doors and kiss babies, go to every barbecue and chicken dinner.

00:06:07

And I really respect that process. I respect it deeply. I've told people that I think it's a master's in life to run for office and ask people for their support. So, you know, for this position, that's not how we got here. And that makes these listening sessions— they've got tactical reasons, But it makes them more important than just the tactical reason.

00:06:35

The tactical reason is we're gathering input. If we had everybody producing like Courtney, we would have 65. Courtney has been amazing how many she's set up. But the— this is a part of our exercise to secure community input and not just listening sessions, but we also ask that you fill out the questionnaire too as well.

00:07:03

And we're assembling that information, and then in late September we're going to analyze all of it. We have a computer that's going to help us analyze it, and from that we are going to set goals that we will use as a board to lead, guide, guide the district.

Speaker F

00:07:22

Thank you.

Speaker G

00:07:22

hold Dr. [Superintendent] and all his team accountable for accomplishing that goal. And we know on our way in what we've heard from the community and what we're hearing over these weeks— focus on our kids, student outcomes, student outcomes. But we all know that there's a— it's a very Comprehensive issue, student outcomes. There are so many things that contribute to it.

00:07:55

So these listening sessions, Courtney is going to walk you through 5 questions, and we want your input to help us shape those goals. But additionally, the listening sessions are, are so important for us as appointed board members. Opportunity to hear from you and opportunity to learn, learn from you as well. And we'll finish the goals and guardrails this early fall, but this is something that we want to continue as long as we're in this position.

00:08:29

And I think I speak for all 9 of us, our job is to work ourselves out of this job as, as quickly as we can and return it. But, you know, how did we get there? How did we get here? How did we get here? Our school district has not been serving particularly our poorest children well.

Our poorest children have continued to lag behind the state average for poor children. And overall, we are the lowest performing big city school district in the state of Texas, the lowest performing school district in the state of Texas, big city. But for our minority kids, our poor kids, we are way, way behind.

00:09:13

And I believe that's a civil rights issue. The fact that we as a community, and I put myself in this, kind of looked the other way and let this develop and be true for year after year after year, and nobody stood up and screamed bloody murder. I think that's a very good point.

00:09:30

What's happening to our kids? So that's why we're here. That's why Courtney and Lori and I accepted this responsibility, and thankfully, thankfully and prayerfully. So thanks for turning out today. I'm going to turn it over and she's going to walk you through these questions, but thanks for your leadership in our community. And [Speaker E] over to Thanks you.

Speaker A

00:09:56

Thank you.

Speaker G

00:09:56

for your friendship. [Speaker B] thank you for hosting us in your spiritually, relationally, and architecturally blessed place. Thank you.

Speaker D

00:10:11

Thank you, Pete. And so to continue in the vein that Pete set there, I've been informed I've been here, I'm a bank president. I've been a commercial banker here for a long time. I live on the east side of Fort Worth and I would volunteer. My daughter graduated from [a district high school] , and as a banker, I volunteer.

00:10:37

I teach Junior Achievement. I'm a mentor. I would volunteer in schools and I would hear about these great experiences and they didn't quite match what I saw on the east side of Fort Worth. And so when the, the state intervened, which is unfortunate that the state had to intervene, when they intervened and said, who wants to help, I immediately raised my hand because I've seen firsthand the inequities that exist in our system.

00:11:00

And I've seen children that graduate from high school and cannot read. That is setting up

a young person for failure for the rest of their life. And so I've seen those things firsthand, and that's why I'm here. I am a first I'm a first-generation college student. Somewhere along the way I got a good public education.

00:11:18

I learned how to read. I earned an academic scholarship to SMU and I became a banker and now I'm a bank president. Every child should have that opportunity. It should not matter what zip code or what side of town they live on. So they— that, that is why, that is my why of why I'm here.

00:11:33

And so the reason a school district exists is to improve student outcomes. That's the only reason it exists. And I think that's a great is point. to improve student outcomes. And the purpose of a school board is to represent the vision and values of the community. And so as we go about our work, which is a governance work— there's a difference between governance work and operational work.

Speaker C

00:11:53

Yes.

Speaker D

00:11:53

The superintendent is operationally— that is his job. The board members are in a governance role, so we are setting the goals which are informed by the visions and values of this community. And so that's what we're doing here is as we're doing these 60-65 listening sessions, hopefully I'm only doing 12 to 15 and not all 60, but we are gathering the data.

00:12:17

And my colleague here, Lori, I'll let her introduce herself because I think she is amazing. She doesn't say a lot, but she's one of the smartest people I know.

Speaker C

00:12:26

So, Lori. Thanks. I'm Lori George. Some of you look familiar Others of you don't because like Courtney said, I am kind of in my little hole in my basement working on data a lot. Background, I'm a former Fort Worth ISD teacher of 12 years. Well, cumulative, not Fort Worth ISD, I guess. I started off teaching in language centers, language acquisition.

00:12:50

That was my master's degree. And then took a break for kids. Went back to school, and I

keep saying I'm going to finish that dissertation. And my focus area is psychosocial outcomes of children with autism and their families. But this is important work, and so I've kind of paused that a little bit.

00:13:13

But yeah, I'm your data gal. I got into this because I care about education. It's important to me. I care about evidence-based education and evidence-based decisions and making sure that we're closing that gap between what, as a researcher, I know and what we're doing. Now, of course, Courtney just mentioned this is governance work, it's not operational work.

00:13:37

So that's, um, that's the, the line that's tough for me, right? But it's, it's great to be here, and I find that it is helpful. Board members will kind of ask the teacher perspective. I'm able to offer that. I'm a parent to students in the district. And so, um, yeah, that's me. And I— you never know what will come out of my mouth, honestly.

00:14:00

That's probably why I never ran for office.

Speaker D

00:14:04

[personal information about a Board member's child]

, so that is not lost on me.

Speaker C

00:14:09

I made a joke. [personal information about a Board member's child] So you can tell how together my life is right now.

Speaker D

00:14:18

All right, so we can jump into the questions. I'll ask maybe, are there any questions about anything I've shared so far?

Speaker E

00:14:30

All right.

Speaker A

00:14:31

Yeah, I have a quick question.

Yes.

Speaker A **00:14:32**

You said the focus, the purpose of a school district is outcomes. What all is involved in an outcome? Is it simply test scores or is it relational work? Is it the ability to think and analyze and work together, be a respectful citizen, be engaged in the community?

Speaker D **00:14:50**

So that is the vision of this community. What is— and a lot of the questions you'll see as we go through these questions, these questions are asking what does the community see as a successful outcome? What is that to you? And so we'll take that into Right, right.

Speaker A **00:15:08**

And that is a concern.

Speaker C **00:15:10**

Yeah, but that— and that's really, like Courtney said, that's really the purpose. So a lot of the professional work I do is around self-determination, and those are all outcomes, long-term outcomes. These are life. We start in kindergarten and we grow— this child grows into a self-determined individual. And so I mean, that's why we're here, to see what does that look like to you.

Speaker D **00:15:35**

And so you'll hear CCMR, that's College Career Military Readiness. Those are some of the metrics that you'll, you'll hear, um, if you hear that, that word CCMR. And really it's about students getting to choose what those outcomes are going to be for them, because college may not be for everybody and there are multiple paths of success.

00:15:53

And so these goals, we will use these goals, we'll hold the superintendent accountable for these goals. And so that's why it's very important for us to hear from the community. So our first question here is, this is when you're thinking about Fort Worth ISD students, that's K-12 or even pre-K-12 because a lot of early learning is very important.

00:16:15

What should Fort Worth ISD students know or be able to do? And if you could only pick one or two Because we know that if we try to do everything, we do nothing. So we want to get down to kind of what are the top 1 or 2 things that you think a student in Fort Worth ISD should know or be able to do.

Who wants to go first?

Speaker H **00:16:40**
Yes, ma'am in the green. I have a 2nd grader in Fort Worth ISD, and I really hope that he and his other students learn how to think critically. And how to be excited about being lifelong learners.

Speaker D **00:16:52**
Very important, yes.

Speaker E **00:16:59**
I'll jump in. I want our students to be participants in a multicultural democracy where everyone is equally Fairly treated, obviously. I guess they can contribute to that as a second grader, but they contribute a little more the older they get.

Speaker D **00:17:26**
Okay, anybody else? What should a Fort Worth ISD student be able to know or do?

Speaker G **00:17:33**
Well, the reality is they need to be able to pass the tests and get the scores up. To fix this problem.

Speaker D **00:17:41**
Right, the test measures reading, math, it measures what they— it measures what they know.

Speaker G **00:17:46**
Yeah, and they need to be able to do that because we've heard that they aren't, so they need to be able to do that.

Speaker D **00:17:55**
All right, so currently after some improvement from [former Superintendent 1] and her team, 40% of Fort Worth ISD students are on grade level, which means 6 out of 10 students are not.

Speaker B **00:18:07**
That feels like a number one goal. And I would say less than tests. I understand tests are the metrics, but reading and writing critically. I'm not sure, I'm just not sure teachers would know in this changing technological revolution what math and science look like. But

I feel like I know, we know what reading and writing critically I know that's going to change, you know.

00:18:33

Yeah, I'm not sure if they're thinking about how they can navigate the information and throw—

Speaker D **00:18:38**

someone's connected to that.

Speaker F **00:18:43**

We need to be ready for life, and that means life is going on to a regular institution. Part of the way it is. Part of life is living life while they're in school and not their life while they're in prison. They have opportunities to excel and to have fun and to make friends.

00:19:12

Their parents need to be part of that and have a say-so in that, and that when they Hopefully graduate, they are ready for whatever aspect of life that they choose to do. And outcomes are important, but it's a blend of all of those things so that the kid is ready for whatever life that they want.

Speaker D **00:19:48**

Yes, thank you. I'm gonna say confidence and competence that leads to service of neighbor.

Speaker A **00:19:59**

Yes.

Speaker C **00:20:00**

Confidence and competence.

Speaker D **00:20:12**

Anybody else want to answer this question before we move on to the next one?

Speaker H **00:20:18**

I want to add one more, kind of highlighting what [Speaker E] said, but really learning how to work in community, how to work with others and thrive and build a solid community that's multicultural and diverse.

Well, [Speaker E] and I are in the same Rotary Club, so we live by the mantra of service above self, and I think 5 of our 9 9 members are Rotarians, and Lori's [personal information about a Board member's family] so we include her as well. So we, we do live by that mantra, service above self. All right, so now the next question is also a vision question, and this one is, when you think about a graduate, what describes a successful graduate?

00:20:59

So the previous question, we were kind of talking about the whole spectrum of Fort Worth ISD But now when the student has graduated from Fort Worth ISD, how would you describe a successful graduate?

Speaker C

00:21:14

And let me say, if you feel like— so when we go through these, when I'm taking notes, I write down what you say. I go back and— because sometimes we— I have a thought that I've got to get out, and if you feel like you've already answered this question, that's okay. Okay, I just rearrange it and put it in the other one.

00:21:32

So sometimes, you know, sometimes you just got— you got that one thought on your mind, um, and I forget what the question is. That's okay if you feel like you've said the answer, it gets in there, don't worry.

Speaker D

00:21:45

Okay, so what describes a successful graduate from Fort Worth ISD?
[personal information about a Board member's child]
[personal information about a Board member's child] [personal information about a Board member's child] She has a job.

Speaker E

00:22:05

She's ahead of schedule, according to me.

Speaker C

00:22:09

I think I would say kind of what everybody here said along the lines of children should be, should have the confidence and the knowledge to do what they want to do, and that's going to be related to their personal So my answer would be something along the lines of honoring the individuality of different needs and different wants.

00:22:31

And I was at a different listening session and my friend [Community member 2]said something I

want to say as well. Essentially that there's a baseline given, I think, that we all want them to read, you know, and that we want those reading scores to improve. So I think That's— I think we'll just assume that, um, as far as I'm concerned.

00:22:53

Um, and I know I was at the, uh, board of managers training, and it seemed like— this is more of a question— it seemed like there were— they were asking for 3 to 5 goals that were going to be probably set by them, and that at least 2 or 3 of those were essentially already contained in the state Is that accurate?

00:23:15

That's fairly accurate.

Speaker D **00:23:17**

Literacy is— literacy and numeracy are probably going to be in there.

Speaker C **00:23:22**

So we're looking at like maybe 1 or 2 or maybe 3 additional goals. Would that be accurate as far as numeracy? I think we should look at the data first.

Speaker D **00:23:33**

Yeah, we're collecting data. Yeah, we're still in our— we're still early on in our data collection. And we've only done, I don't know, 10 or— yeah, 10 of these. We're, we're very early in our data collection, and we've got to go back and analyze the data to hear— because we hear the same things over and over and over in the listening session, and so those things will rise to the top.

Speaker C **00:23:54**

Yeah, and there are some things that are starting to bubble. that up equation? Well, yeah, those are—

Speaker D **00:24:07**

I mean, those are like—

Speaker C **00:24:08**

we know that, right? Yes, we—

Speaker D **00:24:10**

yes.

Speaker F **00:24:10**
Yeah.

Speaker C **00:24:11**
And even CCMR, by any measure, right? Yeah, I think you'll see that. Can the things that we're saying influence even that metric? Like, what is it— what does CCMR military or CCMR readiness look like here, you know? Or can it be more holistic? Or I don't know. Um, and then some of So all of these things, if we're setting it as a goal, how do we implement them?

00:24:37
You know, because all of— many of us in the listening sessions I've been to, and myself included, would agree that we want more holistic focus, more so than what we're hearing from the district, which tends to be like we're looking at reading scores, reading scores, reading scores. And when I hear outcomes, that's kind of what I hear, which is not bad or wrong.

00:24:56
But also from the community, I'm hearing something else. You know, so is it how do we? It's hard to reconcile a belief that there will be. I don't know. I'm trying to articulate myself. What can can y'all come up with a realistic goal that would have to do? Holistic education that's measurable? Is that something that's even fathomable?

00:25:26
So yes, are we just talking to the middle wing? And I can't— I'm not gonna— I'm gonna— I'm the measurement person, so I'm gonna— okay, this one. Um, obviously, I— the, the goals and the guardrails are developed based on vision and values, so I don't want to sit here and say I know what the goals are when I don't, because those come from y'all.

00:25:47
And then of course The requirements. Yes, the requirements from the state. Are there measurement tools that can holistically measure life outcomes? Yes, the ARC Scale of Self-Determination. There are very well, like, with solid psychometric properties for more holistic elements. So those tools exist. As a researcher, if I can't measure it, I can't, it's not there.

00:26:17

And so those tools are developed. Not every measurement tool is a multiple choice test. We definitely have more holistic measurement tools available. So are we implementing them or are we using them? So yeah, and that's the thing. What is important for this community? Yeah, I know for example the AHRQ Self-Determination Tool is free.

00:26:40

And it's used widely in special education. A lot of these things are. Some of the other holistic tools, parents must consent to the student survey. So, you know.

Speaker F **00:26:54**

So I think I'm going to get run out of this room for saying this.

Speaker A **00:26:59**

Commissioner Bratton—

Speaker E **00:27:00**

You're in the temple, you're not going to get run out.

Speaker H **00:27:02**

Yeah, everyone's—

Speaker F **00:27:02**

Commissioner Bratton's been a very good friend of mine for 15 years.

Speaker E **00:27:08**

[F] talk— speak louder, buddy.

Speaker B **00:27:10**

Sorry.

Speaker F **00:27:11**

Um, so I think— and this is a criticism I've given him, I've worked with him um, the, uh, he is— he only speaks in data, right? And I think that that's the disconnect I'm getting from this community that I'm hearing and watching, that everything is about outcomes. We're really, you know, Mike's been there for a long time, and I know his communications people, and they, they, they know what he likes, right?

00:27:40

Well, that doesn't really bring context to the communities, um, because all we hear is data and outcomes. And yes, it's very important, but there's never the soft side. Um, and I know some of you people, some of you board managers, I respect all of you Thank you. Thank you for doing this. But, uh, I think that's what our community needs is a little bit more context and like a little bit more holistic approach to it.

00:28:06

I know that's kind of like, you know, jargon or whatever you want to call it, but I do think that, um, it's, you know, we look at our kids that are in public schools, um, and we see our kids. We feel like from the TEA perspective they just see a line. And they did, and they see AI, and it's like, what are the scores and everything?

00:28:28

Yes, these are very important. I have 4 kids in public schools, 2 of them are out now, but, uh, but we don't think of our kids as data points. We think of them as— I know you guys do as well, but that's what we're getting. And I think that that's really the frustration from the community side of things.

00:28:46

Like, yeah, okay, we're feeling it. You know, they have the data points, but our kids aren't data points for kids. And this is not just for you, this is an overall approach that we're hearing from different school districts that have been taken over, about to be taken over. They're like, man, this is— they're not— they're, they're just— you guys care about the kids.

00:29:04

You wouldn't be doing this if you didn't care.

Speaker B

00:29:06

Sure.

Speaker F

00:29:06

I get that. Um, but it's from— and I would tell Commissioner Murath the same thing. I said, please, please, please was open up the road because it's hard. He doesn't do that. That's not his nature. And I'm a good friend of his, but it's not his nature. And I think that you guys in the community could help out doing that and kind of allay some concerns for these next few years.

Speaker D

00:29:30

Yeah, well, I haven't met him yet, so— never met him, never talked to him, never met him.

Speaker H **00:29:35**
I actually did meet with him and did tell him that.

Speaker C **00:29:38**
Yeah.

Speaker D **00:29:39**
So that's—

Speaker C **00:29:39**
it's very important to our community.

Speaker E **00:29:41**
So just if I may, Lori and Courtney, [F] and [CM 3] are our connection to Michael Morales. He won't talk to me because it— and I'm gonna own some of that too, but there are such powerful national forces at work on him. That aren't yet as viable in their influence here in our community.

00:30:15
You know, this— so I would just add that, that I agree with [F] It's all with Mike. I mean, this— there's a lot of politics in public education. It's the most expensive It's the most expensive thing we have in our budget as a state. I mean, there are lots of people that— I don't think anybody locally, but there are lots of people nationally that want a piece of that pie.

Speaker D **00:30:48**
Just an example of how this lands for us is my congregation has been involved in the academy before and found it to be really, really empowering.

Speaker A **00:30:55**
It's a wonderful experience.

Speaker D **00:30:57**
Members of my church have done this for years and years and years. My kids go to an A4 school as well and have wonderful experiences with it. So those campuses that we have been connected to, now we received word that they're not going to allow A4 at that

campus, which is a campus where I think the children would benefit more from an A4 experience.

Speaker C **00:31:18**
So that's like—

Speaker D **00:31:19**
so that lands with us briefly. So then the message received is that social-emotional mentoring is not important enough, even though it probably will help outcomes. So that's, that's what I think, that's an example. What district, what school was that? Woodway. And so [Community member 4] is a member of my Rotary Club, and on Friday he was very excited that they were going to still be in Fort Worth ISD schools, so I'm not sure why that particular campus was not selected.

00:31:47
But they will still be in schools. They will still be in schools, but we were told that we were not going to be able to do it anymore because they can't— they don't qualify to be able to have A-4. So, and I, like I said, that we don't get a lot of details, like we just get the message, right?

00:32:04
So we have to interpret the message, right, for all of our people and to try to make sense of it, right? And so I'm, you know, I'm in this constant position of wanting to be very positive, encouraging people to be involved in focus studies, test scores, trying to explain what's happening because my kids are quizzy kids, and yet I don't have enough information, right, you know, to really make that case.

00:32:26
And also it's confusing to me.

Speaker C **00:32:27**
So that's just—

Speaker D **00:32:28**
it's just one thing.

Speaker C **00:32:29**
If I could formulate, um, well, one, I would highly encourage, and if we've not shared it

with [Speaker E] I will definitely do that or make sure you guys get it. The sessions, the vision sessions that the superintendent is hosting, that is a perfect— that's a question and he's having a dialogue, right? Like we're brainstorming solutions.

00:32:52

He's writing down like, wait, okay, you know, that's a perfect operational— that is an important operational question. Please attend those sessions. If I could form that that in terms of vision and values, I hear you saying that you value social-emotional learning, you value connection, and you feel like those things contribute to the student outcomes that we're—

Speaker D **00:33:21**

It's supporting the community partners who are already doing social-emotional learning.

Speaker C **00:33:25**

There's another— that'll be a good question for later.

Speaker D **00:33:28**

What's working? Yeah, there is a question coming up.

Speaker C **00:33:32**

It just felt like—

Speaker D **00:33:33**

yes, it's okay, Lori will put it in the record. She'll put it in.

Speaker C **00:33:36**

Yeah, okay.

Speaker D **00:33:37**

I recognize that that's not an oversight question, but it felt like it was.

Speaker C **00:33:41**

Yeah, but I—

Speaker D **00:33:41**

did I interpret your—

if I—

Speaker D **00:33:43**
okay. And, and those, those sessions the superintendent will be hosting, which will tackle a lot of these operational, um, they were sent out in the Parent Connection.

Speaker C **00:33:52**
Yeah, okay, good. Okay.

Speaker D **00:33:53**
Yeah, they, they were Parent Connection, so they're, they're there. So those are separate Yes, so the superintendent is— he handles operational and the board handles governance. So our sessions are different than his.

Speaker G **00:34:06**
Who wrote the sentence in that invitation?

Speaker F **00:34:10**
Um, it was not already—

Speaker C **00:34:12**
no.

Speaker G **00:34:13**
So do they need the data points that we need to be able to educate our kids? That's the question I have.

Speaker D **00:34:18**
So I actually, when I clicked on the Parent Connection, I couldn't log in. Somebody forwarded it to me, and when I clicked on it Like, I saw the superintendent's letter for the first day, and he— my friend said he thought that was great, but I didn't see the— I guess I didn't see what was written for those parent sessions.

00:34:33
Maybe 2 people, 2 different people wrote that.

Speaker C **00:34:35**

You saw me this morning. I literally personified chicken with a head cut off. I think that is like every district employee right now, but you know, I'm like, [Participant 3] be patient. Um, but yeah.

Speaker A **00:34:52**
It didn't help that the Fort Worth ISD website says school starts tomorrow.

Speaker D **00:34:57**
Yeah, well, on the calendar.

Speaker A **00:34:59**
On the calendar, you were right, it doesn't start till tomorrow.

Speaker H **00:35:03**
And that grace piece is— this is not [CM 7] question, but it's a piece that I, I hope we're giving the district, and I hope the district is giving teachers.

Speaker C **00:35:10**
Yeah, okay.

Speaker H **00:35:10**
I want to make sure teachers are getting that same grace for— yes, in the stress of all of this. 100%.

Speaker C **00:35:15**
And as I think, as I'll just say, as a parent, we, we Literally, I hugged teachers this morning. Hug a teacher. They need our support.

Speaker H **00:35:26**
On the successful graduate, what I, I really hope is students who are leaders in the community, who feel confident and competent to know how to lead in whatever field, area they're excited about. They know how to show up confident and lead and that we have educated them to do that. And that they're those excited I mean, my 2nd grader, I woke up at 6 this morning to him fully dressed in his uniform in the living room, so excited to learn.

00:35:51
When he has something he wants to know, I'm gonna find a book, we're gonna— how do

we go to the library? We figure out how it works, we put it together. I want that we're helping to build that excitement about learning in every step of learning. I mean, not making it rote and scripted, but what are you excited about?

00:36:08

Let's figure out how do you learn it and teach reading and math, all those data points through excitement for learning and curiosity.

Speaker A

00:36:17

I would say for a successful graduate, a few things: that they're proud that they graduated from Fort Worth ISD, that they want to continue lifelong learning, and that it's not— we know based upon student statistics of colleges right now that people change majors all the time. So to assume that success simply means you have a job and the job you'll have for the rest of your life, that generation is gone.

00:36:47

Or when I die it will be. But anyway, when [Speaker E] dies it will be.

Speaker D

00:36:51

But anyway.

Speaker A

00:36:54

That's sooner than when I die.

Speaker D

00:36:56

Yeah, well, yeah.

Speaker A

00:36:57

We continue that they want to continue to learn That they're excited about that, and they're not afraid to fail. Because right now, people—and I will say our teachers—are afraid to fail because I also have a story from [a district school] that is not positive supporting the teachers, but rather being yelled at two hours before meet the teacher, chastised by the.

00:37:27

administration 2 hours before they were supposed to welcome children into their— and in front of volunteers. That's the only way that I know about it. In front of people who were bringing free school supplies and all the issues that make that a powerful program for that school. And they were sent away and sent to another school because of what, what they

overheard in the cafeteria.

00:37:51

from administration building to the teachers, and then they couldn't do this volunteer-directed haircuts for the kids, all of that. They were turned away, and they heard all of that. So that doesn't build community response, right, and support, or parental support.

Speaker F **00:38:11**

Yes.

Speaker A **00:38:11**

And those teachers had to be pretty excited and turn around faces to say, please, I'm just And then I think it models— yes, it is operational, but if it models that chastisement of professionals, public embarrassment, bullying of professionals, this is the way we work, how do we expect our children to be treated?

Speaker C **00:38:31**

So you value effective leadership?

Speaker A **00:38:34**

I value compassionate, effective leadership because there are other stories similar that have not taken into account teachers' time off. And that happened before the beginning of this— happened last year after the takeover.

Speaker B **00:38:50**

I mean, I don't want to put words in your mouth, but I'll say resiliency. And I know that the school system is one piece of all the support networks kids have. We can't expect them to do that. But I think about, uh, people I know overcame obstacles, and it was not just the the data, which is essential, and skills, but the ability to overcome a conflict in our changing world.

00:39:16

I know there's incredible budget pressures, and this is hardly a survey, and very limited input from some of my members. Some of them are in what I would call resiliency business, special needs, whatever, and they're being told they have like $200 to $300 100% more students to come. So I know that those teachers who are the kinds of people that invest 20 minutes with their kids can't even— so I know there's a budget factor.

What is the system with all these other challenges that allows that teacher to be the person to help the kid believe in themselves if their church, synagogue, mosque, community, parents don't have the time to do it? Or they don't have those things.

Speaker D **00:40:07**

Yes, wraparound services are very important, and there are lots of great community partners. And, you know, I don't have the details of every single one of them. I know, you know, several of them in my Rotary Club that, you know, work and advocate for children. Like my friend [Speaker E] here is a staunch advocate for children.

00:40:25

I appreciate all the work that they do.

Speaker A **00:40:29**

I'm still fixated on that acronym, CCMR. That's incredibly limiting. Career, college, military readiness, that's it?

Speaker D **00:40:40**

Those are, yeah.

Speaker A **00:40:41**

I'm listening to these conversations and I think, I'm a preacher, so I think of acronyms and alliteration. Citizenship, civic engagement, Community. Those are all legitimate and important outcomes in a public education process, but we have distilled it down to you're ready to go to college, you're ready to get a job, or you're ready to go join the military.

00:41:05

That's it. That's inadequate. That is grossly inadequate. I don't know where that comes from, if it was developed by board managers.

Speaker D **00:41:12**

No, that's a mistake. By the previous—

Speaker A **00:41:14**

may I finish? By the previous administration or by the state. Or if it's just something in the educational zeitgeist, but it's far too narrow. And so what describes a successful graduate? You haven't given me enough data to be able to determine what a successful graduate is yet if I'm limited to college readiness, career readiness, or military readiness.

No, this is an open-ended question. What, what, how do you describe a graduate?

Speaker A **00:41:38**
Well, I just gave you my feedback on that. This is— my strong suggestion is you consider using a broader understanding of CCMR?

Speaker E **00:41:48**
[Speaker A]this has been legislatively driven in the Texas Legislature. It has nothing to do with local district emphasis or theme or priority. It is— in the past 15 years especially, Top-down, driven down to the districts from Greg Abbott. Sure, sure. Into my soapbox. I got the word out.

Speaker A **00:42:24**
So again, my feedback is to float back up into the system to say inadequate.

Speaker D **00:42:30**
Okay, noted. Thank you.

Speaker C **00:42:33**
That was part of what I was I know that in some sense, those kids are tied in. I think— I don't know if you have to use that acronym, but I think you might have to use it. Or I don't know, do you know what I mean?

Speaker D **00:42:44**
Yeah, that's all school districts.

Speaker C **00:42:46**
So now, yeah, um, it's not necessarily as solid.

Speaker E **00:42:51**
I will say a loud amen to everything that has been said these past 15 minutes. This is the disconnect. This is where parents are, what we're describing. It's not where Mike Morath is. It is not where Greg Abbott is. Put that down, Lori.

Speaker A **00:43:15**
Do we know where does Texas rate nationally? Do you know, [Speaker E]

00:43:21

44th in funding. I don't know the, uh, somewhere in the 40s in performance according to the STAR test.

Speaker A **00:43:29**
Okay, so the data says we stink.

Speaker E **00:43:34**
The data says we stink.

Speaker A **00:43:36**
Okay, that was long before this takeover. This is the state. Okay, that's all.

Speaker D **00:43:43**
It's probably been a 30-year slide. It's probably been sliding for 30 years. 30 years. In about 30 years, I'd heard we were 7th 30 years ago, which is about when I was in high school, and now we're— I'm her 37th, but I still have her t-shirt.

Speaker H **00:43:59**
Another thing I want in a successful graduate is we've always said reading is a given, but someone who's excited to read and to read books, not just whole books, not just pieces and things or computer or AI or text pulled out, but someone who is excited. Books, reading a full book is how we can really learn about each other, learn about our community, learn about history, learn how to thrive.

00:44:23
And so students who not only know how to but are excited to read full books.

Speaker E **00:44:28**
Uh, [Speaker H] you just reminded me of something. As you speak, introduce yourself to [CM 5] and [CM 6] so they'll know the wonderful circle of influence all of you have.

Speaker H **00:44:39**
I'm [Speaker H]

Speaker E **00:44:41**
And what you do.

00:44:42

Oh yeah, I run [a nonprofit] We have a program called Be the Neighbor where we work with young people across the country. We had 1,000 kids this summer to learn how to live lives of love, service, and justice and be leaders in their community.

Speaker D **00:44:59**

Okay, our next question is a values question. So moving off of vision to value, what values must the superintendent honor? Regardless of pressure or politics in accomplishing the work of the district.

Speaker C **00:45:21**

Respect people of all faith traditions in as great a capacity as possible in employees and students as much. I don't know if there's some state difficulty there, but as far as we can I don't know about, for instance, um, some parents want to opt out of the Bluebonnet curriculum. It's not clear how to do that or whether— I don't know, um, if we can make that easier for people as far as at least educating parents about what it is.

00:45:54

I'm so sorry, can I— I, [personal information] They had a question. Could you please start over? I want to get what you're saying. Oh, just as far as the value, um, honoring people, students, employees, everything, different faith traditions. Yeah. Um, making sure parents are informed about, um, religious components in the curriculum.

00:46:18

And I personally think there should be an easy opt-out. I know that's something that makes a lot of, uh, maybe typical teachers upset.

Speaker A **00:46:28**

I would say also in that regard, also people of— students of all mental and physical abilities. So our special needs kids, just like what you're talking about with autism, but the diversity of that.

Speaker G **00:46:44**

Right.

Speaker A **00:46:44**

And accept that they're not going to be the— they're not going to college, they're not going to They're not certainly not going in the military, but they are graduates of our— they come away with some skills, and we're obligated as a public entity to help them

succeed as best they can.

Speaker C **00:47:06**
And I would say that, well, we can talk later.

Speaker D **00:47:11**
Yeah, special ed is this.

Speaker C **00:47:12**
Yeah, when you said they don't go to college, there are There are blossoming opportunities for even for IDD to receive certificates, and we should be pushing that and pushing those opportunities because those children should not go home and sit on their couch for the rest of their life.

Speaker D **00:47:33**
That's right.

Speaker C **00:47:34**
They need friends and, well, again—

Speaker A **00:47:37**
Preach. I'm with you. But that those data points are important.

Speaker G **00:47:44**
Yes.

Speaker H **00:47:44**
I want to see valuing teachers who are certified and educated and trained to be the professionals that they are and trusting teachers, and then also respecting and trusting kids as, as whole people, not just the test score. So respecting kids as a whole person, not just their scores.

Speaker C **00:48:08**
she's teaching at an Elevate school this year, but she, she really has the belief that teachers are gonna stay at that school and come to that school not for the money, but they, they want to be respected and have autonomy in certain ways. And it's, it's very ironic that we're kind of being very— I was going to use the word dictatorial About what they are going to have to do at those schools while also trying, you know, saying that we're hiring

the best teachers.

00:48:40

The best teachers should have at least some more autonomy because they have the skills to make modifications for the students that they have in front of them. So we're paying them hopefully good money, great, um, but we're not giving them the autonomy to do what we are saying that they can do. So you have this strange There's a strange disconnect there, and that goes back to respecting teachers.

00:49:03

I mean, [Teacher 1] herself was told she couldn't even have a plant on her desk, you know, just as an example of what I would consider kind of disrespect, you know, that if she feels that that, you know, enhances her space and makes it more welcoming for kids and helps her feel more at home, you know, all those things that we're not able to respect.

00:49:26

I think We had some that's a really good point. debate the other night about— we understand that you don't want this to be cluttered, like, we all understand that, but even why are we micromanaging the plants on someone's desk?

Speaker D

00:49:37

I think to me that's disrespectful. Thank you.

Speaker E

00:49:42

[Participant 1]what do you do?

Speaker C

00:49:44

What do you do? Who are you?

Speaker D

00:49:49

She owns a plant nursery and she wants to sell all the plants.

Speaker C

00:49:52

That's why she's pushing plants. No, I do not. I'm a [pastor at a local church]
, and then I'm a hospice chaplain as well here locally. But I've lived here my whole life, except for when I was in college. You're a hospice chaplain? Hospice chaplain. Like supported us through some stuff? Yeah. And I'd like to say something.

I'm [Participant 2] I have a [congregation on the East Side of Fort Worth] . And again, piggyback off what we've just heard, social scientists, psychologists have discovered that one of the prime drivers of PTSD is when you lose faith that your commanding officers your best interest at heart, when you lose faith in their competence and their willingness to protect you.

Speaker C **00:50:52**

Mm-hmm.

Speaker D **00:50:53**

And so when we've seen— my congregation is huge percentage retired Fort Worth ISD teachers and administrators, and, and so they're all watching this very closely. And when they see teachers in an adversarial relationship with the new superintendent. That already sets them just— because it is now the belief that the teachers are seen as the problem and their best interests are not considered and in fact will be undermined.

00:51:33

And we just, you know, we can't do that to these people who give so much. These are professionals who have received bachelor's degrees, master's degrees, PhDs to do this work, and then are told they can't have a plant on their desk. Or we had a teacher who—

Speaker B **00:51:51**

Scripted lessons.

Speaker D **00:51:52**

Scripted lessons. We had a teacher who came into an early childhood learning facility that's about to open. who said first thing when she walked in the door was, am I going to have to put my books in a box? And we laughed and said, no, you can have books all over this whole space.

00:52:11

And she just exhaled because, I mean, Fort Worth ISD lost a great teacher because she felt that she was not only disrespected But, but in fact that there was an adversarial relationship, um, and, and we just can't do that, not to these people who are teaching our kids that are on the front lines in these classrooms.

Speaker A **00:52:39**

I want to echo that. Thank you for your public comment. I'm a retired pastor, retired educator, and father of a daughter who [worked as a teacher]

Published author, consultant, left the profession to work with Virginia districts. And so that's the value this superintendent must honor the most, because to get the outcomes we want, we need these teachers to believe and be able to practice in a setting where they know they are supported, they're encouraged, and they're not under constant attack.

00:53:15

The profession is not biased because she She's my daughter. Professional is one of the best because she didn't have enough.

Speaker C **00:53:23**

Let me— and I, I want to make sure that I get that right. The, the value that the superintendent must value the most is that teachers feel— um, I want all of your descriptives— they're— that they are supported, supported, respected, honored.

Speaker A **00:53:39**

Okay. Protected. And I would add to that, trusted.

Speaker E **00:53:47**

Yeah, trusted.

Speaker D **00:53:48**

Trusted. Okay.

Speaker A **00:53:50**

Because they were graduates who were college ready. Many of them had public educations and they've been lifelong learners. And now they're handed something that says, when I received my education, you're teachable muppets. Were powerful, and those have now been erased. And that was a theme in my all-level certification, which also shows all levels.

00:54:20

I was going to say, that's a— it is an anomaly. I have it at home.

Speaker C **00:54:24**

I put my .mac.com and it's an anomaly.

Speaker D **00:54:28**

It's an addition. Thank you.

Speaker C **00:54:29**
You could sell that on eBay.

Speaker A **00:54:30**
It's not the first anomaly in my life. Anyway, I do think We trust it and we expect, we expect our teachers to be treated as well as we are expecting our students to be treated. And it's got to be modeled all the way down. And what I heard Thursday was not a model of that.

Speaker H **00:54:51**
And teachers are what make the world. I mean, yeah, [Child] was dressed at 6 AM because he had the best kindergarten and the best first grade teacher. He loved it. And that's okay. It was not the curriculum. He's learned a lot, he can read, he does well on tests, but it's the teachers that got him so excited about learning and we want to make sure that stays.

Speaker F **00:55:12**
Yes.

Speaker D **00:55:13**
Okay, are we ready for the next question? All right, so our next question is, what are some of the things that Fort Worth ISD is doing well that we should continue doing? Like Academy 4, we got that one. What are some other things that Fort Worth ISD is doing well that we need to continue.

Speaker A **00:55:31**
What's the curriculum where they have houses at the school? Um, the guy—

Speaker C **00:55:36**
Leadership Academies? Leadership Academies?

Speaker A **00:55:40**
No, no, it's in each school where they divide the students into houses.

Speaker H **00:55:44**
They have different characteristics they celebrate.

The guy— Ron Clark. Ron Clark. And that— oh yes. Yeah. that work with Ron Clark, because I see older kids mentoring younger kids and being excited about it. And older students in— I work directly with an elementary school— like 5th graders went to a special leadership training for a couple of days so they could be leaders in their school.

00:56:11

Kids? Yeah, all based on that Ron Clark. Okay, I think that's been— I see teachers excited having gone and studied with that work. And so I think that's a great program to have.

Speaker D

00:56:25

We have a recent graduate and a freshman [at district schools]

, so that's my experience. But those are 2 places that are incredibly special and can be trusted to keep doing what they're doing at a high level.

Speaker A

00:56:38

Schools of choice. Those schools of choice.

Speaker H

00:56:44

Project and play-based learning when it can happen. So play if they're younger and then project-based when they're older really helps build that curiosity and learning and those pieces stay. And then also just joy in the school. I mean, things like field day and fine arts day and things in that— how things that bring excitement and joy to show up, because then you're also going to be excited to keep learning.

Speaker A

00:57:09

I would say the arts program, that we must keep those.

Speaker G

00:57:13

Yes.

Speaker A

00:57:13

We have a school across the street from us that, um, I would say 20% of the students are involved in like an extracurricular club. That's huge. These are elementary kids, so they're not going to UIL, they're not doing any of that stuff. They are Or their teacher, and they're having fun and they're singing and they're learning.

Speaker G

00:57:41

In the, in the elementary schools, the specials programs—

Yes.

Speaker G **00:57:47**
Art, music, choir. There are suburban schools that don't have as good of those opportunities as Fort Lauderdale. Also at high school level, orchestra.

Speaker F **00:57:57**
Yeah.

Speaker G **00:57:57**
Southlake Carroll doesn't have an orchestra. They don't want to. Like it's like a beautiful hall, but they don't have an orchestra playing it. And they go to the football band or somewhere. But those things need to stay. We got to figure out how to fund them.

Speaker H **00:58:11**
And when kids are able to come excited about those things, then they'll also be excited about the math and the reading and the other pieces because they're excited about school. They're celebrated.

Speaker E **00:58:24**
Any other things that Limit the wholesale intrusion of charter schools into this district, which the district in the past several years has done a pretty good job of. But all things considered, charter schools are no better than traditional public schools. Some are. I'm not saying that. I'm not saying all charter schools are bad, but let's be extremely highly selective with extensive community support.

00:59:10

I don't know if that fits under that question.

Speaker D **00:59:11**
That might be our next question. You may have preempted me on our next question.

Speaker B **00:59:18**
Oh, PTA.

Speaker D **00:59:19**
I'm gonna say something more precise.

It's just keeping encouraging and supporting and listening to our PTAs.

Speaker H **00:59:27**
This is super specific, but like the accelerated reading program has made my son so excited to read. To be in the Million Word Club is his number one life goal.

Speaker D **00:59:40**
Which school does he go to?

Speaker A **00:59:41**
[a district elementary school]

Speaker D **00:59:41**
Okay.

Speaker C **00:59:43**
How old was he? You said 2nd grade?

Speaker H **00:59:45**
[Child's age]

Speaker C **00:59:47**
Yeah, we—
[personal information about a Board member's child]

Speaker H **00:59:59**
He's competitive, so it's something that makes reading competitive, he is here for it.

Speaker A **01:00:09**
What that is, is to make sure that we're supporting our libraries and librarians.

Speaker F **01:00:13**
It is.

Speaker A **01:00:14**
Yeah, because that's where those words are kept.

All right, so [Speaker E] already started us on— this is our last question. So when you think about how Fort Worth ISD is educating students, what are some of the things that we need to stop doing? Stop charter schools. I don't know if we can do do that, but we can try. I don't know if that's within our purview.

Speaker E **01:00:38**
It's a little outside our authority, but we can make a ruckus about it.

Speaker D **01:00:46**
We don't have to sell our properties to them. We do have to offer them, but we don't have to sell them. It's a state law.

Speaker A **01:00:52**
Yeah, I didn't know that.

Speaker D **01:00:56**
Yeah, it's in the real estate policy I had to help rewrite. I was, I was surprised at that. I had to rewrite a real estate policy.

Speaker C **01:01:03**
I'm like, That's interesting.

Speaker D **01:01:04**
But you don't have to sell. You have to offer it. You do have to offer by statutory law. Yeah, it has to be offered. Surplus properties have to be offered to charter schools. You have to notify them that you're selling them. You don't have to sell.

Speaker C **01:01:20**
You actually have to notify them?

Speaker D **01:01:21**
You just have to— yeah, you have to offer the property for sale.

Speaker E **01:01:24**
It's been said 2 or 3 times, Laura, you're So, your insight about how to measure these social and relational and moral developments of children, I think, is absolutely key. We've not worked on that in public education. The big one is Nationally. So maybe you could help us. Maybe you could be a pioneer in that.

I think we ought to stop reducing kids to a test score. Now again, you know, this is where it's connected to state policy too.

Speaker D **01:02:12**
Which the STAAR test is going away. You know that.

Speaker E **01:02:16**
Yeah, but there's a mixed bag about that too.

Speaker D **01:02:19**
I took the TASS test 30 years ago, then it became the TASC test. So yeah, there is a— it's a way to know, did the children learn what they were taught? And those are the TEKS, the Texas Essential Knowledge and Skills. Those are what students should know, and the TASS tests, did they learn it?

01:02:38
To me, it's not just the STAAR, it's the fact that we have to take the MAP now, and then we have to take the MAP 2, then we take it 3 weeks later, and then we It's the time spent in class.

Speaker C **01:02:48**
That's what— okay.

Speaker D **01:02:49**
Yeah, it's the instructional time.

Speaker C **01:02:51**
Basically, there's all this talk about instructional time. Stop spending instructional time. Okay.

Speaker A **01:02:56**
Stop spending instructional time on tests.

Speaker G **01:02:59**
I think one other thing, I appreciate your governance operations thing, but at the end of the day, governance drives operations because you, you're going to hire or fire somebody, right?

We have one employee, so we manage one person.

Speaker G **01:03:11**
It's fine, but I think we're okay. But my point, one of the things that needs to stop happening is chaos, and there's been a lot of chaos over the last 6 months.

Speaker D **01:03:23**
Yes.

Speaker G **01:03:23**
And it's got to stop. Um, changing things, moving things around. We were all excited about clapping for our teachers scheduled for Monday morning. Well, now we're having our convocation Monday morning. You know, we just get mixed messages Constantly. So what we need— I didn't ask the values question— what we need in our superintendent is that they need to be a leader who brings confidence, calm, and structure in a way that I don't see happening right now.

01:03:53
I see very much someone who's trying to build something but saying that whatever was is not good, and that doesn't help anybody. Um, and it's a chaos engine, and we need something— we need to have a value of clear, transparent communication and stop the chaos. The schedule of the school, school didn't change.

Speaker A **01:04:18**
Yeah, yeah, I mean, the last time I looked on Friday, it said it was starting on Tuesday on the website.

Speaker H **01:04:26**
We've said this already, but I think we should stop Stop micromanaging teachers and trust them. And then also, this is a personal thing, but I would like to stop using AI as much as we do. There are some positive uses for AI, but many that are not. Reading, writing, teaching, all of those things, I don't think we should be using— flyers— I don't think we should be using AI for.

Speaker D **01:04:51**
Okay, anything else? What are some things that Fort Worth ISD should stop doing in educating children?

Oh, in educating children? I mean, I was going to say stop listening to Dallas Express. That'd be pretty helpful.

Speaker D **01:05:07**
I do not follow it. Um, I would love to tell him that I do not, but I don't want to give him any oxygen, so I refuse to engage.

Speaker C **01:05:14**
We will say I have told people I— we just came back from the Smoky Mountains, so like the forest fires, don't prevent forest fires. Oxygen blowing on a flame makes it bigger.

Speaker F **01:05:25**
Right.

Speaker C **01:05:25**
And I've told people, starve it out. Starve it out. Because, um, I don't think I'm violating anything, but there are, there are laws and there are, there are legal requirements in place to keep adults and children safe, and we must follow those. But you would be shocked at how many there really are.

01:05:47
You never hear about them because they're not on Facebook, and they should never be. Starve it out.

Speaker D **01:05:56**
So we do not— I do not read Dallas Express. I do not pay any attention to what he writes.

Speaker E **01:06:03**
I appreciate that comment. I've wondered for a long time why we couldn't Uh, Courtney said at the beginning something abundantly clear. Eastside schools are deprived of the resources that Westside schools have. That's got to stop. And if [?] is going to make any noise about anything, let them do that.

Speaker D **01:06:34**
Because—

Speaker E **01:06:35**
Let's get a plan. And I don't know if y'all have heard me say this, but when I first got into

this work, I asked Jimmy Don Acuff, who was chair of the House Public Education Committee, one of the strongest pro-public education advocates we had 50 years ago. I said, how many failed schools do we have in Texas out of 85,000?

01:06:58

He said, you mean chronically underperforming schools? performing decade after decade, fewer than 100. And I said, how— why don't we fix those schools? And he rested his hand on my shoulder and he said, because there is zero political will on anybody's part— Democrats, Republicans—

Speaker F **01:07:24**

to fix those schools.

Speaker E **01:07:26**

Seems to me And there's enough people in this very chapel to write to hell about that on every level, not just the district level. But there's, you know, money and incentives, and let's put our best teachers over there in those schools, so forth and so on.

Speaker D **01:07:50**

And I've heard Dr. [Superintendent] say that you should not know where you are by what school you're in. They should all be quality. You shouldn't know that you're on the east side just by the facility. So that is something that is important.

Speaker E **01:08:05**

Of course it is.

Speaker D **01:08:07**

I like this because some of what I've heard is this sense like, well, you can't— you won't ever talk about money. We have to stop pretending money doesn't matter.

Speaker F **01:08:14**

Right.

Speaker D **01:08:18**

Achieve without them, but we have to.

Speaker H **01:08:22**

And investing. I mean, as a Fort Worth ISD graduate, I went to [district schools]

, and the buildings were incredibly different, and the teachers were incredibly different. The whole experience was incredibly different, and that shouldn't be the case.

Speaker D **01:08:34**

I think William James is being reconstructed. Um, Eastern Hills was just redone. My [personal information about a Board member's child] and it was not the same school, meaning his I will say, um, this was many years ago. Right. Oh, I, I, I've been to William James. I mentored there for 3 years.

Speaker C **01:08:52**

One of the things about having a new superintendent is, um, you know, we went out, we took a tour of [a district school] and he came in and I guess has a, has a real thing for auditoriums, so he wanted to see it, and it was, it was very cool. We have little plaques from teachers and things like that.

01:09:09

But he had made some comments about this tile and this whatever, and I was like, don't touch that. And he's like, it's cracked and nasty. I'm like, these parents will riot. This, this tile has been here forever. Don't touch it. So there are some things like there's that value of history, but, but he does— we need— he needs to know that people need to communicate with him that, that it may, it may look inequitable, but it's loved, and that's okay.

Speaker D **01:09:34**

Thank you.

Speaker C **01:09:35**

Yeah, yeah, do that instead. Right, right. But that communication piece is really important.

Speaker A **01:09:41**

The Lilliput neighborhood can afford to say we love that tile. Right. Let's talk about— yeah, yeah, Como. Let's talk about Stop 6. Let's talk about the west side that I grew up on. Yeah, that has some of the worst. Right. Yeah, with Western Hills Elementary having—

Speaker C **01:09:59**

yeah, let's put that money—

yeah, let's I mean, sure, yeah, that's political and economic clout that that neighborhood has.

Speaker C **01:10:08**
Well, the neighborhood doesn't necessarily have it.

Speaker B **01:10:11**
Yes.

Speaker H **01:10:11**
The city never really lives there.

Speaker C **01:10:13**
Right.

Speaker A **01:10:14**
But that's not— but it has money to invest.

Speaker F **01:10:16**
Right.

Speaker C **01:10:17**
Yes.

Speaker A **01:10:18**
It has money to invest.

Speaker C **01:10:19**
If we wanted it fixed, we would have fixed it.

Speaker A **01:10:21**
Yeah, right. Oh no.

Speaker D **01:10:22**
Kind of like a tile brick.

Speaker C **01:10:23**

Yeah. Yes.

Speaker A **01:10:27**
I'm just saying the money is there to invest, and the parents are often home to be in the school more.

Speaker C **01:10:34**
I think there are schools like Liberty, like Taylor, like Liberty Park, um, that their PTAs would be more than willing to subsidize some of those schools.

Speaker H **01:10:45**
That's one thing I'd love to ask is how can we get our PTAs that are thriving economically and—

Speaker C **01:10:51**
[Participant 1] may be able answer this more, but there are requirements for how you can spend PTA money, right? You can't— because we've discussed that at [a district school] for years, spreading it out, but there's some— yeah, yeah, yeah, yeah.

Speaker D **01:11:06**
But there are ways, you know, there are ways.

Speaker E **01:11:10**
But isn't there a plan in place to sort of distribute some of those? I thought [Community member 8] was working on something.

Speaker C **01:11:22**
Yeah, there's a Daggett Foundation, is that right, that was just started? And there's— do you know what— Um, I, I know many years ago there was a Fort Worth ISD Foundation and that ended badly for those of you who are remembering that.

Speaker D **01:11:34**
And it's being reconstituted.

Speaker C **01:11:36**
Okay, I don't know the details so I shouldn't speak to it.

01:11:39

I don't know what happened.

Speaker C **01:11:40**
I know that we were a little gun-shy for foundations.

Speaker D **01:11:43**
for a long time. Right.

Speaker C **01:11:45**
Yeah, very early stages, but the concept I believe is that schools with high-dollar PTAs with that maybe share some of those costs.

Speaker F **01:11:55**
And this is related. So my name is [Speaker F] I actually work for [an organization] I've been a public consultant here in Texas for work for work for 20-something years now. When I first started working on Campaigns for Fort Valley City kind of things, looking for a guy named [Community member 9] We would show up to the chamber.

Speaker E **01:12:16**
No, we can't do [?]

Speaker F **01:12:20**
But we would show up to the chamber and it'd be [Community member 12] and Mayor Bolden and you know Mayor Montgomery when he was there. And for bond campaigns, we get slide shot over three hundred thousand dollars. They'd already raised the money. It was done. Uh, and we did— we got to work without raising money.

01:12:40
We just had to win an important election. They came from AT&T, or came from American Airlines, came from here, Ross Perot.

Speaker B **01:12:47**
Businesses.

Speaker F **01:12:48**
Businesses. Well, [Speaker E] was head of the bond camp, the last bond campaign. He called me and said, hey, we need some help over here. So I went over and, how much money you have?

None.

Speaker F **01:13:00**

Yeah. And we made some calls and didn't really get any answers, so I went over to Towson Townsview with another consultant, was [former Superintendent 2]and had to go to the, to the, oh, the, uh, event hall and corner construction companies and say, we need $25,000. We cannot have it. Put it in your credit card number.

01:13:23

We need money. And we raised money and we won that vote by 53 votes. And this is why I was in Austin with a few of my people. Um, I was, you know, like a couple of school board members, and, uh, I just was like, the business community has bailed out of school board.

01:13:42

Completely bailed out. I agree. And I see it.

Speaker E **01:13:46**

I could— [CM 10] getting them back in.

Speaker D **01:13:48**

Yeah. And some of those are coming— the new Fort Worth ISD Foundation. A lot of those big businesses, they— so right now they're raising the first 10, so each is giving $100,000 to get their first million. So that work is going on.

Speaker F **01:14:00**

But that's gotten into those guys' mouths, and [CM 11] and I see it. Look, I grew up in Goodall Falls Heights. Like, I, I see the other side, right?

Speaker D **01:14:08**

But they think if their kids go to private school, Fort Worth ISD does not matter to them, right? That is a fallacy, because if the Fort Worth ISD fails, those children fail. They become become adults, it becomes everybody's problem. So whether your kid goes to private or not, right? Yeah, and that's why I'm here, because businesses are telling me— my clients are telling me they can't find employees.

01:14:29

You need employees.

And I know that the superintendent is saying as well, the best thing I have for not being Fort Worth and not understanding Fort Worth is because I don't have any political alliances to anybody. I just do my thing.

Speaker E **01:14:42**
Well, we need Tell him not to say that anymore.

Speaker F **01:14:45**
Yeah, it really rings hollow. We need those businesses to come back into the world. I see.

Speaker H **01:14:54**
And community buy-in, what you were just saying, it matters to businesses, it matters to citizenship, it matters to all of it, that everyone is educated well and that we can speak that well and teach that well, that it doesn't just matter if you can afford to get out of public school and you get out and you don't If you want to live in Fort Worth and Fort Worth to be a successful city, every single child needs to have a solid education.

Speaker A **01:15:17**
I would say— it's a really bad comparison, but public education is like COVID. We can all get it, and we can all— it affects all of us, even if you opt out, you know. It affects us all, and we need strong— and businesses need to be engaged. You've got pastors here, religious leaders who care enough about it.

01:15:43
The community has to care, and I think we do, and you're hearing that. But to say that you're untouched by it is naive.

Speaker C **01:15:54**
Would it be fair to say that—

Speaker A **01:15:55**
And not Rotarian if it's to serve others, correct?

Speaker D **01:15:59**
It's beneficial to all concerned.

Speaker A **01:16:01**
Yeah, yeah.

Somebody else is working on that session. So yes, that session is happening. That is happening.

Speaker A **01:16:07**
That's your call.

Speaker C **01:16:08**
If you knew, if you were ready to help right now, would you know where to go?

Speaker A **01:16:12**
That's probably— yeah.

Speaker C **01:16:15**
Okay, so that I'm hearing that like, I'm ready, what, but I, I've been told no, or I don't know where to go, or I'm getting mixed messages.

Speaker A **01:16:24**
Or when we do go, it's the mixed messages. She's sitting there ready to roll. I had parents ready at that same school. They ended up at our school across the street, so we got the benefit of it, but only because they were not being chastised by administration.

Speaker H **01:16:44**
I think that—

Speaker C **01:16:44**
I think a piece of that kind of too that I experienced because I always send back school to my kids later.

Speaker D **01:16:52**
Teachers. Um, and I did that all yesterday. I sent, you know, like 10 different text lists to different teachers that I've known. I mean, obviously, my kids went to [a district school]

Speaker C **01:17:03**
I served as [a PTA officer at a district school] and all those. So I've been very involved in it.

Speaker D **01:17:08**
Um, this is why I have definitely my contacts that are still teaching.

But I always, every year, I say to them, just let me know how I can help you. And this year was the first year I got back.

Speaker D **01:17:21**
Well, I'm not eligible for school years, so I can't tell you what I do, right?

Speaker C **01:17:26**
Yeah. And that makes me sad because those are people that I was very—

Speaker D **01:17:30**
have been very close with.

Speaker C **01:17:31**
I have a 23-year-old, so I mean, she's been out of elementary school for a very long time, but I am more than happy to go in and help at a school that's, you know, 2 blocks from my house, but they don't have How they can use me because they're afraid to have someone outside them.

Speaker D **01:17:47**
Right.

Speaker C **01:17:49**
And that's really sad.

Speaker H **01:17:53**
I don't know if this has been intentionally a thing done that we should stop doing, maybe something we should encourage, is teaching kids that their voices don't matter. But to really teach kids that it's their education and they get to help claim what it looks like and what they do, and that they can speak out and share, and their voice can matter, are the NeighborTrips in Fort Worth this summer, we had some focus on food justice, but the other half was focused on education justice.

01:18:14
And we had every kid who came got to write a letter to their school board, their superintendent, their teachers on what matters to them in education. And none of them had ever been told they could do that before. It was the first time for every single kid from— and this is from kids all over the country, this isn't just Fort Worth ISD— but if our schools can start teaching kids that their education matters and they get a voice in it, And

they will be heard if they speak out.

Speaker D **01:18:40**

So last week I did one of these at Union Gospel Mission and got to hear from students, and it took a little bit to get them to talk because some of them were a little bit nervous to talk, but we did get them, some of the students, to open up and share. And I'll also be speaking at Girls, Inc., and also they asked, is it okay if students come?

01:18:58

And I'm like, absolutely, student voice is important. We want to hear from all stakeholders. There are always a certain group of stakeholders we know we can reliably count on. We know what they think. They share with us. But then there's a silent majority that we don't hear from. And so I would encourage each of you to share our survey because right now I can tell you the dominant amount of those surveys are coming out of the Paschal Pyramid.

01:19:25

They're not coming out of Stop 6. We're not, we're not hearing from, we're not hearing from the full community. So these 60, 65 outreach sessions are being very intentional to make sure that we reach where we're not hearing.

Speaker C **01:19:39**

Right.

Speaker D **01:19:39**

So we will continue this work. So thank you very much for— thank you, thank you, thank you all for helping us facilitate this. And I enjoy the smaller groups because it does allow a little bit more dialogue than larger groups. And Lori has taken down all of your feedback. We will take this along with all of the other feedback.

01:20:02

The data analysis will be run. We will form our goals and guardrails based on the vision and values of this community. Those will be drafted in September. We will vote on them at the end of October. We will draft them and share them with the community so you can see them. see the data.

01:20:20

We will show you the data, we will show you the goals and guardrails, and just to check for understanding to make sure that we get these right because these will— now these will direct the superintendent in his work for the next 3 to 5 years. So these will live beyond

our involvement because the goal here is to turn this back over to an elected board.

01:20:38

Elections will continue, so if any of you would love to run for school board, there will be an election in May. So please run for school board because We look forward to partnering with the elected board because they will be taking— stepping back in and taking over at some point in the future.

Speaker H

01:20:53

But I'm sorry to ask you a question. I've heard multiple things. Is there specifics of this is when it will go back to an elected board, when we meet these goals, these standards, or is it kind of a moving target?

Speaker C

01:21:04

There is a— so if you look on the— somebody asked this question and I emailed them the answer, so I know it's available. I know that the metrics are available on the TEA website in the documents, but there are certain metrics that need to be—

Speaker D

01:21:15

Actually, I have them because I asked. I wanted to know when I got my life back.

Speaker C

01:21:19

Very important.

Speaker D

01:21:22

When do I get my life back?

Speaker C

01:21:23

I just wanted to know when I would start working again and earning money.

Speaker D

01:21:26

Yes, I asked this question, so I will tell you what the— and I verified this with our coaches, who verified it with the TEA.

Speaker C

01:21:35

And I know, but again, holistic things can be measured, but this is why measurable outcomes matter. Because if, if we don't set a measurable outcome, you could be dealing with us for decades.

And I do want my life back. I do. I would like to have my life back. Specifically, the exit criteria that address the underlying causes for intervention include: 1, ensuring the district has zero more Multi-year unacceptable campuses. 2, the district exceeds the state and/or regional average for meets grade-level proficiency in reading language arts and mathematics.

01:22:14

And using the Lone Star Governance Continuous Improvement Framework, the school board must meet a meets focus. So those are the 3 things.

Speaker C **01:22:22**

So that's on us to perform the—

Speaker D **01:22:23**

So we have to perform good governance. That, that's on us to perform good governance like half of our time has to be used on student outcomes and not things that, you know, adult inputs. So [Participant 1]you've gone through the LSG training and we have a 2-day workshop coming up August 25th and 26th.

Speaker C **01:22:41**

I think so.

Speaker D **01:22:42**

I think, yeah, a couple weeks. So we have a full 2-day workshop, which I think those are open to the public if anybody wants to sit through them. I think you have to sign up. You have to sign up. It says it's zero multi-year unacceptable. I'm going to say multi is more than 2 unacceptable years.

01:23:02

It— I—

Speaker C **01:23:03**

there is a change, but there's a piece in there that says, um, it does talk about once these things have been met. I, I don't want to quote something that I don't remember exactly. I'd rather go to the document.

Speaker H **01:23:16**

But that second one is the thing, it has to be above the State average of METs. Mm-hmm.

METs grade level.

Speaker F **01:23:23**
Mm-hmm.

Speaker A **01:23:25**
What is the current state average?

Speaker D **01:23:27**
50. It's about 50%.

Speaker C **01:23:29**
Yeah. Yeah.

Speaker B **01:23:31**
And METs—

Speaker D **01:23:31**
Fort Worth is 40, Dallas is around 46 or 50.

Speaker C **01:23:35**
Yeah. METs is not— this is not your standard, like, you know, when you see a school rated A or B. In our minds, we think A, 90% and above, B, No, no, it's 60% is an A. I mean, it's—

Speaker D **01:23:48**
Yeah, 60% meeting is an A. I mean, which to me, that's a D, but crazy. In Texas, 60% of kids on grade level is A.

Speaker C **01:23:59**
And my, my child [student record information]

Speaker D **01:24:17**
And a meets on the STAAR test, a meets means the child is 60% likely to be able to go to college without remediation. So just a basic meets. The— what's the next one up?

Exceeds.

Speaker D **01:24:32**

Exceeds or mastery. Mastery level, that means the child is 75% Likely to be able to go to college.

Speaker C **01:24:38**

Without any type of relief.

Speaker D **01:24:40**

Yeah, and Texas— txschools.gov, it has all the accountability and you can scroll down, you can see what is the percentage of the children that are taking the SAT that are college ready, how many career certifications were taken, how many children were military ready. There's a lot of data in that site other than just a STAAR test, which is great.

01:25:01

Going to be something different in a year or two.

Speaker C **01:25:11**

Yeah. So I believe it is Commissioner Murath, and it.

Reby Cary Youth Library

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Words	4,232
Duration	00:25:42
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Speakers:

Speaker A - 24.62%

Speaker B - 25.97%

Speaker C - 49.41%

Notes:

No notes.

Speaker A **00:00:01**

Okay, hello, hello, good, okay, good. All right, well, thanks guys. So again, just jump in. So the first question is, what should Fort Worth ISD students know or be able to do? If you could only pick one or two of the most important things they should know or be able to do, what would they be?

Speaker B **00:00:17**

I'm gonna start.

You're fine.

Speaker B **00:00:20**
Okay, so I picked this up but did not have enough time to kind of digest it. This is the STAAR test.

Speaker A **00:00:29**
Yeah.

Speaker B **00:00:31**
And so we have been hearing about the levels of reading and math for students, but I guess from being from the college perspective, we see the students that are getting in dual credit and the students that are graduating, and the majority of them are not college ready. So it's kind of a trend, right, from 3rd grade all the way up to graduate their 12th grade.

00:00:57
So I think them being able to be prepared for college, but I guess it starts in the 3rd grade. If they're not doing well in 3rd grade, then they're not going to do well in 4th grade, 5th grade, and so on.

Speaker C **00:01:08**
Yeah.

Speaker B **00:01:09**
So, and I think math and reading are the main topics that we all talk about. So just being ready for the next grade level. Otherwise they're not going to be right. The foundational grade, 3rd grade, then that's, that's going to be on track for them to be successful or not be successful.

Speaker A **00:01:29**
Are there particular things within— I mean, obviously again it's going to vary from it, but are there things that like when you think of like, and maybe even at that stage, right, the, that you think of as, you know, what do they know, what do they do, that kind of are the difference, the differences that you see in terms of whether they're college ready?

Speaker B **00:01:47**
So they get tested for the college level, they get Texas Success Initiative. So reading,

writing, and math again. I don't know the content of the exam and what they're doing well or not doing well in, but it is a statewide exam. And so they get, you know, they get their results based on each one.

00:02:06

And you may know more about the test, but they'll— it'll, it'll progress them to the next level or it'll take them back, right?

Speaker A **00:02:13**

Okay.

Speaker B **00:02:13**

Regress them back to them. So it depends on how they do on the first part, then they'll move up or they'll move down.

Speaker A **00:02:21**

Okay, okay, cool.

Speaker C **00:02:22**

Yeah, it tries to do a deeper dive regarding a true assessment of where they truly are. But, but, but I'll, I'll add to this in a couple ways. Um, so just yesterday,
[I was asked] if I knew the percentage of Fort Worth ISD students that when they matriculate to TCC, which ones need developmental education.

Speaker A **00:02:50**

Yeah.

Speaker C **00:02:51**

Okay, so I told him that I would, you know, run down those numbers and so forth. So actually, I have a colleague attending that that I sent the information to. So we kind of ran some data with our IR and we found that in the last 3 years, I think it's actually trended down, not by much, but a few points through the past 3 years.

00:03:15

But they were around only, out of all of them, 12, I wanna say a little over 12% that were truly college ready.

Speaker A **00:03:25**

Mm-hmm.

Speaker C **00:03:28**

areas of the TSI. Now, that's TSI measurement for college ready, right? So there we can— I think for a student, what is that college ready? We have that definition of TSI. The college ready aspect to it is just basically saying that you are qualified to go straight into English Composition 1 or college algebra or statistics.

00:03:58

And it also means that you're— the other gateway courses are like government, history, you know, basic core curriculum courses. But I think it's more for us, for these students, on what makes them college ready is, is do they have an understanding of what that means?

Speaker A **00:04:17**

Yeah.

Speaker C **00:04:17**

Do they have an understanding of Not just did I meet that benchmark, but what am I wanting? What am I— what is my next step?

Speaker A **00:04:24**

Yeah.

Speaker C **00:04:26**

Whether that be, you know, as it starts, you know, with your reading and writing fundamentals in the early stages, but as they progress into the junior year, and just coming at this from the stage of the area that I work in, which is dual enrollment quite a bit, in those situations, those students are through schools of choice or what have you, they're either going to— they might choose an early college high school, they might choose a P-TECH, where there's pretty much an understanding of what those avenues provide them.

00:04:58

An early college high school, the aim there is to get a high school diploma and simultaneously an associate's degree.

Speaker A **00:05:04**

Mm-hmm.

P-TECH is more, in the perfect world sense, a technical type Workforce. Right, right, or Associate of Applied Science at the time they graduate. So they're earning a credential. There's an understanding there. In traditional dual credit, usually there's some indication that the student knows, I'm taking college courses, so that kind of gives me an idea that I have an aim for something further.

00:05:29

In a true sense for Fort Worth ISD, I would think that college-ready, or not college-ready, students, when they finish, that they should have some idea, some idea of, you know, I don't— because I don't know the percentage of Fort Worth ISD students that are seeking dual enrollment or seeking recruitment to college, university, or which students are just like, I don't know what I want to do, or they drop out or what have you, right?

Speaker B **00:05:58**

Yeah.

Speaker C **00:05:59**

So I would just say a baseline of What they want to do, and of course what goes along with that is the benchmarks you need to make on the other side. But I think just students knowing what they want to do, what options do they know that they have, where they can see that line that they need to follow.

00:06:17

If that makes any sense.

Speaker A **00:06:18**

Oh yeah, it does. You know, again, it's almost like having the frame of reference. The frame of reference and not just— you need the content too.

Speaker C **00:06:27**

Correct.

Speaker A **00:06:27**

Yeah, but without the frame of reference, it's much harder to motivate the content and other things.

Speaker C **00:06:31**

Right, especially when students are coming that are first generation. And I would think,

like, you know, as we've gone on, both of us were Fort Worth ISD students, both of us were first gen, didn't have any idea about college. We just self-navigated that process.

Speaker A **00:06:49**
We figured it out.

Speaker C **00:06:50**
Right, but I think it would have been helpful Had we had some type of established culture that gave us that way to learn from that.

Speaker A **00:07:01**
Awesome, good, I love it. Okay, great. And again, this in some sense we're speaking to already, but let's think now. This is a little bit of students along the way, right, was the first question. So if you want to add to that, we can add to that. But what describes a successful graduate?

00:07:16
If you can only pick one or two of the most important things to describe when a Fort Worth ISD I think we've already talked enough about the academic side, but these students are graduating from every high school, and these kids are not talking.

Speaker B **00:07:33**
They're not talking to us.

Speaker A **00:07:33**
That's interesting.

Speaker B **00:07:35**
So kind of like soft skills, ways to communicate, advocating for themselves, because, you know, they just— they don't want to speak to people. They want to text and call— not even call, like everything online. So I think just how to write an email.

Speaker A **00:07:54**
Yeah.

Speaker B **00:07:55**
We're getting emails from students, you know, and there's no subject line, like they don't identify themselves. So those kinds of things that are kind of basic, I think. And not every

student, right? But that's— I think that's a foundational skill too that they need, and that's across the board.

Speaker C **00:08:14**

I would definitely agree with that. I think what I see, because a lot of the students we deal with are still in high school, so they're— that those soft skills, when we work with industry partners, that's one of the things that they will basically outline and say, this is what we need, this is what we need the students to be able to do, whether that be in teamwork, whether they collaborate, whether it's communication.

00:08:39

We also have those conversations with students when they— but once again, this is where we're schooling them for the higher ed part, right? So it's how do you communicate with a college professor, how do you, you know, how do you manage time, how do you do all that. So those skills, you really don't— I don't know if that's being done in a big part while they're in high school.

00:09:02

I'd have to— I can't remember deep going before high school. You know, you're just trying to make your way when you're in elementary and middle.

Speaker A **00:09:13**

Survive.

Speaker C **00:09:13**

But I guess there are certain basic skills they can start— they can start to work on at that age. I just haven't done the studies on that or anything like that. And our main experience are when they're at the high school level. But yeah, I think that that's a good That's a good way of putting it.

00:09:27

We also— I think for them is one that's able to seek resources, whatever that is. And in the case, just a small example, in the case of higher ed, we try so hard to educate students on how to utilize college resources, whether it be tutoring, whether it be, you know, writing labs, math labs.

00:09:52

Yeah, yeah, yes. So if you just take that small example and for the student in any way as they graduate from high school, whatever they get into, how do they know how to seek

resources? How do they advocate for themselves?

Speaker A **00:10:06**
That's exactly what I was going to say.

Speaker C **00:10:07**
Right, okay. So yeah, that's kind of what I think a successful graduate, along with kind of knowing what they want to do, knowing how to navigate life or higher ed or or whatever an industry or a workforce would have.

Speaker A **00:10:22**
It reminds me a little of what you said earlier about the— both of you said earlier about the framework and the apparatus of where they've not grown up in that context. How would they know? Who told them that you should go to the writing center? And sure, they were at an orientation session at which someone had 53 points and 47 was go to the writing center.

00:10:43
That's not going to— Okay, good. So again, so in some sense, how to go about pursuing the thing. Good. Okay, any others on that one? High school graduate? Anything else that we think of as successful graduates?

Speaker C **00:10:55**
And when you're saying graduate, you're talking about high school graduate?

Speaker B **00:10:58**
Yeah, high school.

Speaker A **00:10:58**
Yes, yes. Yeah.

Speaker C **00:11:00**
Yeah.

Speaker A **00:11:01**
Okay.

00:11:01

Yeah.

Speaker A **00:11:01**
Good. Okay. All right, third one is then again, so remember now this is now converting it to the, what are the values, which is the kind of like, it's a little bit of, What's off the table? So we get to get to this. What are the most important values of the community that the superintendent must honor regardless of pressure or politics in accomplishing the work of the district?

00:11:22
What are your non-negotiables, right? And again, I give the example of, you know, we always have to have football, but that's a silly example in some ways. But yeah, what are things that you put in that category of values that we have to honor, um, and things that— and/or things that like No, no, no, that— don't mess with that, right?

00:11:38
That's got to be— we have to preserve that.

Speaker C **00:11:40**
Right.

Speaker B **00:11:43**
This one's a little harder for me to come up with.

Speaker C **00:11:45**
Yeah, I'm actually trying to think of my own kids and my own experience.

Speaker A **00:11:48**
Yeah, yeah, that's good.

Speaker B **00:11:49**
Yeah. I think, uh, probably one would be just hearing some of the sessions with the superintendents, uh, with the superintendent.

Speaker A **00:11:57**
Yep.

00:11:58

Uh, the parents are very passionate about their children's learning. They talk about Elevate Schools and talk about curriculum and all that. Me not having children in Fort Worth ISD, or now I guess our oldest one is— our youngest one is in high school, but, um, just making sure that they're all getting equal, um, education.

Speaker A **00:12:23**
Yeah.

Speaker B **00:12:24**
Like, you hear, you know, well, this school gets this and this school doesn't get inhibited.

Speaker A **00:12:28**
True.

Speaker B **00:12:29**
So I think just making sure that that's leveling the playing field for all students, you know, and it's— I feel like because we came from one of those poor schools that we didn't get everything that the school on the other side of the freeway got. And so I think just that makes sure that families are getting the same—

Speaker A **00:12:54**
Good, resources.

Speaker B **00:12:55**
Yeah, resources, you know, just challenging these kids because you're like, that's the poor school, we don't need to give them this whatever. So that's, I think, what I heard a lot of the parents just not feeling that.

Speaker A **00:13:11**
Yeah, good. So not sacrificing in some sense the equity and the difference distribution, you know, we're gonna get to this result, but, you know, by putting resources here versus here.

Speaker C **00:13:25**
I would say, and I don't know if this falls into this realm or not, but I'll say if anything that advocates for parent engagement. So some of the examples that we saw, for example, and I don't know if they were based on studies and this is what the new trend or the new policy is, but a parent was— brought up an example of the first day of school for his

kindergartner or what have you, and they were told, okay, a parent stops here, the kid has to go.

00:14:01

And for many cultures, for many—

Speaker A **00:14:05**
True.

Speaker C **00:14:06**
That I would think you'd want to encourage parent involvement as much as possible. And one of the examples, as, as we found growing up, you know, we had an open house, we had an event, and when we then had our own kids and we moved and what have you, we found that on those nights you could barely walk in a school because it was so crowded.

Speaker B **00:14:31**
Yeah.

Speaker C **00:14:31**
When in the schools that we grew up in, no one would go.

Speaker A **00:14:35**
Yeah.

Speaker C **00:14:36**
So in any way that you could continue parent involvement where it's not discouraged but it's welcomed, whether that means constant communication with instructors, with teachers, um, you know, when we visit our, our kids' teachers, we would always make the point that if you see an inkling of an issue, we need to be, we need to be Yeah.

00:15:03

As opposed to, you know, not wanting to reach out or not wanting to share, only when it's bad.

Speaker A **00:15:09**
Yeah.

00:15:09

You know, I think keeping a constant level of that type of communication, I think, is important.

Speaker A **00:15:16**
Okay, great.

Speaker C **00:15:17**
And I don't know, like I say, if that falls into this type of situation where that's a guardrail where you don't initiate policies that limit or inhibit that.

Speaker A **00:15:27**
Interaction. Good, I love it. Okay, anything else on this one? No? Good. All right, the, um, uh, okay, 4 is, uh, again, and these are both obviously 4 and 5 are flip sides of the same coin. The, um, um, what are some things that Fort Worth ISD is doing for our students right now that are working and you want to be sure we keep doing?

00:15:46
Yeah, so again, obviously this is the— what are the, what are the positive things that you either have seen or heard or observed or whatever Yeah, and then we'll get to obviously the 5th question, it's the flip.

Speaker B **00:16:01**
I'm not sure.

Speaker C **00:16:02**
I don't mind going. Let me go first on this because I'll take this from my end. Fort Worth ISD is one of our most engaged partners when it comes to the post-secondary dual enrollment partner. Okay, so what I mean by that is, Fort Worth ISD went, seems, full-fledged into P-TECHs and early college high schools now.

00:16:28
To the point though that I think that it needs more strategic pathways.

Speaker A **00:16:35**
Good.

Speaker C **00:16:38**
Just to give you an example, we might have one P-TECH that has 6 different pathways

within it. It sounds good, it sounds like, oh, we're offering all these, but sometimes it inhibits students of trying to make a choice or—

Speaker A **00:16:53**
Overwhelming.

Speaker C **00:16:54**
Yeah, yeah, and the enrollment starts to slip because it's so widespread. But if we're more strategic towards high-demand, high-wage fields, I think it would be more successful. So, in which we wanna enhance the partnerships Right, to make sure that we're both— because we both share in many ways the same goals with a higher ed partner.

Speaker A **00:17:17**
No question.

Speaker C **00:17:17**
So we want to be more involved in that. So I think it was on the right path. I mean, there's a lot of early college high schools. Some of them are having trouble in recruitment. We found some that are very low, some that are not making the outcome-based measures. But I think in enhancing the partnership partnership, we can be more strategic to increase the outcome-based measures and so forth.

00:17:40
So I think that is something that they had invested in that, and maybe that starts the college-going culture that maybe a middle schooler says, okay, my brother or my sister, I see that this is a path. It creates that culture for higher options. And also, we promote— I mean, AP, whatever it has, they're all great options.

00:18:05
We just wanna educate them to the best of our ability about them.

Speaker B **00:18:09**
As you started talking, it's like, oh yeah. So we work with all the Fort Worth ISD schools, again, the seniors, getting them into TCC, and they've been great partners. So as you started talking about, like, oh yeah, so we work mainly with our GO Centers, and GO Center, GO Centers are typically staffed by— it used to be like counselors or CCMR staff, and now it's— they have TCU College Advising Corps.

I'm not sure if you're familiar with them.

Speaker A **00:18:41**
I remember when they made the switch.

Speaker B **00:18:43**
Okay. And then T3 is involved in that. So we have been working with TCU College Advising Corps in the GO Centers And so they work with us. They identify students that are wanting to come to TCC. So in the GO Center, that's where we kind of have our place where we have our staff go to and meet with students, help them apply, help them submit documents and all that.

00:19:07
So that's something I hope that we continue to do because that's the way we get access to students.

Speaker C **00:19:16**
Mm-hmm.

Speaker B **00:19:18**
Some teachers will allow a few minutes in the classroom and do kind of an overall, what we call TCC 101 presentation, and talk about generally where— who we are, what we do, how we can get started in working with you. And so we want to make sure that we continue that partnership with the GO centers and access to students.

Speaker A **00:19:39**
And I know that I can say again, obviously I speak only for one board member, myself, but there There's lots of enthusiasm about figuring out how do we do that even better, both in terms of your focus piece of it, but then also in terms of how do we make the existing structures even more effective than they've been.

Speaker B **00:19:55**
And I think it was about 2 or 3 years ago, the CCMR coaches, I think that was their title, they eliminated those positions, which are the ones that were the ISD staff member that would then help students with college career readiness, military. And so now it's almost like an outside party that is inside the high school.

Speaker A **00:20:20**

Doing that.

Speaker B **00:20:21**
Doing that. And so I think, you know, what is— is that a priority for the school district? Because they also eliminated other positions that were working with the dual credit students. So it takes a team. to get these students, you know, once they graduate or while they're doing dual credit. So that's something that we—

Speaker A **00:20:42**
Well, and that might be a good transition to the 5th one is the kind of the what are the things that we're—

Speaker B **00:20:46**
Okay.

Speaker A **00:20:46**
What was it? What was it? When you think about how forward ISTE's education is, is there anything you think is not working we should stop doing? And that is an example of are we providing the right inside staff for that? predicted is what you're saying.

Speaker B **00:21:02**
Yes.

Speaker A **00:21:02**
Are there other things that, again, you think that, again, you know, from either professional or personal or whatever, even your children, although she's not there, but again, like things that you think that sort of, this I'm somewhat suspicious of, you know, maybe we should think about how to evolve or change that.

Speaker C **00:21:20**
Right. Well, I mean, I think you just kind of touched on the one that— so for us, And just to give you an example, there was a transition that recently occurred with the PSSs, post-secondary specialists, I believe. That particular area is crucial when it comes to supporting students when it comes to dual enrollment.

Speaker A **00:21:50**
Mm-hmm.

was eliminated, I think it was a big gap we really tried to strategically work through. And it did impact enrollment.

Speaker A **00:22:02**
Mm-hmm.

Speaker C **00:22:02**
It very much did. So I think it left us kind of scrambling to try to save as much as we could. We had some strategic efforts in the summer, but of course it's very challenging in the summer. The kids are not there. and so forth. And so I think maybe, and I understand, we definitely understand budgetary situations and so forth, you know, working in higher ed.

00:22:28
But I do think that an investment like that does go a long way and it was on a good trend.

Speaker B **00:22:35**
Good, okay.

Speaker C **00:22:36**
And I think the current structure of the way it stands now, is very shaky. Only in the part where it's that within a partnership like that, we rely on each other to gain students, to inform students, and the ISD portion of it is that initial contact. That's what, you know, informs the students right from the get-go, this is what your options are.

Speaker A **00:23:08**
High school.

Speaker C **00:23:08**
Yes, yes. and then we come in to, to work with that.

Speaker A **00:23:12**
Yeah.

Speaker C **00:23:12**
And, and to enhance it and build it, right? So that first part was, was eliminated, which made it very, very challenging. Uh, now we did the best. We did a lot of, uh, efforts that we were not— that actually went above and beyond what, what we did for other ISDs. But we understand how important Fort Worth ISD is to our community, to, to share goals that we

share.

00:23:36

Yeah, and so many students. Yes, yes, and so we worked really hard to try to salvage as much as we could. But yeah, I think that structure can be enhanced.

Speaker A **00:23:50**

Good, that's exactly it. Are there others in that category? Because that's perfect, that's exactly the kind of thing we're trying to capture here, the things that like are not working, for lack of a better word. Are there other things that kind of you've seen or observed that—

Speaker C **00:24:07**

Yeah, that's the— because we deal with that so much. I think that's like—

Speaker A **00:24:11**

that's what's kind of our challenge. Yeah, I'm sure there's other things. Yeah, yeah, no, no, that's what we're trying to get from our lens. Yeah. Okay, okay.

Speaker B **00:24:17**

I think just having staff that, yeah, will be able to work with these students.

Speaker C **00:24:23**

Are there any events that you do that are recruitment type that Do you see very low turnout, or maybe that can be enhanced with—

Speaker B **00:24:36**

We do have what we call enrollment events in May, and so it's sort of bringing all those students that we've been working with all year. We don't do this at every school because we just don't have the capacity for every single school, but we have had really good success success at most of the schools, and I can't— I don't know offhand which schools maybe are not having as high of a turnout, but that's something we bring to the high school.

00:25:05

We bring a team from admissions and advising, testing, so that we can bring that service to the high school. But I would call that more of what we are doing well versus not doing well.

Good. Yeah. Okay, the, uh, one other thing we'll do, post this. But any other, any other feedback on any of these? Any other thoughts that have come up along the way of, you know, what should they know? What's a successful graduate? Values of the community? Any of those further things?

Speaker C **00:25:35**

I think I'm good right now.

Speaker A **00:25:37**

Good. Awesome. Okay, let me do this and then

Sylvania Park

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Words	9,565
Duration	01:04:06
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Speakers:

Speaker A - 22.68%

Speaker B - 2.98%

Speaker D - 12.32%

Speaker F - 5.11%

Speaker G - 4.8%

Speaker H - 3.76%

Speaker I - 19.75%

Speaker C - 17.69%

Speaker E - 10.91%

Notes:

No notes.

Speaker A

00:00:00

I'll tell you what the process is. Thank you all for being here, okay? And, uh, I would like also to thank, uh, Councilwoman Jeanette Martinez. She was instrumental in getting started. I reached out to her and said, listen, I want to reach into your district. We need to have community input. But I mean really community input, you know.

00:00:18

We talked to organizations, but we want to talk to folks who are really being impacted by what we're doing. So Jeanette then got me in contact with [CM 1]and [Speaker B]

Speaker B

00:00:25

Hi.

Speaker A

00:00:25

And [CM 1]has taken the lead on this and organized it for us. I'd like to thank him. I know [CM 1] not here. Thank him for that. And of course, Riverside Community Center for allowing us to be here today. Uh, I'd like to recognize [Staff member]who's helping us this afternoon. She's a part of our support staff and has also been extremely, extremely helpful in getting us organized and putting up the flyers and all the information we have.

00:00:48

So I'd like to thank her for her support in making this possible. But mainly, I'd like to thank you all for being here and willing to share your thoughts with us. As you know, we are in a process— the school board at this point is in the process, Board of Managers is in the process of meeting with our community in these listening sessions.

00:01:08

The purpose of this is to obtain information directly from the community concerning our community's vision for our school district and also talk Talk about our values, talk about what's important to us. And what that is going to do is going to help shape when we get together, we're compiling all this information, and I'll talk about that in a second.

00:01:29

But once we have all the information compiled, that information will be the basis that informs us as the Board of Managers developing goals for our school district. And we— the deadline is September 15th. Why are we doing it so quickly? The reason for that is we

are developing those goals, and those goals will then inform the budget process, and we're starting on the budget process here pretty soon.

00:01:57

And so the process is input, goals, and that will develop our budget and going forward the vision for our district. Second reason we're doing this is to develop guardrails. And I've heard you all discuss them. I think you understand what guardrails are, but basically is our way of telling the superintendent that these are things you cannot do.

00:02:21

They violate our community values, our vision, and you cannot do these things. It's just those guardrails. Okay, um, our role as board of managers is to oversee the management of the district. The only person we get to manage is the superintendent. So that's why we talk about gardeners. We don't get to manage anybody else.

00:02:45

That's operations. We don't get involved with that. But we do get one connection is our superintendent. That's why it's important as well to allow us to say this is what the meeting says you can and cannot do. Okay. Now. Process. We are being recorded, and that's why we ask you to use the little microphones, because that way, of course, we project it, it'll be recorded.

00:03:11

Once it is recorded, this information is then uploaded and a transcript is made, and that is part of it being compiled. We have a third party, and third party is going to compile this information in such a way that we are then able to use it when we sit down to talk about Goals and priorities.

00:03:26

Goals and priorities. So that's the process we're working through. Anybody have any questions about what we're doing or why we're doing this? Okay. Well then, what we have asked you all to do, and I think you'll have a copy of the questions that we would like to ask you and get your input on.

00:03:45

There's 5 questions and it's free-form. You can have Response, just raise your hand. [Staff member]will bring you the microphone, and then you can express your opinion on that. And we just keep going through these questions. Okay, so first question that we'd like to visit with you all this afternoon—

Please, I think I might have you use the mic just to make sure it gets through for you.

Speaker A **00:04:10**
No questions. So the first question that we will be The question I'd like to ask you all for response this afternoon is, what should Fort Worth ISD students know or be able to do? If you could pick only one or two of the most important things FWISD students should know or be able to do, what would they be?

Speaker F **00:04:41**
They should be able to read and write. I see them every day and they can't do that, um, and that's, uh, that's an abomination.

Speaker A **00:04:54**
Thank you for your comments. Anybody else?

Speaker G **00:04:58**
I would agree with reading and then basic math.

Speaker A **00:05:04**
Anything else? Would you like to express an opinion? Yes.

Speaker H **00:05:09**
Well, it's, it's no different than what's been said, but I think those are paramount. I mean, I can't imagine a student, you know, at whatever grade level, not being able to read, but especially coming out of school.

Speaker A **00:05:20**
Thank you.

Speaker G **00:05:24**
I'll add something a little different. Um, we would love to see them show up, and by showing up I mean being present, like, you Being engaged in conversations, being you know connected to whomever they're speaking with. I think that handles a lot of the learning, the reading and the math, but just truly being part of what their learning experience is.

Speaker A **00:05:49**
Thank you.

I think we've said reading and math, the basics, but. Of course we want them to know how to read and write and, and all the basics, but in order to get there, we need to make sure that the schools have the resources and we have the educators that are, you know, engaged and motivate.

00:06:20

Make sure that our kids have books to open, not rely on technology. Um, some kids I mean, personally, um, you know, getting worksheets and things sent home and relying on technology is not motivating. So I, I think it goes way deeper just than to say, oh yeah, we want them to learn how to read and, and do math and things, but it has to be a foundation laid at the schools, each school, and make sure that they have the resources and And the funding, we need books.

00:06:58

Bring back our librarians, support the libraries. You know, we're talking about reading partnerships with our local libraries, our city library, you know, those kinds of things expanding, you know, the horizon of just not relying on just like we need them to, you know, learn how to read and write. write and do math, but it goes way deeper than that.

Speaker A

00:07:24

Thank you for that. Do you have additional comments, [Participant 1] Anybody else? Yes, sir.

Speaker C

00:07:31

Yeah, I think people have touched on math and reading and writing. I'd just like to kind of go a little step further on the reading and writing. We focus a lot on reading and writing at a grade level, and that is important, and it is important to meet students where they're at and to raise that bar for them and to get everyone as high as they can, but I think I think there needs to be a real focus on mastery of, like, the written word and reading, because when you, when you can write well, it takes you places.

00:08:02

Like, I, I've done so many things in my life that relied simply on me being able to sit down and write a paragraph, uh, and not, not simply just scratch out 4 sentences that all, you know, point towards the conclusion, but really being able to craft something that compels action. And so getting, getting kids at that level, I think, is super important.

00:08:27

And then on top of that, I think, you know, having kids coming out of school, and whether it be through trade programs or, you know, alternate channels that are, you know,

alternatives to college, having our graduates able to go out and earn real money in the workplace. Like, not a $25,000 manager position at McDonald's or whatever, like real jobs.

00:08:53

Like, whether it be in trades— I'm a carpenter— whether it be like plumbing, or even, you know, like a nice white-collar job in finance. A lot of those jobs don't require degrees. So just having preparedness for the workplace in jobs that are are growth-oriented for our community, because when we're all earning more money, it raises the boat, uh, of our community.

Speaker A

00:09:20

So thank you, sir, for that comment.

Speaker F

00:09:23

I wanted to add that it needs to be equitable across the city. And when I said that you all keep talking about, uh, it's not fundamental— it is fundamental. I work in the juvenile justice system, and we have kids Yes. There are kids that cannot. They're in 13 and they can do nothing but print their names barely.

00:09:44

And so when I say they need to read and write, they need to read and write. They need to start learning that in kindergarten. So again, we're failing. We're failing our children. And, uh, if this board of managers or whatever you guys are, if you don't make a huge step forward Thank you, ma'am.

Speaker A

00:10:05

Thank you for those comments. Yes, ma'am.

Speaker E

00:10:14

I agree with the reading and writing and mathematics and all that stuff, but I also think that students should know how to be involved in community and the civic part of when they come out, and that their voice does matter. And that their voice is heard through their voting. And I am a teacher, I'm not in Fort Worth ISD, but I can tell you there is not an emphasis on teaching kids how to vote and that they should be voting and that it is a law that schools should be registering 18-year-old seniors.

00:10:49

I think it's like twice a year or something like that. Um, so I just think it's important that they know that their voice matters and that they Thank you.

Yes, ma'am.

Speaker F

00:11:05

And I agree with everyone here, but I just want to say that— tag on to her— that I moved here 20 years ago and I lived by the high school, [a district high school] and I have never had a child in this district But I have lived in the community, and in the past there wasn't a civic teaching that you are in a community, and old people live here, and really they don't— aren't taught the respect.

00:11:42

And I know it's not just the school's responsibility, but— Yes, it is. Um, we have a new principal and at our school, and I'm seeing some positive changes this year. So I would just say that if they could have like some kind of a teaching at the higher levels or lower so that they start out respecting the community where they are going to school, because You know, we live here too.

00:12:16

And so everybody says, um, well, you knew what you were getting into when you moved into the nearest school. Well, 20 years ago it wasn't like this. And so I would just say, um, just teaching them that what they do matters and people are looking to them to— for a brighter future. So just We just want to see, um, the schools involved in that education.

Speaker A

00:12:45

Thank you, ma'am, for those comments. Anybody else have any comments on question number 1? Yes, ma'am.

Speaker I

00:12:57

Just curious, because we all have the same thought about, you know, the skills and what we want our students to see. And why we, we don't know, or why we think it's failing in 4th IC. But has there been an audit done on the, um, chief of staff of curriculum, or curriculum? Because wouldn't, you know, what's being taught in the classrooms, uh, with the educators come from some administrative, some leader?

00:13:30

Um, Bring it down. This is what you need to teach. This is what needs to be at your grade level. I mean, we are putting it— it seems like we're putting it on teachers, but teachers are just following what, you know, they've been advised to do. So I just wanted to give that input.

Thank you. Any other comments on question number 1? Okay, then we'll move on to question number 2. What describes a successful graduate? If you could pick one or two of the most important things that describe a Fort Worth ISD student, a successful graduate, what would those be? What describes a successful graduate in your mind?

00:14:18

Who would like to go first?

Speaker G

00:14:24

Clearly I work for TCC with my jacket. Um, I would like for them to be college ready and work ready. Um, I mean, it goes back to the fundamentals of reading and writing, but also being able to hold a conversation, being able to communicate effectively, being able to problem solve, being able to provide some critical thinking to some situations.

00:14:43

Sometimes whenever we have folks who are fresh out of high school, like for administrative assistant jobs, The lack of ability to kind of see their way through, like, step 1, step 2, and figure out a problem is a little disappointing. And so, you know, we're excited to partner in ways to support that work.

Speaker A

00:15:04

Thank you. Anybody else? Question number 2? Yes, sir, in the back.

Speaker F

00:15:12

Hello.

Speaker B

00:15:15

These are the party speakers. Uh, for a successful student, question number 2, uh, living up to their ability. So that's a big reason why I feel like we feel like the students behind us, they're not reading. We know everyone can read, we know we can write with the appropriate instruction, but also on the other end.

00:15:38

So, uh, like this guy's in Kindergarten, and then they were counting, and he's been able to count for like a year now. So it's— I'm worried, is he going to reach his potential? He'll do fine on all the standardized tests, but could he do more? So that's what defines a successful graduate to me.

Everyone to their ability, are they reaching it? We know there should be a baseline, but we shouldn't just try to reach the floor and call that a day. We should reach beyond that. A lot of those programs seem to be disappearing, so— Is Fort Worth ISD the best place for my son to reach his potential?

00:16:09

I don't know. And that's a question we have to ask for all students.

Speaker A

00:16:13

Thank you, sir. Thanks for those comments. Anybody else on question number 2? Yes, ma'am.

Speaker I

00:16:25

I think it takes a village. It takes a whole community, um, to, to be part of a a student's success. Um, but I, I also think that making sure— I, I, I'm going to hit back on funding— making sure each school has faculty, staff, what they need to make sure each child is not forgotten, each child is touched.

00:16:53

Um, I know when y'all came on, I think the first couple of board meetings Um, there was a lot of cuts, uh, position cuts, and, and that, that has hurt in many schools, um, that those positions that have been cut, um, it is harm to, to the students. It doesn't help them be successful.

00:17:18

So from when there's— they start pre-K, pre-K 3, uh, you know, kindergarten It starts from there, making sure each school has what they need. And when the principal is asking for more help or for more staff, that they have it, because, um, a teacher can't have 30-something students in the class. There can't be a school without a nurse, you know, or a speech-language, you know, pathologist.

00:17:51

you know, not have enough of that, you know, emerging bilingual educators and so forth. And some of these also high schools have their, um, college advisor prep, um, positions cut in some of these high schools. So we're talking about college preparedness. Some high schools don't have that. They don't have a GO Center.

00:18:13

They don't have somebody they can go to, uh, to guide them for the next step. So these

students are, are just left behind and nobody's touching them, meaning nobody is checking on them and following up on them. So it, it is a complex, um, thing to, to, for it to have a successful graduate, but it takes a whole community and a lot of funding.

Speaker A **00:18:46**

Thank you.

Speaker D **00:18:54**

I agree with everything that everybody has said, and I also agree that a lot of the schools are lacking programs like these ethical centers, counselors, crisis counselors. A lot of these don't have anybody else to talk to, and the main people who they did, their positions got cut. For example, I'm a graduate from Carter Riverside.

00:19:16

When I was there, we had AVID. We were a national demonstration site. Now there's no AVID, and AVID is being cut in many schools. And like, um— What is AVID? You said—

Speaker I **00:19:29**

What's AVID?

Speaker D **00:19:29**

AVID is a program that helps students prepare for college. Apply for scholarships, learn how to take notes, do like Socratic seminars, know how to speak with people, resumes, just a lot of the things that would get them college ready.

Speaker G **00:19:47**

College ready.

Speaker D **00:19:48**

And that program is being cut in different schools, or they're— I'm not sure why, but a lot of principals decide to cut the program. For example, William James is one of the schools that no longer has that. Avid, and it is one of the elevated schools, which makes no sense. Why would you cut that position if our goal is to educate and improve our kids?

00:20:11

But that's, that's one of my concerns.

Speaker A **00:20:14**

Thank you.

Speaker F **00:20:14**
Thank you for your comments.

Speaker A **00:20:17**
Anybody else? Question 2.

Speaker G **00:20:21**
I'll second your comment about Avid being a really amazing program for students. We see, like, I used to work at the leadership program, and every student that had gone through an AVID program, you could tell, like, how they communicated, how they presented themselves, their ability to think through things, their ability to take leadership as an 18 or 19-year-old whenever they're in the room at 25 or 30 years old.

00:20:46
Um, I thank you. I didn't realize that that had been cut.

Speaker D **00:20:50**
That's disappointing.

Speaker I **00:20:51**
Thank you.

Speaker A **00:20:52**
Thank you.

Speaker I **00:20:57**
And piggyback to what she said, and Miss TCC over there, because I also went to TCC, Tarrant County Junior College, um, counselors. Uh, today I went to my niece's school because I'm that aunt, I'm the mom part of that village with my sister. I went on her behalf. Her school had Café con Consejeros, Coffee with Counselors.

00:21:23
And so it was able— an introduction to the counselors, to the parents. And, um, I had already built a relationship with the high school counselor, but they had hired a new counselor for the middle school. So that, that is very important. They lay the groundwork. They gave us the foundation of what they they will be working on, what will they do for the

students.

00:21:50

And I know that's not happening at every school because they don't have that. And I stood with the parent that was there, very distraught, um, single mom, and she was just relieved that her daughter that has started 6th grade will be able to have somebody to talk to because of, you know, what's going on at home.

Speaker E

00:22:16

She was a—

Speaker I

00:22:16

she's a recent divorced mom, so she's a single mom. And just, I don't know, I just happened to be there and she just was telling me that she was just relieved that we do have a counselor that is able to touch base with each student and care for them the way, you know, they should.

00:22:38

And so when she mentioned counselors, like, yeah, that is so true, and it's essential, a part of a successful graduate.

Speaker A

00:22:47

Thank you.

Speaker E

00:22:48

I'll just tag on here, it's a little unrelated, but as a counselor who worked with kids on Medicaid, and they're getting ready to be Medicaid cuts, significant ones, and there are going to be far fewer kids able to access mental health treatments and I mean, there's difficulty already because of the lack of availability of counselors, but when the funding goes away, I can see that being even more of an issue for schools.

Speaker A

00:23:11

Yes, ma'am, that's a good observation. Okay, let's move on to question number 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?

Speaker H

00:23:39

Thank you. This may not be an exact answer to this question, but I don't know where else I would insert what I have to say. But every, uh, pyramid in Fort Worth, the the high school pyramids and the feeder campuses, the middle schools and elementary schools, are different and don't all have the same needs.

00:24:02

But for, uh, I think that the superintendent and this administration needs to realize that for the part of Riverside Pyramid, we have an essential need for bilingual support. And just a primary example of that 2, I'll give. We asked for— to advertise this meeting, we asked for a bilingual— or excuse me, a Spanish language flyer.

00:24:29

That, uh, was not provided. So, uh, regardless of what that happened, whether it was miscommunication or whatever, we didn't have that to advertise. And, uh, secondly, even though we were told, you know, there will be bilingual people yourself, I'm sure, Mr. Galindo, that would be able to, uh, answer any questions in Spanish or otherwise.

00:24:54

If it couldn't be advertised so that someone was able to know about the meeting, you know, then it didn't help us out. Secondly, uh, as [Speaker F] mentioned,
we do have a new principal at [a district high school] She's a lovely person, and I've met with her on several occasions for different reasons. But it's just astonishing to me that in a school that is probably, I would say, 95%, uh, Hispanic and many Spanish-speaking families, that the new principal there is not bilingual.

00:25:30

And that was shocking to me. So I guess I'm just saying that for this community, for the Riverside community, And that's, as I see it, a very essential part of engaging parents and students, is to make sure that, uh, those materials in there, whether they're bilingual, whether they're Spanish-speaking only, or whatever the case may be, that that sort of communication is available.

Speaker A

00:26:00

Thank you, sir. Your points are well taken.

Speaker E

00:26:07

Uh, so I think that the community values teachers, and I think that you guys need to honor teachers. So are you answering questions or no? I'm sorry, are you answering questions or no?

This is, uh, intended to be a listening session, so I don't want to interject my own thoughts.

Speaker E **00:26:25**
Well, no, I just have a question.

Speaker A **00:26:26**
Are there any other questions you ask about teachers and what's going on? They have to do with operations, which is what the superintendent is supposed to deal with. But it's not a question and answer session, it's more of a question of what says the superintendent. I'd like to hear your comments on this.

Speaker E **00:26:44**
So are the teachers at the Elevate campuses required to stand all day? Do you know? That's what I was told.

Speaker A **00:26:51**
Again, those are operational questions. I think those are better directed to the superintendent. I, I don't I personally did not. The board of managers did not get involved in the day-to-day operations of the schools, whether teachers stand, whether they get to sit, or what they do in the curriculum. That's left to operations.

00:27:08
Where we— the only person we managed, as I said early on, was the superintendent. And that's probably a good thing. You don't want lawyers going and telling teachers what to do. That's not our role. That's not what we know. And so our role is limited in that, in that sense. And the questions you ask about, well, is it required to stand, are they required to do things, I think those are questions that have to do with operations.

00:27:31
And I think those are good questions, I'm just not the person to answer them. Okay?

Speaker E **00:27:36**
So if they are required to stand all day, I would like to say that I don't think that's honoring the teachers. Um, I think that that's the ridiculous ask of them as a teacher. I I couldn't imagine standing for 8 hours. I don't believe I'd be performing at my best. And I hear that you're not over operations, but you're over the superintendent who is.

00:27:58

And so I do think that you should be asking those questions. Um, and then the other thing that I've heard is that they're required to have their door open. That's a huge safety issue, and I do believe that the board of managers You should not allow that to happen, and you should be talking to the superintendent about that.

00:28:18

The shooting that happened in Virginia Tech, the door that was shut and locked, no one died. Every other classroom, someone passed away. And so I don't understand, if you've hired someone to teach, if you don't trust them to be behind a closed door, then you should not have hired them.

Speaker F

00:28:38

Thank you.

Speaker E

00:28:39

So I do think that you're saying, what does the superintendent must honor? Honor the teachers that they've hired.

Speaker A

00:28:48

Thank you for your comments. And folks, one thing I want y'all to know is we are making a transcript. I already mentioned this earlier. These questions that you're asking that are directed to the board of managers, that you all need to look into this, that's going to come out of the transcript and we'll be evaluating it as well.

00:29:01

They're not being forgotten. Yes, sir.

Speaker C

00:29:04

Yeah, I think just to piggyback off of what she said, I think, and to be specific, like the, the community value— and this is very embarrassing for me to say as a parent of the Fort Worth ISD, I'm actually kind of— my stomach is turning that I have to say this— but the value is basic humanization of our teachers because we have completely gone on a dehumanization ritual with our teachers.

00:29:33

I talk with teachers in my school every single day. I am a, uh, I'm a certified volunteer on every campus. I've tried to visit as many campuses as I can, and I don't know why, I know maybe it's the beard, but teachers confide in me. And I heard just, just yesterday from a teacher, [personal information]

She, she told me, she said, [Speaker C]
[personal information]

Like, she's like, I consider myself a strong person. She says, I come home every day feeling deflated and sick.

00:30:14

She said, this morning, my, my husband rushed into the kitchen to a crash in the kitchen because I had dropped my coffee pot.

Speaker A

00:30:22

Oh my God.

Speaker C

00:30:23

Because I was shaking so much in the morning from anxiety of going to school. That's not right. And this is one of many stories. And I can tell you, at my, my home school,

there's not a single teacher that feels good about what's going on. Our halls that you walk in, they're all bare.

00:30:45

Like, the classrooms are bare. The life of the school, the soul has been sucked out of it. People are scared because from the top down, the leadership style is fear. And that is from [Superintendent] through the superintendents. That includes [Administrator 1] That includes [Admin 2] These are small people that use fear to control people, and there's no way around that.

00:31:11

Like, this is just a fact. And if you look at the other meetings that have happened, Look at the one that happened at Arlington Heights. You see all of that reflected in their actions. They want to say that, that the parents at that meeting were acting inappropriately, but they don't want to look at the fact of their own behavior and how inappropriate they are being with our children, with our teachers, with our school-level administrators.

00:31:38

So once again, it's sad to say this, but the basic value is humanization.

Speaker F

00:31:42

Thank you.

Speaker C

00:31:42

And treating people with basic dignity and respect. And, uh, I, I don't have—

Speaker A **00:31:47**
I don't have—

Speaker C **00:31:48**
I don't think we're going to go back to that. So I think I'm asking you to— the human in you to do something about that.

Speaker A **00:31:56**
Thank you, sir. Thank you for your comments.

Speaker F **00:32:01**
And that's a trauma that our children will carry with them forever. Our kids are going through trauma. It's being passed down. passed on to them, because this is their developing years, and, uh, any educator, uh, should know this. So I'm just appalled at the way this Board of Managers is conducting themselves.

Speaker A **00:32:24**
Thank you, ma'am.

Speaker I **00:32:31**
And to piggyback what he said about Dehumanization, that was something that I brought up at the strategic session in Diamond Hill directly to Dr. [Administrator 1] Um, what do we want to see? Bring back humanity into the classrooms, restore it, because I feel like when we dehumanize our educators, that means a disrespect to our students, dehumanizing the students and the parents.

Speaker D **00:32:59**
Thank you.

Speaker I **00:33:00**
Um, because the, the teachers are our sacred person in the classroom, and when we're not treating them with dignity and respect, that means we're not treating our kids with dignity and respect. And that's where parents have the right to speak up, however, because they're advocating for their child. And I don't think, um, the superintendent and that leadership level does not understand that.

And I think they're acting in an authoritative way that's trickling down and instilling fear into the whole school district. Um, even at that strategic session when I, you know, was encouraging the whole community that was there, uh, cafeteria.

Speaker E **00:33:54**

I—

Speaker I **00:33:54**

they wanted to yank the microphone from me because I, I advocated the only way we're going to change this TEA around is vote. And they tried to— Dr. [Administrator 1]uh, stated that this was not political. Yes, it is political. Our education is political. And I think the superintendent must honor the parents, listening to the parents, because I don't think he's doing that.

00:34:25

I, I think he is arrogant, has no, um, no sense of, um, empathy or compassion, uh, for the community because he doesn't know it. And I don't think he has intentions to know the parents in this community, just like Mr. [Speaker H]mentioned. Um, we've— it's been recommended to them how they should communicate to Spanish-speaking parents, and it's gone over their head.

00:34:55

Um, they, they don't understand how each parent is different and how each community is different. Um, you have the east side of the community that is different from the west side. You have this community that's different from the south side. So honoring— it, it's very deep for the superintendent, and he makes a 6-figure salary that comes from us, and so does the leadership.

00:35:26

And I think they really need to humble themselves. And if that is your Your go-to, the one to hold accountable. I do expect and hold the board of managers accountable to come down hard on them, come down hard on the superintendent to do his job as he should. Because you, as the board of managers, know this community.

00:35:51

You are from Fort Worth, except for one that's not from Fort Worth, um, and this is y'all's community too. So I would think that y'all would care if somebody's mistreating our students, our teachers, our educators, that y'all would stand and defend that community. And I, I see Dr. [Superintendent]as an outsider and didn't come in with intention to be humble, with

humility, to know the community.

00:36:21

He came in full force, this and that, you know, he disrespected our teachers, but, um, and That's not an honor, it's, it's a disrespect. So, uh, bring back humanity into our classrooms, bring back humanity, dignity, and respect to our teachers and to the parents.

Speaker A

00:36:40

Thank you. Thank you all very much for your very thoughtful comments. Like I said, they're being recorded and they will not be forgotten. I guarantee you that. Any other comments on question number 3? Well, I should have these memorized by now. Question number 4. What are some things that Fort Worth ISD is doing for our students right now that are working and you want to be sure we keep doing those things?

00:37:16

What are things you think are working, say, y'all, want to make sure y'all continue to do Ms. [Speaker G]

Speaker G

00:37:22

Whenever I think of this dad with his young son in the back, um, working for Tarrant County College, we have dual credit early college high school programs. And so whenever I think about making our students, our young students, reach their potential, you know, seeing several hundred students graduate with their associate's degree before they graduate high school is an incredibly powerful, powerful opportunity.

00:37:44

It's exciting I was in the hallway a couple of weeks ago and some graduating seniors graduated in May off to college. One's going to Princeton, one's going to TCU because of our early college high school programs. Those are things that they might not have ever dreamed of had they not been in an environment that told them, oh, you can do this.

00:38:05

And so I love those programs. I've worked with them for years. Um, do some of them need tweaking for like P-TECHs?

Speaker A

00:38:12

Absolutely.

But I also want to just applaud the students that have been given the opportunity to try a little harder and do, do tough things and who are incredibly successful at it.

Speaker A **00:38:22**
Thank you. Anybody else?

Speaker D **00:38:29**
Um, I think the School of Choice are a great program. I wish they had that when I was in school. They were just starting it off, but my daughter attends the school of choice. And I think those programs are amazing and great. Like she said, there's kids that are getting a 4-year degree in 2 years instead of 4 or 5, and a lot of them are getting a lot of money in scholarships because of that.

00:38:53
But I would also like to see more pathways within those school of choice to where if they want to go to trade school, they can. If they are able to get an associate's I have a couple of students from TCC, like my daughter attends World Languages. There's no straight connection with TCC, but I know it's possible for them to get an associate's.

00:39:12
And I think that School of Choice programs are great, and I hope they never get rid of them because it's a great opportunity for especially kids in our community to— whose parents might not even know that School of Choice is the thing because they don't get informed or they get out of work late and they don't attend the meetings.

Speaker A **00:39:29**
Thank you.

Speaker D **00:39:30**
For them to get an education that their parents might not, or get— if they don't like school, because I know school is not for everybody, but they're able to get a decent job where maybe one day they have their own business.

Speaker A **00:39:44**
Thank you. Yes, ma'am.

Speaker I **00:39:47**
Pre-K 3. I don't know if we have it back and forth, I see, but I know that was amazing. And

Pre-K 3. All my nieces and nephews went through Pre-K 3, and I have a sophomore at OSU and a senior at UNT. From a multi-generational home, a single mom, and I piggyback on School of Choice as well.

00:40:14

Um, I, I think that early learning programs Are amazing. They do wonders for, for the, for the families and for the students. And start them young and, um, they, they will succeed.

Speaker A

00:40:32

Thank you. Yes, ma'am, back. Welcome.

Speaker D

00:40:38

Um, I'd just like to third the school choice programs.

Speaker I

00:40:46

We're—

Speaker D

00:40:47

we were a Riverside Applied family, so now in Bonnie Brae, and just watching how well he learned to read quickly, um, because we followed Montessori practices when he was in pre-K, and just how it was a natural evolution to his education. And just watching how all of the kids work together on projects and have learned so quickly, um, I've just been really impressed with that and want to see that continue and to expand to the rest of Thank you.

Speaker A

00:41:14

Any more comments or questions? Thank you. Over here.

Speaker C

00:41:22

Yeah, um, the dual language two-way programs are really awesome. They're really beneficial for our community, especially since we have such a heavy Hispanic community. Um, you know, if you look at projections, like, we're gonna probably be mostly Spanish speakers here pretty soon. So having that in the school level is great. Um, all those teachers in those programs, those are some of our best teachers in the entire district.

00:41:47

Like, they're passionate, they are intelligent, they love what they do, and we just need to make sure that we continue to support them and those roles are protected. I've been told that they are, but I also don't believe anything that this administration is So thank you.

Any other comments on question number 4? Then we'll move on to the last question, number 5. When you think about how Fort Worth ISD is educating our students, is there anything that you think is not working and we should stop doing?

Speaker C

00:42:32

Um, yeah, number one is the scripted lesson plans, the timed scripted lesson plans. The teachers don't like them. It is completely embarrassing for teachers that have master's and multiple certifications that literally spent their entire lives doing this to be told that they need to have these training wheels put on. And when I say put training wheels on.

00:42:55

That is literally something that an administrator told a teacher at my school that has been teaching there for [many] years She is literally a treasure in our community. People— I know people that had her as their, their teacher that literally moved their entire family into districts so that they could have her. And just the complete disrespect to be told that she had to have training wheels on to learn this new system.

00:43:21

And that all stems from this one-size-fits-all teaching of putting kids in positions where they're staring at a clock on a screen and getting anxiety about not being able to finish their work in time. There was a question asked at the meeting at Arlington Heights: if kids are not— if they're not caught up on the lesson plan, if they don't understand where they're at in the lesson plan and the time is expiring, Can teachers spend more time on that item?

00:43:50

And administrators refused to answer the question, which to me tacitly is saying no. And that's an issue. If kids can't learn in a classroom, that's a problem. Not to mention the use of AI in the development of lots of these programs is terrible. There's all sorts of slides that I've seen. There's a slide that, you know, has been all over the internet of a hand with scissors.

00:44:12

6 fingers on it. There's also lots of math slides talking about real numbers versus imaginary numbers, and they're just completely wrong information on it. There's math slides with scales that are wrong. So these— this AI stuff is being used and deployed in our classrooms in a way that treats our children as guinea pigs, and that's not what my tax dollars are for.

My tax dollars are not For some AI training model to be shipped off to Mike Murath or Miles or whoever wants to use it for their private model that they're going to make millions of dollars off of. There's no direct evidence of that, but where is all this data going? This administration has such an emphasis on collecting data, and yet they show us no data.

00:45:00

So where does this data go?

Speaker A

00:45:02

Who's using this? Thank you, sir. Yes, we have comment again back.

Speaker D

00:45:17

I'm also concerned about the use of AI. I've noticed that the superintendent emails every week are clearly AI generated, and I think that's a poor example to set for when we're trying. to teach kids how to communicate and have critical thinking. Um, and if the administration is not capable of putting coherent thoughts in an email, I think that's a concern I have.

00:45:39

I've also seen some of the worksheets that have errors on them because they've been AI-generated. And when we were transitioned back to applied learning from the scripted lessons, we got copies of all his worksheets sent home, and it was stuff that they had done in kindergarten.

Speaker E

00:45:54

Thank you.

Speaker D

00:45:55

And so I think that's kind of a terrible education to give to a second grader when we're well past that point.

Speaker A

00:46:04

Thank you. Yeah, sure.

Speaker B

00:46:11

Well, again, uh, kind of echo some of that, the one size fits all. So it seems that to raise the floor Lowering the ceiling. Uh, that's an issue for me, I guess. So I don't know how you fit

that into the prescriptive method and then how you— there's a reason that certain schools are the way they are or the scores they get, I guess.

00:46:37

But one-size-fits-all isn't the answer. And also shrinking recess, another thing. He never goes outside. It is hot, but it's not that hot. So those are the 2 things for me.

Speaker I

00:46:49

And then we have the Bluebonnet curriculum that I know that was before, uh, y'all came on, but the Bluebonnet curriculum is not the right curriculum to have in our schools. It has been proven there's a lot of mistakes in it. Um, and so that is something we need to stop, um, doing. And here I'm going to speak on behalf of some students that have voiced their concerns.

00:47:24

They, they don't want to stare at a screen all day long. Um, it's, it's not motivating. Um, the technology, the uses of technology constantly during the day is, is not something that is useful for their learning. It's not going to help them be critical thinkers at all. And I just pulled up the article from the Fort Worth Report that OpenAI partners with Fort Worth ISD on ChatGPT for teachers.

00:47:58

So we cannot say we want our students on a reading level, math level, and all this when we are partnering with ChatGPT, OpenAI. It just does not make sense. To piggyback what the lady said in back, we, um, we're not gonna set up— we're not— we're setting our kids up for failure, and we're not gonna have critical thinkers.

00:48:24

We're not going to have good readers. I mean, if teachers— if y'all want teachers to use this, it's also insulting to them. Um, so we really should not do that, not should go, not go into that route. Um, so yeah, it— this is much deeper, and, um, we, we can't expect our kids to be excellent.

00:48:49

I mean, have— be at an excellent level when we're trying to— I think, I don't know if this is proper word— way of saying, dumbing down our educators with such tools that are unnecessary. I mean, AI is just at the beginning of its stages. And, um, and like, uh, the gentleman that said about, you know, all this data, data-driven data, where is it going?

Why are y'all collecting? What is it proving? You know, and so, so that's—

Speaker A **00:49:24**
thank you.

Speaker F **00:49:30**
Well, I think you need to, uh, keep religion out of our schools. You need to stop banning books. You need to teach history as it is instead of whitewashing it, instead of rewriting it the way you want it to be. And you need to let our teachers teach because they they have the expertise to do it and do it properly.

Speaker A **00:49:53**
Thank you, ma'am. Which here?

Speaker D **00:50:00**
I'm going to read a list of questions I have because like you said, it's going to be transcribed so it doesn't get forgotten. If Calton 12 is intended to improve struggling students. Schools, what safeguards are in place to ensure that implementing the same model in A and B schools doesn't unintentionally lower their performance?

00:50:20
Since they're all doing this scripted lesson, follow the timer, how are we going to prevent that from the schools that already have a high rating and now they have to follow this specific method or this specific lesson? How are we going to prevent my daughter's school going to an A to coming down to a C if we're trying to get an F school up to an A.

00:50:43
Another one is, how much professional judgment does a teacher actually have when the lesson tasks and pacing are already prescribed? What happens when the teacher knows her students need something different? Can they change it, or are they going to get in trouble for going off script? For walkthroughs, are we evaluating teachers based on whether students are learning Or based on whether an observer sees every component of the instructional model being performed correctly during a walkthrough, because they just go in for 20, 30 minutes, 10 minutes, 15 minutes, but they're not there for the entire lesson.

00:51:19
And again, some of these teachers are getting very low ratings, like 40s, 30s, 20s, when in the past they had 80s or higher percentages. So that's another concern. And what

measurable benefit do students receive from requiring teachers to constantly update DOLs, scaffolds, TEKS, and other information on the board? And how does that benefit justify the planning time required from teachers?

00:51:46

Some of these teachers are expected to stay until that board is changed every day to that specific lesson. How is that helping the student? Usually, if I remember correctly, as a student They don't care what's on the board, they just want to know what we're learning, what you're going to teach them. For ESL, how does the highly structured and paced model give teachers enough flexibility to meet the needs of English learners who may require additional modeling, language support, or processing time?

00:52:17

And how does removing career day, college visits, field day, and other community building experience help us prepare students for college and careers. I think a lot of those things that are being taken away or being done later or pushed back, it's also part of what makes learning fun. And that's how you build community with the families, not just you're going to sit there, you're going to watch this lesson and learn.

00:52:42

Like, you have to have community, you have to have collaboration, not just sit there and let's work on this math.

Speaker A

00:52:50

Thank you.

Speaker E

00:52:52

So I got to teach Bluebonnet last year, algebra, um, and everything they're saying is correct. Uh, there is a science and an art to teaching, and that's what makes a teacher great. And Bluebonnet has taken the art out and, um, I can tell you that there's no room for differentiation. So we know that all the students sitting in our classroom don't learn at the same pace.

00:53:22

They're not at the same spot. And when you have a scripted curriculum, you, you're teaching them all at the same level, and there's no time to go back and reteach. That curriculum does not allow for it, and it's not even an opinion. I'm telling you it's a fact. In fact, uh, where I teach, it did not even fit in the 187 days of our school.

So you can't even finish the curriculum that the state has written knowing that there's 187 days in the school year. Um, the books that you have to purchase every year for Bluebonnet— where does the money come— where's the money going? Who are we buying this from? Because every year you have to buy new books for for every student.

00:54:10

Um, I think that that's a waste of money. I mean, it's 2026. What are we doing? Why are we doing that? Um, and then the other thing is stop playing the gotcha game with teachers. That's the only reason you have the doors open in those campuses is because you want to walk by and you want to get up, you want to catch them.

00:54:28

Uh, teachers need to be mentored, and as I've taught for 16 years I'm not the teacher I was my first year. I was lucky to have mentors that helped me. And the grading system from TEA is called T-TEST, and it's meant to build teachers, to grow teachers. It's not meant to get them in trouble.

00:54:52

Um, and so I know that for what we do— well, what I've always done my whole career— is you have a pre-conference And then they tell— you get to choose when that administrator is coming into your room to observe you, right? Um, that is a system where you're growing teachers, you're not running them out.

00:55:14

You don't want to be in a workplace environment where you feel like at any moment you're going to get fired. Um, and so I think, you know, the whole door— I know I'm harping on the door open That's just crazy to me. Um, and then the last thing I'll say is that stop underfunding athletics.

00:55:34

Athletics is a big reason why kids come to school. Um, we have the cross-country Riverside cross-country team always running through our neighborhood, and I—

Speaker I

00:55:44

it's—

Speaker E

00:55:46

I'm a coach as well. And so Fort Worth ISD, they need to fund their athletics. Thank you.

It's—

Speaker E **00:55:53**

we've played them before, like they've been in our district and stuff, and we've had to, um, provide them with old like bat bags. We've given them bats that we don't use anymore. We've given them helmets that we don't use anymore. Our school donated to them. That's ridiculous. You're Fort Worth ISD, like you should be funding these programs, and then you might see a turnaround and students' performance because you have to pass the play.

00:56:21

So anyways, I think you need to— you talked about budget, you need to look at your athletic budget.

Speaker A **00:56:27**

Thank you. Yes, sir, coming back here.

Speaker C **00:56:35**

I do just want to add on a couple things. Uh, she had mentioned teaching religion in the classroom. I've talked to dozens and dozens of parents about this, and when you When you phrase it as, would you like Christianity to be taught in the classroom? It's almost overwhelmingly no. I mean, the people that say yes are normally Christian, or some of them aren't.

00:56:53

Some people are just alright with having that worldview. But when you phrase it as, are you alright with a differentiated teaching of religion in the classroom, where we are teaching, this is the Buddhist conception of God, and this is the Christian conception of God, like, Compare and contrast. Almost nobody has a problem with that.

00:57:13

And I think that is a fact that everybody that develops curriculum understands at some level. And so the question of why is this being pushed through as a Christian-only agenda, we know why. So like, let's stop playing the games. Like, get religion out of there unless it's really about religion. And the second thing, going back to the ChatGPT Partnership.

00:57:37

So I've trained AI models, and the reason that I train AI models is because I get paid to do it, and you make decent money doing it. What I see happening with this partnership and

the way that slides are generated and handed to the teachers and what the administration has said about this process is that, yeah, sometimes there's going to be mistakes, but teachers are Okay, to fix this.

00:58:02

And, you know, they return to us and we make sure that it's good. We're even going to hire more teachers to make sure that these slides are right. Well, to me, as somebody that has literally trained AI, these teachers are now training AI for a multi-billion dollar corporation. Like, you're using our tax dollars to have our teachers review AI slides and return the work that is right.

00:58:27

and incorrect. That is literally what training an AI model is. So we're getting boondoggled into using our tax dollars for ChatGPT to be a better product, which isn't even— doesn't even have a product market fit yet. They're still in the nascent stages of this design. Like, we are literally bankrolling a billionaire's future.

Speaker A

00:58:49

Thank you for your comments. Anybody else? Any comments? Question 5? Okay, well, we'll close the session on the questions. Um, typically at the beginning of the sessions, I introduce myself, and I didn't do that. I've met some of you already, some of you I did not. My name is Luis Galindo. I am on the Board of Managers, uh, along with 8 other individuals who chose to serve in that capacity.

00:59:22

I'm often asked, why are you doing this? Why did you want to be on the Board of Managers given the circumstances? Which, at my age— I'm 66 years old— I'm not naive. I understood the challenges that we were facing in our community, and I understood that it would be a difficult task Many of you have highlighted why it's so difficult, and your comments are well taken.

00:59:51

But I will tell you, I grew up in El Paso, far west Texas, a predominantly Mexican Latino community. And for my family, my parents were the really first generation to go to public schools. My mother started back in 1943 at the Seta Independent School District. She walked to school with the other kids, not knowing a word of English, and she was taught in that school.

Speaker H

01:00:29

Wow.

Speaker A

01:00:31

And she learned. It was a very different system, and they had They had many different methods that they used, and perhaps they would not be approved. But she learned English, and she learned math. Eventually, my mother went back to school.
[personal information about a Board member's family]

01:00:55

And when I was at UTEP, my college where I went to study accounting, She was also attending UTEP to get a teacher's certificate. I graduated UTEP, went to law school, University of Texas, and she graduated and became a schoolteacher. And she became an AP English teacher in an inner-city school in El Paso.

01:01:21

That's what education can do. For me, my parents really worked hard, sacrificed their lives, I say. My dad had 2 jobs his whole life. My mom always worked up until she was able to go to school, and then she worked as a schoolteacher. But they provided us with the opportunity for an education.

01:01:44

You see, in our community, that's the only way out of poverty. That's the only way to have any opportunities. to do other than just take on menial jobs, earn your minimum wage, which is not uncommon in the classroom. At least it wasn't. The community is changing a lot because of education opportunities that are now available.

01:02:10

But to us, and to my parents, particularly my parents, there was a promise made that if your kids come to school, We will educate. You can sacrifice to provide them the opportunity to attend public schools because at the end of the day, they will get an education, and it's worth something. It's worth your sacrifice.

01:02:41

It's worth you supporting. That's a promise that we make every day here at Fort Worth ISD. That's a promise I feel I have taken on, on the Board of Managers, to ensure that that promise is kept for every family regardless of circumstances. Whether they don't speak English, whether they have special needs, We must keep that promise.

Thank you all for being here this afternoon, for sharing honestly with us your opinions. They will help us to set those goals and those guardrails so that we can continue working together with our community. There's nothing that we cannot accomplish.

Speaker D **01:03:35**

Thank you.

Speaker A **01:03:36**

Working together, we can take care of this. I know it's a monumental task in front of us. Many things that have to be addressed, many things that have to be worked on. But working with you all, if you all continue to work with us, we can get this done. Thank you all for being here.

01:03:58

Thank you.

Rotary Club of Fort Worth

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Speaker P - 3.79%

Notes:

No notes.

Speaker A **00:00:14**
All right, we are going to get started. Um, I want to be respectful of everyone's time. So, uh, appreciate you being here.

Speaker B **00:02:28**
Are they talking right now?

Speaker C **00:02:35**
We don't need to.

Speaker B **00:02:37**
That's good. We ready?

Speaker D **00:02:40**
Yep.

Speaker B **00:02:41**
All right, well, thank you all for being here.

Speaker A **00:02:46**
I'm going to go ahead and get started. We are doing these across the community. The goal is, as [CM 1] who spoke to us a minute ago, for us is to get the pulse of the community with regard to schools. All right, so with regard to that too, we are asking the same questions of all the stakeholders at every meeting we We go to, so there is a bit of a

scripted introductory component.

00:03:19

So bear with me, I'm going to read through that and then we'll get to the questions. Thank you for taking the time to share with us today. Your voice is incredibly important. My name is Tennessee Walker. This is Courtney Lewis. This is Rosa Verdeja. We are all members of this Rotary Club along with 2 other people on our board, and we're members of the Fort Worth ISD School Board.

00:03:41

Hi, I'm The board is committed to ensuring our Fort Worth ISD students have the capacity to live purposeful, choice-filled lives. That requires providing clarity to the superintendent regarding the main thing. Far too often, not just in Fort Worth but across the country, school districts have operated as though everything is important. When everything is important, nothing is important.

00:04:04

When nothing is important, our children struggle. We're committed to not only providing this clarity regarding the main thing, but to meaningfully track the district's progress toward achieving it. Why are we conducting these listening sessions? We're doing it to accomplish this: we must first identify the most important things our community wants Fort Worth ISD students to know and be able to do.

00:04:28

It's critical that we deeply understand our community's vision for our students. We must also deeply understand what our community most values, the non-negotiables that the district must honor while pursuing this vision. This is why we are here today, to deeply listen, so we are clear about the community's vision and values such that we can translate them into specific goals and guardrails.

00:04:52

That means that this afternoon is not about solving individual concerns or debating specific district operations. We also have this handout. We also have a handout entitled Fort Worth ISD Contact Sheet, which is being passed out. That should identify the correct district staff person to assist you with any direct operational concerns. We'll be conducting 2 types of listening sessions.

00:05:19

Some will be held at district facilities across Fort Worth. Others will be held like this one out

in the community to ensure We're hearing from a representative segment of the entire community. A complete listing of all the listening sessions will be made available on the board landing page on the district's website. We're excited to hear directly from you today.

00:05:36

We're recording this session to make sure that we capture your feedback verbatim. However, we want to encourage you to also complete the survey, and there's a QR code being passed around. There's no substitute for receiving your feedback in your own words. Please share the QR code as well. We want to get this listening survey to as many people in Fort Worth as possible, so share it to your networks, on your text chains, on your social media.

00:06:02

The more people we hear from, the better we are to understand the true visions and values of our community. Finally, please note that completing the demographic portion of the survey is entirely optional. The data will not be used— will be used not only to help the board understand whether we're hearing from a representative cross-section of the I butchered that.

00:06:20

If you do share, it will be used to help us know that we're hearing from a representative cross-section. Although the listening session is not intended to be a discussion about data or the pros and cons of standardized tests, we believe it is important to keep the current reality for our students front and center throughout the listening sessions.

00:06:36

Therefore, there's a handout about current Fort Worth ISD student performance that's also available. I believe Courtney's passed that around as well. If you didn't get one and would like one, let us know. It's important during this session that each voice is heard. To ensure this, we'll follow a few basic norms. We'll avoid allowing only one voice to dominate so that each participant who wishes to speak has the chance to do so.

00:06:58

Please be understanding if we move to another participant in your group. We will take notes and we will work to ensure that your feedback is captured accurately in addition to being recorded. We may also— well, we are recording. If you're taking notes, feel free to send those to us as an additional data point.

Speaker F

00:07:13

Thank you.

Speaker A **00:07:13**

You're welcome to review the notes taken here today and the recording as well. Be as honest and candid as possible. There are no right or wrong answers. Please be respectful of one another's opinions. That means listening to comments you may not agree with. And again, I think [CM 1] who spoke to us earlier today, when asked about how he's reaching different age groups, he mentioned they're trying to get the pulse of their potential customer base.

00:07:37

That's what we're doing. We're getting the pulse of the Fort Worth community as it pertains to the visions and values of this community as we move forward as a public ISD and how we can best serve those children. So with that, we are going to go to the first question. I'll take care of it.

00:07:57

You got it.

Speaker G **00:07:59**

Go ahead down.

Speaker A **00:08:01**

There we go. The first question is, what should our Fort Worth ISD students know or be able to do? If you could only pick one or two of the most important things that our students need to know or be able to do, what would they be? Yes, sir. And we are going to try to pass around the mic so that we can better capture the audio.

00:08:22

And feel free to identify yourself if you would like to, but you don't— you're not required to by any means.

Speaker D **00:08:27**

[Speaker D] I'm a graduate of [personal information] Obviously, the ability to read opens the door to the rest of learning and, uh, fundamental basic math skills.

Speaker A **00:08:42**

Thank you for sharing. Anyone else?

Speaker B **00:08:45**

[Speaker H]

Speaker H **00:08:49**

Good afternoon, [Speaker H] I agree with [Speaker D] and, and I think it's really important that critical thinking skills be prioritized because people, you know, they need to be able to understand how to come to a decision and be able to defend— well, that's a strong word, but they need to be able to explain why they chose to do something rather than just relying on technology.

Speaker A **00:09:14**

Thank you, [Speaker H]

Speaker I **00:09:19**

Yeah, my, uh, wife, uh, was training our 8-year-old granddaughter on the money game Which was simply showing her if she was going to get change for a milkshake at McDonald's and laid out the coins, how much dime, nickels, and quarters was going to be the change for a milkshake. And it was fun to play the money game on pennies, nickels, and dimes and quarters.

00:09:43

But again, coins and adding and subtracting as an 8-year-old. So basic math. and being able to read. And both my wife and I practice reading with the 8-year-old.

Speaker A **00:09:58**

And I think I kind of want to hear you say there on the math side too, also some form of like a life skills type of math, applying it to real-world scenarios. Is that an accurate takeaway?

Speaker I **00:10:06**

Yes.

Speaker B **00:10:07**

Thank you.

Speaker J **00:10:10**

And I'm sorry, I missed the very beginning of this. Is this question only, or is it—

Speaker A **00:10:15**

So this is our board listening session. So we've got questions we're asking to different stakeholder groups across the community. We are asking the question and we're listening. The superintendent and his team are holding more sessions that are back and forth and Q&A. This is more of a, we ask the question, hear your feedback.

Speaker J **00:10:32**

I got the general sense. I just want to make sure that's what we're doing right now.

Speaker F **00:10:36**

Yes.

Speaker J **00:10:37**

Um, so, uh, proud graduate of Pasco High, product of the Fort Worth school system. I've got a very good Very good education there. It was a long time ago. Um, my question now, it's a very different world than it was a long time ago. Um, agree with, of course, what everybody said. I had older brothers and sisters, so I started learning very early and started developing vocabulary early.

00:11:00

So that's a huge advantage. I know family's a big part of it. Um, so hopefully you guys are doing more to involve the family and Help the kids along because it really does take that. Made a big difference in my life. I was fortunate. Um, but as far as technology in schools, we've got a lot going on.

00:11:22

We have, I mean, just phones in schools. Let's start with that. Where do you guys stand on kids having phones in schools?

Speaker A **00:11:31**

Well, and this is a little bit outside, but right now we're operating on a no phones in school policy. That's an operational issue outside the board, but that's the policy currently.

Speaker C **00:11:42**

Hi, my name is [Speaker C] and, um, I have 3 children in Fort Worth ISD— 5th grader, 9th grader, and 12th grader— and I'm [a PTA council officer] So I do a lot of

PTA and educational advocacy work as a volunteer. My— I think the most important thing besides— I want to reiterate all the things I've heard: math, reading, financial literacy, critical thinking.

00:12:08

All very good. So I want to add an additional 2. Teamwork is very important in the job world and in the military world. [personal information]

— ability to work as a team. And also communication skills, the ability to effectively hold a conversation, speak in public, answer basic interview questions, write to answer basic things on interviews.

00:12:42

So I would say teamwork and communication are my 2 things I'd like to add.

Speaker A

00:12:46

Thanks, Mr. [Speaker C]

Speaker G

00:12:52

Hi, [Speaker G] I attended Arlington Heights High School and, uh, for 4 years, and I did— pardon me?

Speaker D

00:13:01

Uh, something—

Speaker G

00:13:01

yeah, whatever. Paschal graduate. Okay, good.

Speaker K

00:13:07

That's why he knows the song.

Speaker G

00:13:08

They weren't doing that. Um, and also attended, uh, 2nd grade at Ridgely Hills Elementary. While all these things are certainly very good, one thing I want to add to what should Fort Worth ISD students know or be able to do is understand economics or financial. Now those sound like very sophisticated words at some point, but even at the youngest age, in 2nd grade, I opened a savings account.

00:13:39

That's because my teacher and the Fort Worth National Bank actually had a program with oil envelopes where we could bring in our pennies every week.

Speaker B **00:13:49**

And yeah, well, let's see.

Speaker G **00:13:51**

Okay, that's a way back, but you must know [Speaker D] Yeah, okay, '63. But that was very important to me. I still haven't counted up what's become— that bank has become. But I find more often than not that So many, uh, kids do not understand finances. And, um, and again, if you want to put a simple word to that, whatever that might be, and they don't understand saving money and how to budget.

00:14:19

So I think that's very critical. What does it all come down to at the end of the day for everybody? It's budget, money. How much money do you have to spend and how much you don't?

Speaker A **00:14:30**

Thanks, [Speaker G]

Speaker B **00:14:30**

Thank you.

Speaker L **00:14:32**

Since I've got the mic, I'm going to ask 2 question, [Speaker L] My answer to that would be demonstrate character or self-control, because that kind of leads to all the other subjects. And if you can't exercise self-control or personal discipline, then it's hard to learn.

Speaker B **00:14:55**

Thank you, sir.

Speaker F **00:14:58**

[Speaker F] My name is [Speaker F] I have 2 kids in Fort Worth ISD. I went to Fort Worth ISD, [district schools] graduate. I want all kids, and that's the big thing, right? I think there's a vast disparity between the kids that are excelling in Fort Worth ISD, that are making it and that are not there.

And so I think every single kid should be able to read, write, do math, right? Um, and I love what you said, but I'll tell you, like, I was an absolute [profanity] growing up. I mean, in middle school in 4th IC, [personal information]

00:15:53

So, well, and so, but I think 4th SD, at least at that time, you know, in this, in the programs that I was in, in class, they pushed me, right? And I was still bored, and that's why I got in trouble so much. But the problem is, like, we have so many families That they come in and they don't have the same stuff that I can provide my kids.

00:16:23

I want all kids to have that, right? And Fort Worth ISD can't change what they come in with, but we can have the framework to provide that every kid's not going to get left behind. I mean, I think it starts in elementary, and right, all the research shows that after that it's really hard to catch up.

00:16:41

But that's— I think that's— those are the basics. Right, if we can do those things, 3 things, and we can get them, every kid there, Fort Worth is going to be fantastic.

Speaker B

00:16:52

Thank you.

Speaker N

00:16:57

[Speaker N] a Fort Worth native, a product of Fort Worth ISD, along with sisters, about 100 cousins, and nieces and nephews, and served on site-based management teams, PTOs and PTAs, a lover of public schools. A lot of what I've heard certainly would echo, but I would also say what should they be able to do?

00:17:23

One that comes to mind, they should be able to legitimately respect and appreciate the great diversity of people past and present without exception, engage in a civil dialogue with people they don't agree with. Be full participants in our local economy, not just consumers. And when consuming, be a wise consumer. I guess last but not least, the word that someone mentioned, character.

00:17:53

They should reflect integrity. Whatever they're doing should match their values. And I know that's a high bar. I'm not going to comment on it.

I think but, that's a very good point.

Speaker N **00:18:02**
uh, right, reflect integrity in what they do.

Speaker B **00:18:07**
Thank you.

Speaker A **00:18:08**
Okay, one more, 2 more on this question. Howdy.

Speaker O **00:18:15**
Well, hello there.

Speaker J **00:18:16**
Take a seat.

Speaker A **00:18:16**
I appreciate it.

Speaker O **00:18:17**
Uh, [Speaker O] a former teacher in Fort Worth ISD and also a high school counselor in Fort Worth ISD. I think everything everybody said is valid, but even before all that 4th ISE should know that their kids should know that they're important. All the learning and all the techniques and all the lesson planning curriculum doesn't matter if they don't feel valued and feel that they belong where they're at.

00:18:43
So sense of belonging, feeling that they're important and they can do what they put their mind to and put their effort into. And so a lot of times, especially with the testing, I've been in the buildings, I've been in the meetings, the focus is importance on the testing, it's not importance on the student and their development.

00:19:01
So how you operationalize making somebody feel important, that can be done a lot of different ways, but they can't just be relegated to just a number on or a dot on a score matrix.

Yes, sir. Thank you.

Speaker E **00:19:17**
I'm glad—

Speaker M **00:19:18**
wow, it's loud.

Speaker E **00:19:19**
I'm glad that I waited, uh, last. [Speaker E] I'm [with a local mentoring organization] It's a mentoring program and a proud graduate class of '89 at Arlington Heights High School. I went to Monarch Middle School, Mary Louise Phillips, so all the way through. But, uh, to build a relationship with a caring adult, I believe the children need that as well as mentoring.

Speaker N **00:19:44**
Can I add just one little sentence?

Speaker B **00:19:46**
Sure.

Speaker N **00:19:47**
Sorry for that. When I think about my experience in the classroom as an adult going in and speaking to classes, something that I've always observed in the early grades, you know, especially first and second grade, and I'm always looking for it in the higher grades, that what they should have is a love for learning.

00:20:07
There's something drastic when the love of learning declines as they go through K through 12.

Speaker B **00:20:16**
Thank you.

Speaker A **00:20:18**
Got one more behind you, sir.

00:20:23

Yes, [Speaker P]

Speaker D **00:20:25**
I didn't have a—

Speaker P **00:20:26**
you know, I didn't, of course, not Fort Worth ISD, but I think that everything here everybody said was great as well too. I think one of the I think one of the biggest things is when you have all of that, you know, they can read, they can write, but another thing is being exposed to, uh, professional—

Speaker J **00:20:45**
professions.

Speaker P **00:20:45**
I think more field trips going into hospitals to see doctors and nurses, law firms, or, you know, other type of professions. I think that gives them something to look forward to.

Speaker B **00:20:57**
Thank you.

Speaker A **00:20:59**
Okay, we are going to move on to question number 2. I want to try to be respectful of everyone's time.

Speaker H **00:21:03**
time.

Speaker A **00:21:04**
Next question is, what describes a successful graduate in Fort Worth ISD?

Speaker M **00:21:19**
[Speaker M] I apologize, I've got to be somewhere else in a few minutes. I've already responded to the survey.

Speaker A **00:21:27**
Thank you.

I appreciate what you're doing. I have a lot of empathy for all of you.

Speaker C **00:21:30**
Thank you.

Speaker M **00:21:31**
Um, thank you for what you're doing. It's extremely important. I'd like to go all the way down to number 5, which I didn't include on my survey, and I think it's really timely right now, and that is communications in the district— internal communications and external communications. Before you all embark on big changes, everyone needs to be aware of it before it happens and why it is happening.

00:22:00
And the school district has never done that very well. At this time, it's extremely important that we do that very well, both internally with employees and externally with the public. I'm very encouraged by your all's participation. I think it's a wonderful board of managers And I look forward to you all doing very, very well.

00:22:24
So thank you.

Speaker A **00:22:25**
Thank you very much, [Speaker M] And I'm going to say [Speaker M] just responded to question number 5, which is when you think about Fort Worth ISD, or when you think about how Fort Worth ISD is educating our students, is there anything that you think is not working and that we should stop doing? And we'll get to that for the group as a whole, but just for later on we're doing data analysis, I wanted to tie that to the question.

Speaker M **00:22:44**
Thank you.

Speaker A **00:22:45**
Yes, thank you. So back to question number What describes a successful graduate?

Speaker J **00:22:54**
They're ready for some type of professional career, some way to earn money, vocations. And I know there's been a lot more push in recent years to teach vocations and expose them. It kind of goes along with what Mr. [Speaker P]said as far as exposing the different

opportunities so they can be thinking about that.

00:23:13

they're younger, because they need to be ready to have a job. Otherwise, they're not going to be anything productive.

Speaker B

00:23:21

Thank you. [Speaker F]

Speaker F

00:23:24

I'm going to address question 5 real quick because I have a— I got a 1:30 call I've got to jump on. Okay.

Speaker N

00:23:30

Um, what's question 5?

Speaker A

00:23:32

Question 5 is, what is Fort Worth ISD doing, uh, that is not working, and what should we stop doing?

Speaker F

00:23:37

So I'm not going to I take over, I, I, I, I'm ambivalent about it, right? We're at where we're at. I think we've had decades of failure and we've got to do something about it. I see all the framework, I see everything that, that the district's trying to do, and, and, um, I buy in, right?

00:24:01

I think there's a couple things that I'd say. One, I'm gonna, I'm gonna say the same I think that the communication— I think Fort Worth ISD, the leadership and the board, need a really, really good communications officer because I think very few people understand what the district's doing with the framework or the why, right?

00:24:21

And just being somebody who asks questions and is trying to be involved, I know a lot of the why. But I don't think most people do. Um, so I think communication is really bad too. And again, I've tried to talk to teachers and see what's going on, and, you know, again, I buy into what the purpose and the framework and the why.

I think there's oftentimes a gap between what the leadership's trying to do and, and what happens to the middle management, and the teachers take the brunt. So I look, my kids in elementary and middle school, right? They have to do their DLRs every day, right? And they pass or they fail, they move, right?

00:25:05

They get into advanced or, you know, my 4th grader, every day she's like, got 5 out of 5 and I started doing my advanced stuff, you know? My 7th grader come home and he's like, I got 1 out of 5. And I was like, well, you can do better tomorrow, right? So, and I, so I love the framework.

00:25:22

Also, what I'm hearing is every day, right, and as being an organizational change, that's my background, right, um, you need 3 positive things to every 1 negative. And so you've got this massive changing framework. I think teachers are taking the brunt and feeling it, and that all they're hearing is, here's what you can do better, here's what you can do better, here's what you need to do different, instead of, hey, good job on this, good job on this.

00:25:48

Here's one thing you can work on. So those are my 2 things, communication and on the why, and then just a little better job of making teachers feel valued and supported through like, here's what you're doing better.

Speaker A

00:26:03

I guess if I try to— the second one, kind of, kind of tell it back to you and see, but kind of think of what I'm hearing is effective and respectful implementation. of the plan down through the teachers, through middle management to the teachers, being respectful and effective in implementing the change.

Speaker F

00:26:21

Yeah, and just from a, like, a, again, my background's in IO psychology, right? So I do, I work with private sector and public sector companies on organizational change. Organizational change, especially in a major, like, change, turnover, right, transformation It takes 3 years.

Speaker M

00:26:40

I know that.

Speaker F

00:26:41

I also know, right, that it causes all of your employees to feel like on edge, anxious already. And then when the framework is instructional coaching of we're telling you every day what you need to do better, it comes across— what it does is it builds that anxiety and criticism when what we need— and again, I'm not against it because we need to have better teachers.

00:27:04

We need to have better results, right? And you're trying to implement that framework, but also to make teachers know, hey, we still— like, just because there's things that you got to do better, you're doing this, this, and this right.

Speaker A

00:27:19

Thank you. I'm going to skip back to question number 2 again. Uh, what describes a successful graduate? Any, any other answers on that?

Speaker B

00:27:30

It's officially on the record.

Speaker C

00:27:34

I just have one word. It's grit. The kids these days, the generation we have currently, which is Gen Z— now it's Gen Alpha, right? These are the young children coming through. They are coming through without the ability to recover from from feedback, analyze what they did wrong, what they can do better, learn from failure, create goals, and work hard.

00:28:08

Because our kids grew up with iPads in their hands, and then they went through COVID, and there was more iPads and iPhones. And so we have to find a way to right the ship when it comes to the digital mess we And the children these days do not have grit. They don't know how to overcome challenges.

00:28:30

And I think grit is a word that I would just say, whether you're in the military or you're in the— working at McDonald's or you're going to college, you need grit, which is stick-to-itiveness and creating goals and sticking with it no matter how hard it is.

Speaker A

00:28:46

Thanks, [Speaker C] Anyone else on question number 2?

Yeah, [Speaker L]

Speaker L **00:28:53**
I would say the ability to be prepared to make a positive contribution to culture. So they're not taking from culture, they're not costing culture, they're not degrading culture, but they're able to make a positive contribution to culture.

Speaker B **00:29:12**
Thank you.

Speaker N **00:29:16**
I would say they will know how to learn in the classroom and beyond the classroom, independently and in small groups.

Speaker B **00:29:25**
Thank you.

Speaker A **00:29:29**
Got one more here.

Speaker D **00:29:32**
The ability to be able to take care of themselves financially, you know, Um, through a career or something like that to be a productive member of society.

Speaker B **00:29:44**
Thank you.

Speaker A **00:29:47**
I'm going to move to question 3. Question 3 is, what values, what values must the superintendent honor regardless of pressure or politics in accomplishing the work of the district? Can I say that another way? This question is What are your non-negotiables for the superintendent in carrying out his work? Yep, right behind you.

Speaker K **00:30:19**
Uh, 2 things. Um, my name is [Speaker K] I have 2 kiddos in Fort Worth ISD, a 4th grader and a 1st grader. So 2 things come to mind. What the gentleman said earlier about students knowing their value and knowing that they're important, I think that that's really important for our kids, that they know that and that us as a district honor their value and

understand that they're coming with a lot more Things in their life than just school, right?

00:30:58

They are more than just a test grade. They are more than just a statistic. They are a whole person, and there's a lot of things that factor into their life that factor into their school performance, right? So knowing that we're trying to pour into kids to help them be well-rounded in lots of different areas of their life, more than just their brains, right?

00:31:20

We're not just valuing them for their brains. So that I think is an important thing. And then I think the biggest thing that I think for a lot of us where we're struggling is with transparency. I think that that is a real— it's been real apparent with just some recent things this week.

00:31:41

And that transparency is— it doesn't feel like it's there for parents. It doesn't feel like it's there for the staff. It doesn't feel like it's there right now for teachers. And so there's just a lot of concern. I feel like when we have such a big change that's happening in our district and so many moving pieces, and I think we all understand that this is a big ship, right?

00:32:06

And it's gonna take a little while for it to turn, but you gotta bring everybody along and everybody's gotta kinda know what's going on, how it's going to work, to have that extra buy-in. And when parents and teachers and community members don't feel like that transparency is there, it's hard to buy into the system.

00:32:28

It's hard to trust. And I think that there's been, you know, some real, real key missteps recently that have degraded that trust. And I think that needs to be corrected.

Speaker B

00:32:43

Thank you.

Speaker N

00:32:50

[Speaker N] strongly agree. Trust and transparency. In that same vein, honesty and integrity. And not defined— those values should not be defined by one segment of our culture or society. It should be broadly defined, uh, would be the things that I would be looking for. And last, a demonstrable respect for students, teachers, parents, community.

Not one or two. It has to be done collectively or you compromise the others.

Speaker B

00:33:25

Thank you.

Speaker C

00:33:32

You took the words right out of my mouth. That was amazing. The first one I wrote is, is trust, respect, and for our teachers, our parents, and our students. So you just said it. Um, the superintendent should not tolerate demeaning treatment of teachers by the administration in tone, feedback, evaluation practices. If the teachers don't feel valued and respected, they can't do their job well, and that impacts student outcomes.

00:34:04

That also impacts teacher retention, and we go through a cycle of staffing crisis. The second one for me is the academic programs and equity and access that someone mentioned across our district. We have the haves and have-nots in our district, and then we need to have more equity across our district so that all children have the ability to go to a high-quality school.

00:34:28

And I believe that includes increasing our choice schools, which are obviously amazing, increasing our ability for kids to find whatever school experience they want, such as the Young Women's Leadership Academy, which I'm so impressed by. I am [?] The, the last piece— I also wrote down transparency and honesty, so I appreciate that someone said that already.

00:34:57

But the most important thing to me is teacher respect, special education accommodations and IEPs, 504s, and how we handle that, our bilingual department and, and how we treat our bilingual and dual language friends. And our libraries to me is a huge value because Fort Worth has stated that literacy is our number one value, that we're going to focus on literacy as a city because obviously reading is the most important.

00:35:30

But there are high schools where children are not allowed to go in the library and that teachers have said that they sneak kids in to to sneak them books. That doesn't make sense to me. So libraries and librarians need to be treated with respect, and we need to focus on reading real books instead of little passages for a STAAR test.

[Speaker H]

Speaker H **00:35:57**

And to follow on, I think also just thinking about diversity and valuing diversity and recognizing that, um, you know, segments of our community learn differently, and there may be non-English speakers or, you know, people that are emerging English speakers that need more assistance, and we need to, to set them up for long-term success.

00:36:19

We need to make sure that we value their future contribution as a member of our community by valuing the services and the needs that they have now. and preparing them for the future.

Speaker B **00:36:33**

Thank you.

Speaker A **00:36:36**

Anyone else on question 3?

Speaker D **00:36:38**

What values must the superintendent honor? Fairness. Fairness across the board at all levels. Uh, I'm sure that that is a very, very, uh, high-pressure job and there are people pushing and tugging all the time based on who you know and who you are and all like that. But if there's a sense of fairness and everybody understands and appreciates that, well, I think it opens the door much wider for success.

Speaker A **00:37:11**

Thank you for sharing.

Speaker L **00:37:12**

I'm going to piggyback on that. An unwavering commitment to results, Get the job done regardless of pressure or politics, they would walk away with just a bunch of A-rated schools.

Speaker M **00:37:30**

At the end of the day, I think people get pretty happy with that.

Speaker C **00:37:34**

Hey, [Speaker C] I forgot one thing, and it's, it's actually one of the more important things to me. And I heard this at the Dunbar High School community listening session, so I want to reiterate it because I think it goes for everyone. Safety should be written down. Today I received a text, the text that no parent wants to get because you freak out when you see it, from the principal at Arlington Heights saying safety incident.

00:37:57

So I don't know what that means, so I click it immediately, and there was rumors of shots fired at Arlington Heights today. Turns out it was [a student disciplinary matter]
. Well, they had to evacuate the campus, so [health information]
for the worry about school shootings that all children have over the last 25 years, and teachers.

00:38:22

But at the beginning of the year, we were told that the doors all had to be open, although there's state law that says they are to remain closed due to the instructional practice and the need for spot checks by EDs and principals. That's now been changed, and Dr. [Administrator 2] has said that we're going to change that and close the doors.

00:38:44

But I've heard that at Elevate campuses, that's not the case. I believe we should have equity and fairness across the district, and so what goes for one class of students should be for the others. People at Elevate campuses are no less than than children at Overton Park or Pasco High School. And so safety needs to be paramount to the guardrails created for the superintendent.

Speaker B

00:39:13

Thanks, [Speaker C]

Speaker A

00:39:15

I'm going to move to question number 4. What are some things that Fort Worth ISD is doing for our students right now that are working and that you want to see or want to be sure we keep doing? Yes, sir.

Speaker D

00:39:38

Allowing programs, a diverse variety of programs that they can start developing skill training in school and focusing on a career in high school. I think that that's— and I mean, it's a I know you all know, but it's a wide array of different programs that kids can start learning while they're in high school.

And so I think that better prepares them for future trades and earning opportunities.

Speaker B **00:40:11**
Thank you.

Speaker A **00:40:14**
Yeah, one in the back. Yes, sir.

Speaker E **00:40:16**
And I don't need a mic. I'll just—

Speaker A **00:40:17**
I've never been Well, we're for the recording. Yeah, it helps with it. Yeah, you probably don't need it, but just in case.

Speaker E **00:40:26**
No, and I'm like, I mean, this day and age we can't use this, this term, but I'll use it for this. Like, but blowing everything up, I think that, that, that's smart. I think of the Cowboys, if we have any Cowboys fans in the room. I'm a die-hard Cowboy fan, and we are going to go to the Super Bowl every year, but until something really changes, like, nothing changes.

00:40:46
So So I think, you know, as hard as it is, and I'm glad it's a small group because if it was a bunch of people in here, I'd probably get beat up by saying blah blah blah. But, you know, just dismantling it and putting it back together, I just think that's very wise.

Speaker H **00:41:01**
And we are going to the Super Bowl this year.

Speaker A **00:41:03**
We are.

Speaker B **00:41:04**
That's right.

Speaker A **00:41:05**
Nobody can tell us no, at least for a couple more weeks.

Did you go to Indiana?

Speaker A **00:41:11**
Hey, hey, we got one national championship too for that. All right, anyone else on what, what is working gutways?

Speaker K **00:41:18**
Uh, so at our school, um, we do have a really strong PTA, uh, and so fostering culture that encourages strong parent involvement— I know that that's not always equal across different schools, but I know for at least my own personal experience at our school, having Having the administration have such a wonderful working relationship with our PTA and implementing things that really benefit our kiddos.

00:41:52
So, you know, doing being able to have the PTA step in and do things like accelerated reader—that has been something that has been really beneficial to my kids. And so that is something that's been really important. And has really fostered a really strong community at our campus. So I think that the more opportunities we can to foster more parent involvement and opportunities for parents to be in schools, be involved, have strong PTAs, I think can really benefit the school community and our students.

Speaker B **00:42:27**
Thank you.

Speaker A **00:42:28**
Anyone else on what's working? We can move to question 3. Okay, we'll move to question 5, which a couple people answered due to time constraints earlier. This is, when you think about how Fort Worth ISD is educating our students, is there anything that you think is not working and that we should stop doing?

00:42:52
Anyone like to answer question number 5?

Speaker B **00:42:55**
I think we're doing a good job.

Speaker K **00:42:58**
Yeah, come on, we, we know we got—

yeah, this is— come on, don't be shy.

Speaker C

00:43:03

Yeah, I, I, I wanted to let everyone else answer first because I don't want to take over here. Um, someone already mentioned— I think [Speaker F] mentioned it, and I want to piggyback off that— communication strategy is, is not working because it feels like there's a lack of strategy. And so I've given them some feedback to to Dr.

00:43:23

[Administrator 1]and [Superintendent]Feels like it's starting to change, but communication and transparency to the stakeholders, the parents and teachers, has not been working. And so I think that's important that we focus on that. I think, and I didn't get to answer on the last one, again, I didn't want to answer every single one, but what we're doing well, I think, is dual language.

00:43:48

And bilingual education. And so I think we need to expand that. There's long waiting lists of people that want to get into those dual language classes. Like, my kid is in [a district elementary school] and tons of kids want to get into that dual language program, but they can't because our transfer process at Fort Worth ISD is pretty poor.

00:44:06

And so I think what's not working is our transfer process. I have an example of my kid's best friend moved out of the Heights district to South Hills and they were enrolled at Heights and then on the last day they were told no, you have to go to South Hills and then the day after they said no, never mind, you can go to Arlington Heights.

00:44:28

So the transfer process needs to be about a month or 2 ahead of time, not wait to the last minute for every single kid who wants to transfer to a different school and any parent who has a kid who's transferred tell you that our transfer process has been broken in Fort Worth ISD forever.

00:44:43

So that transfer process is something that we need to fix. It's not working. What's also not working, I think, is the micromanagement of the teachers across the district. Teachers need to feel valued and respected, and the micromanagement is a problem. We have to find a way to improve student outcomes, improve accountability, improve the test scores while also respecting our teachers and collaborating with them because they're the

experts.

00:45:13

They understand the pedagogy, the, the effective instructional techniques. And so treating them with respect means after class telling them what they could have done better instead of yelling at them in front of children. So I don't believe that our current instructional model is working. working well, and if we want it to be sustainable, we need to find a way to respect teachers, respect principals, and get the job done while maintaining the same respect that every industry expects.

00:45:44

You know, banking— [personal information] we treat associates with respect, treat customers with respect, and right now that's the biggest problem I see is a lack of respect.

Speaker B **00:45:55**

Thank you, sir.

Speaker J **00:45:58**

I don't even know if this is an issue in Fort Worth School District because I don't have kids, um, but I think screen time is a big issue. If they've got their face in screens all the time, I think we need to really think that over, uh, because it's— they're not developing the social skills.

00:46:15

Um, you don't have the level of engagement you have. And I'm sure— I mean, don't they all have— aren't they all issued computers?

Speaker K **00:46:23**

I believe so, maybe tablets, iPads.

Speaker A **00:46:26**

So not at the elementary level, but I think starting in middle school they're issued Chromebooks.

Speaker J **00:46:30**

Okay.

Speaker P **00:46:31**

Um, I don't know the limitation on it.

Speaker A **00:46:33**

I think there's some usage in elementary schools, but it's not issued. It's more of an ad hoc basis. And although I know [a student in the district]

[personal information about a Board member's child]

Speaker C **00:46:41**

So are they reading all their books and doing everything in it?

Speaker A **00:46:46**

It's more of an operational question, somewhat class by class. But the short answer is yes, there— I think it's fair to say every student in Fort Worth ISD is engaging with technology on a daily basis, and I think that speaks to your concern.

Speaker J **00:46:58**

I'm fine with engaging in technology. They need to understand it, but they don't need to have their face in the screen all day.

Speaker B **00:47:04**

So thank you. Thank you.

Speaker D **00:47:10**

Again, [Speaker D] Uh, it's been several years since my My son was at Pasco, but when he was at Pasco, he had the flexibility of going to one class and being counted present, and then not attending the next class because maybe he didn't finish his homework assignment, and then being absent from that class, and then going back to the next class and being counted present.

Speaker B **00:47:40**

Yes.

Speaker D **00:47:40**

And I was like, what is going on here? And so I don't think that— I think that there should be a more uniform way of making sure that the kids that are marked present for the day is actually— are actually there all day and, uh, and at least in attendance in every one of their classes.

I ended up finding myself— [personal information]
but I ended up finding myself at Pasco more than I was at my construction business. And so that's something that I think should be revisited.

Speaker A **00:48:21**

Thank you. Anyone else?

Speaker K **00:48:33**

From some of the things that I've been hearing about kind of the way, kind of the instructional mandates are coming down, sometimes it feels like what sounds like a good idea on paper doesn't translate to what's practical in real life. So for instance, Teachers are required to write their entire lesson, is from what I'm understanding, on the board.

00:49:05

It can't be posted, it has to be written. And then teachers who are having multiple subjects are then having to handwrite on the board multiple lesson plans. So, you know, there are things that in theory sound great on paper But then let's get all the way down to the, to the practicality of it.

00:49:27

How much time are teachers having to invest? And then, and then again, it's the, it's the communication gap on what is the purpose of this? What is the purpose? What are we trying to achieve by trying to implement certain things? And these are being implemented across the board. And so while I know and understand that there are some things that we have to have uniformity about when we're trying to turn a ship as large as Fort Worth ISD.

00:49:55

I think the lack of communication down to what is this purpose and what are we trying to achieve with these things is really causing a lot of angst. And when, you know, you see that for your teachers, you grow concerned because if a teacher doesn't have full knowledge of how everything's going to work and they're feeling angst, that's going to translate.

00:50:20

Kids are smart. Kids are observant. They know what's going on. And I have encouraged, you know, when I talk to parents, like, we set the tone for our kids. We need to be mindful of the things that we're saying and the things that we're communicating, but kids are not dumb and they will They will pick up on the tension that is being felt at schools, and that is going to influence how they're doing.

And kids can be very sensitive to those things. So again, I think it comes down to, are we being practical about the things that we are asking of our teachers? Do they have a purpose? And does everyone know and acknowledge the purpose of those things?

Speaker E **00:51:05**

Thank you.

Speaker A **00:51:06**

Thank you. Anyone else? Mr.

Speaker B **00:51:14**

[Speaker P]

Speaker P **00:51:16**

[Speaker P] again. I think one of the things that, um, should be taught across the board and students to learn across the board is why they are in school, uh, the importance of the math class, the importance of the English class, or whatever class it is. Because I think a lot of times, you know, when you're in these classes, you know, okay, you write a, you know, 10-page paper.

00:51:43

Okay, the student, why? What does that do for me? So I think a lot of, like she was saying, you know, a lot of it is at home as well too, to have a Yeah. It has a huge influence on the student, on the child, as far as what is your education doing for you as far as building, you know, your self-esteem or building your mind or preparing you for the real world.

00:52:13

And I think if a lot more of that is taught to students along with, you know, algebra and geometry, you know, why is geometry are important to me, to the student, you know, what is it going to do for me once I finish high school? I think those lessons or those influences that will help them out a lot too.

Speaker A **00:52:34**

Thank you. All right, anyone else want to share before we wrap up? All right, I want to just— thank you.

Speaker E **00:52:43**

Oh, we got one more.

I'd just like to make a simple I think that if there was some kind of way, and this may be a kind of harebrained idea, if there was some kind of way to share the success stories publicly at all levels, be it students and not just the star athletes or the star academics, students, but small things that students do to help others or to help the community.

00:53:21

And be it the teachers, teachers getting recognition. And so my idea would be to somehow have electronic billboards, even mobile billboards that go around the city flashing success stories and positive things about the district. Some students or some schools that had a number of students that were successful or individual students' success stories, or own up to the administration.

00:53:54

If administrators are accomplishing things or giving back to the community in some significant way so that more people know what's going on in More people are encouraged to do more, and, and, and the word of the positive things and not just the negative things are getting out.

Speaker A

00:54:14

Thank you. All right, it's almost 2, so I'm going to wrap up. I want to just sincerely, sincerely thank all of you for sticking around, sharing your thoughts with us. Your feedback, as well as feedback from everyone across the community, is essential. We can't do our job as a board. And our primary task as a board is accountability and governance over the superintendent.

00:54:37

So what will happen is all the data points— we're going to continue these listening sessions through about the middle of September. We are trying to do as many as possible, and it's, it's a big undertaking. All of that data will be analyzed. We will use that to then set the goals and guardrails for the superintendent and set accountability standards and talked to the non-negotiables.

00:54:58

Those are the values that he must honor as he governs, or as he runs the operations of our ISD. Those goals and guardrails will be published probably late October. The idea there is so that we would have those in place to be there and educate decisions made on budgeting, because the budgeting decisions for the next school year will start in November.

So we have to have those goals and guardrails in place so that when the budget process starts, those goals and guardrails are honored as we move forward with the plan for the next school year. Again, the QR codes were passed out. If you didn't get one, please let us know, we'll get you one of those.

00:55:37

Please share those and feel free to also fill out the survey even though you came here and shared today. So again, far and widespread that the more people we can hear from, the better we're able to capture the vision and values of this community and use those to set those goals and guardrails.

00:55:51

And that's extremely, extremely important for the success of our ISD. So thank you all very much for being here and enjoy the rest of your Friday.

Speaker B

00:56:00

Thank you.

Speaker A

00:56:02

And thank you, President [CM 2] and Rotary, for hosting us. Thank y'all.

St. Mary Of The Assumption Catholic Church

Auto-transcribed by https://aliceapp.ai on Tuesday, 15 Sep 2026.
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Speakers:

Speaker A - 40.6%

Speaker B - 5.52%

Speaker C - 14.17%

Speaker D - 8.4%

Speaker E - 10.93%

Speaker F - 20.39%

Notes:

No notes.

Speaker A **00:00:01**

Now we're recording. Now I'll just place it here if that's okay with y'all. And so the purpose of these listening sessions has been for us, and continues to be, for us to meet with folks in the community to get your comments, get your input as to what is going on in our school district.

00:00:21

We have 5 questions we'll ask, and you all have those 5 questions. And the purpose of that is when we get your responses, like I said, it'll be uploaded and categorized and using all that information, it's still for us to use. And it's for a very distinct purpose, is to set our— one, to derive at our community vision.

00:00:44

What's your vision for our school district, right? What do you want for our school district? Secondly, it'll help us to set goals. As I'm a member of the Board of Managers, that's why I'm here. And one of the things that we're doing at this precise moment is setting goals that will be instituted, that we will then hold the administration accountable for fulfilling.

00:01:09

Okay? And that's where your input is extremely important to us. The other thing we're doing is we're setting guardrails. Guardrails have been discussed. If you have been following our school board meetings, guardrails have been discussed at length. This is things that we tell our superintendent you shall not do. You cannot do. You cannot do.

00:01:30

And so that is the purpose of this Congress, and these are the questions are supposed to kind of tease out answers that we can use to arrive at goals Guardrails, and also to discuss the vision for our district. So that's why we're doing this. I'm going to pause here a second.

Speaker B

00:01:50

Sure.

Speaker A

00:01:51

We have somebody else. I should have these questions memorized by now, but I don't. So I'm going to have the same questions as you. Welcome.

Speaker B

00:02:10

Hi, thank you.

We had just started, and so you haven't missed anything.

Speaker C **00:02:18**
Okay, good.

Speaker A **00:02:18**
And I think you understand the purpose for us being here and what we're trying to arrive at. And thank you for coming and braving the— what looks like a storm that's going to fix and hit us. So what I'd like to do is go ahead and get started with these questions and get you all to discuss these.

00:02:35
Okay, and don't feel obligated to come up with answers or just let us know how you feel about this. If you don't have an opinion, that's okay too.

Speaker D **00:02:43**
Okay.

Speaker A **00:02:43**
The first question we ask is, what should Fort Worth ISD students know or be able to do? If you could only pick one or two of the most important things Fort Worth ISD students should know or are able to do, and what should they be? So when we think about the students at Fort Worth ISD, what are the things that you think they should be able to do?

00:03:07
Tell us maybe one or two things you think are the most important things to you. Who wants to start us off?

Speaker E **00:03:16**
I feel that when a student leaves Fort Worth ISD and graduates, they should be able to hold a conversation and express their thoughts. in an intelligent manner. As a schoolteacher, I see a lot of times that the kids are so used to being behind their screen, having them actually have to talk to somebody face-to-face, it freaks them out.

00:03:41
They don't know how to do it, and if we are not giving them the opportunity in class to do that, we are doing them a disservice.

Thank you for those comments.

Speaker F **00:03:51**

On me is seeing again as a student, as a former student graduated from the district. I remember my classes were like you had to interact again. I'm a person. [immigration status information] I was able to learn the language and the support of. Those teachers, ESL teachers that keep me going.

00:04:21

Believe me, even my regular speech teacher, he was something special. But I didn't take it as a excuse. I took it as a challenge to start keep learning more, more. Even when I was making mistakes and they would pull me out, "You're supposed to say that. You're supposed to say this." I took it.

00:04:41

But cutting out those ties, kind of cutting out the resources. To the students right now, you, you're not giving the chance for those people to keep walking here. And I'm [a district employee].

And sometimes these kids feel like helpless.

00:05:02

They don't know what to say. And until I start speaking Spanish or talking to them in Spanish, they feel comfortable. And I'm talking about from That goes from kindergarten to high schoolers. It doesn't matter the age. When they are not feeling comfortable around people that they don't speak, they don't feel like they're being targeted instead of being helpful, they don't want to talk.

00:05:22

They don't want to keep on their own corner and they shut down. Yeah, and that doesn't help on their education and developing and on being successful after I think that that's a big, big point on the community here. You have to remember, Owyhee is almost 70% Hispanic, and a lot of those kids, even if they speak English, their parents don't speak English.

Speaker B **00:05:51**

That's right.

Speaker F **00:05:52**

And believe me, it was a big challenge for me to learn and translate it to my parents, and I

did it. And they were— the teachers back in the day, they were doing an effort to learn and to help the parents, the community. I'm going— I mean, my wife meet the teacher a lot of times, and I used to go with her because helping out to translate the parents.

00:06:18

Believe me, they thought I was a teacher. No, I'm not the teacher. She's the teacher, and I was translating only. But that's how you help because sometimes the students, they don't want to say nothing.

Speaker B **00:06:27**

No.

Speaker F **00:06:27**

I'm not doing this or that to the parents. So you have to have somebody over there to help them out.

Speaker A **00:06:31**

Exactly.

Speaker E **00:06:32**

They don't even know how to translate certain words themselves to their parents.

Speaker F **00:06:36**

That's right.

Speaker E **00:06:37**

So then they just repeat it in English and it doesn't help the parents.

Speaker F **00:06:41**

It's a lot of communication. [immigration status information] any language in my own English language on myself, and I was able to graduate in class of '99. Back in the day, I even got a scholarship to go to Wesleyan,
[personal information]

00:07:02

But a counselor from Wesleyan helped me out to go to community college, to DCJC back in the day, and that's how I started going to college.

Thank you.

Speaker F **00:07:11**
But it was a challenge.

Speaker A **00:07:13**
Sure.

Speaker F **00:07:14**
But I was giving the kids hope.

Speaker A **00:07:18**
keep growing.

Speaker F **00:07:20**
It's a lot of things that 4-H can do, a lot. A few years ago, they used to have a CTE program on the— actually in the shop and helped out the kids that they were doing the mechanic work, automotive. Going over there, hands-on, and the mechanics were teaching the kids, you know, if you like this, you can go after that and kind over here work.

00:07:45
Now these days it's shut off completely. They don't, they don't have it because liability insurance issues and things that like doesn't make any sense. You have a product over here to hire people, your own people here, but you cannot do it because they are, they're under 21 years old. It's one of the policies that I don't understand from the district that you have to be 21 years old in order to get hired by the district like that.

00:08:08
But you have your own people here, you can't You have your own products over here and you're not using the resources.

Speaker A **00:08:14**
Well, thank you. Thank you for your comments. Y'all welcome.

Speaker E **00:08:18**
Hi, excuse me.

00:08:20

Yeah, please, just come on in, have a seat. We're starting, uh, the questions. We start with question 1, so you're still on time.

Speaker B **00:08:26**
All right.

Speaker A **00:08:27**
Okay, and we're gonna go continue with question 1. Anybody else have comment?

Speaker D **00:08:32**
Um, I really appreciate what y'all said. My daughter, my older daughter just graduated from high school last year. She's now in college, and I have a younger one now who's a sophomore in high school. And I think the biggest thing I'm concerned about making sure is that they're able to, kind of like what you said, is talk to people, but also be able to express themselves and think critically.

00:08:58
And that's what I'm worried about with the way the curriculum is.

Speaker C **00:09:06**
You stole my answer. I was going to say critical thinking. Yes, I want them to be able to think critically.

Speaker D **00:09:12**
And the concern I have is that there's no allowance for— because of the rigidity of the classroom structure, the way the curriculum is, that won't be allowed. I have a daughter who's in a class at [a district high school] right now and people from the district came in and were watching the teacher and it shut that discussion down really fast and I guess the teacher wasn't going as fast as they would like and they were— my daughter heard all these conversations from people from the district who were in the back of the classroom, came home very upset that, you know, supposedly her teacher wasn't following the rules which was— so thank goodness she's able to think critically.

00:09:52
and came home and talked to me about it and was like, I don't like how they're treating the teachers, right? So I'm proud of her for thinking critically, but is that going to happen for all these kids across the district?

I don't know.

Speaker D **00:10:07**

I don't know what you guys want to do.

Speaker A **00:10:10**

Thank you. Thank you. Thank you for those comments. Yeah, I appreciate them.

Speaker C **00:10:15**

Think critically. Yeah, um, you know, So I'm a— I teach at the college level, so I get the kids coming out of our schools. And, you know, they need to be able to— whatever their path is, whether it's going to college or a trade school or, you know, doing anything, they have to be able to problem solve and think critically.

00:10:44

That's what I'm, you know, I had— so I have a son that graduated from Pasco in '23, and then I have a daughter who is a junior at Pasco now. And what her experience is looking like now in just 3 short years is very different than what my son's, you know, he was in the AP classes and and all that, and that's just not the same experience that she's getting.

00:11:14

So I just, I see and feel a difference that I'm worried is going to translate to the students coming out of the Fort Worth ISD program and then going into whatever comes next for them and not having those critical thinking skills to succeed.

Speaker D **00:11:28**

She's worried about how they're going to do in college. She's very concerned. Right? My husband teaches in the North Texas area. I have a friend at TCU and he is very upset by how are these kids going to be able to write and think and discuss in class.

Speaker C **00:11:41**

And it was already a challenge post-COVID. You know, we've been dealing with learning loss in college classrooms for, you know, I teach writing and so, you know, there's been a writing gap for a while and I'm fearful that this is going to broaden that.

Speaker A **00:11:58**

Make it harder. Make it harder for y'all.

I wonder if colleges are even understanding in the admissions process what's happening here in Fort Worth and may actually have— Fort Worth students might actually have a hard time getting into school. I don't know. I mean, we haven't been at this long enough. I know that, you know, that my daughter right now at UT is well prepared and is doing— is going to be okay.

00:12:26

I'm really worried about my younger daughter. Like, if she were to go into college, you know, dealing with this curriculum and the way things are taught, will she be ready? I really don't know.

Speaker A

00:12:37

And those are, of course, very important comments, and I appreciate your comments. And it raises questions that I think are being addressed across the city. at university levels. I know at Wesleyan— I'm an adjunct professor at Wesleyan, and so I teach business law. And so I know from my experience at Wesleyan, I've been there for 8 years now, and we have— the university is aware.

00:13:14

Dr. [university administrator] has done a wonderful job of putting in place what has to be done in order to try to bridge those gaps that we have experienced and continue to experience. To that point, commercial time, sorry, commercial time. Tomorrow we're having another listening session at Texas Western University, and we have invited the staff and faculty to attend as well as community members.

00:13:39

I hope we will have some faculty, particularly targeted Education Department. They hoped they would come and give us their comments on what they're seeing and what they're experiencing at the university level. If you have an interest and you want to sit through this again, please come tomorrow, okay? It starts at 6 o'clock, Texas Western University.

00:13:58

Okay, enough commercial time, let's go back to questions. Number 1, ma'am, do you have a comment on number 1?

Speaker B

00:14:05

I'm sorry, I just showed up because I saw the messages. I know what's going on because I am on Facebook and stuff like that, and I read all this stuff from parents, and I talk to them, and they really don't— they do have feedback, but I was like, what is this about? So

that's the reason why I showed up.

00:14:25

I basically don't know a lot. I'm sorry. I just want to know what's going on, and if there's more meetings, I'll be there to understand what's really going on.

Speaker D **00:14:34**

Sure.

Speaker B **00:14:35**

Because, um, I know the TEA started to— took over and, um, it's a mess, I guess. Um, I hear that there's teachers that are leaving. I don't know if that's true or not. Um, they started, um, in different ways to get inside the building and stuff like that. They updated some stuff that it's like, oh, we can't go inside that as we used to.

00:14:58

So I don't know, that's why I'm here. I want to know what's going on. And then I was listening to them, and that sounds scary now.

Speaker E **00:15:06**

You know, if they're—

Speaker B **00:15:07**

you're a teacher, I believe, and you're saying—

Speaker E **00:15:10**

and you're afraid of your, um, your other younger kids whenever they get out of COVID-19.

Speaker B **00:15:15**

So I have this too. So I'm with them so far, and I don't know what you're going to tell us.

Speaker F **00:15:21**

Sorry.

Speaker A **00:15:22**

Thank you for coming, and absolutely your openness to listen to the comments. But don't

feel like there's a wrong answer, or if you don't have answers, it's okay to ask questions. I'm sure the community folks who are here may be able to address some of your questions if you have those questions. So please feel at ease.

00:15:41

There's no wrong questions, no wrong answers.

Speaker B

00:15:43

Thank you.

Speaker A

00:15:44

Okay, and just if you feel like you want to make a comment, please feel like you can. Okay, any more comments on question 1?

Speaker F

00:15:52

I want to emphasize one thing. My 5th grader, 10-year-old kid, I know it's different times, but when I was going to school, I was eager to go.

Speaker B

00:16:04

Yeah, they're not no more.

Speaker F

00:16:06

They don't feel like it. My kid is like, can I call in sick? No, you need to go, [Child 1] You need to go. He said, but— on the way he goes, He's a part of the Daggate Montessori program. They've taken away a lot of things that he was taught through the first 4 years because the district is implementing this one way all around.

00:16:36

And instead of helping, keeping going, growing out on his— like, for example, his spelling, the teacher is like, We can't do no more tests in spelling because we don't have time to. And I asked, what's going to cover it? Well, supposedly the EOLs or something else, but like, no, that doesn't cover it.

00:16:55

My kid, if you start talking to him, he has a really open vocabulary. He can have a great conversation and even weird words that I didn't even hear before, he knows how to implement it on conversations. Now he's not getting that. This year is like we don't have it no more. The teacher is sending out some help packages and we do it as homework, but it

wasn't supposed to be— last year it was supposed to be you have this week to train and you have a quiz on Friday.

00:17:27

So that was giving a challenge to the kids to learn more. Now they don't have it. And of course my kid is like, well, I don't have to do it. But no, you have to do it.

Speaker A **00:17:36**

We have to We have do it.

Speaker B **00:17:36**

I think that's the most important thing.

Speaker F **00:17:36**

to keep going. As parents, we have to keep pushing it. But there's some parents that work 2, 3 jobs and they don't have time to spend with the kids. And who's going to help them?

Speaker A **00:17:47**

Yeah.

Speaker F **00:17:47**

If the teacher was the first source of helping them out and they don't have the time to teach them or explain those words, who's going to do it? Again, understand that the district is coming over here and doing I don't— I'm not a believer that one curriculum is going to work for all the schools.

00:18:08

Every single school is different. And again, you can go to Eastside, it's one way. You can go Southside, it's another way. You can go to a Montessori school, it's different. And believe me, I'm so grateful that my kid was able to attend that program. That gave him a big, big experience.

Speaker B **00:18:28**

Thank you.

Speaker F **00:18:28**

So how to learn how to work with all the kids, not to use his belly. I love the Montessori program. First grade, he was doing math as a 3rd grade level because they were helping

each other. Now it's like, no, we can't do it because we have to do this in a timely manner, and if not, the teacher can get write-up.

00:18:53

And he's like, It's not the fault of the teacher. The teacher was doing great before, and why are we taking that away from them?

Speaker A

00:19:03

Well, thank you for that. Thank you for those comments and those observations. They're being taken down and they won't be forgotten. Any more question 1? Any more comments? Now we can move on to question 2, and this kind of goes to I guess some of the comments made earlier, but this is more directed to what describes a successful graduate thinking forward to when they get to be graduates.

00:19:31

If you could only pick one or two of the most important things that describe when a Fort Worth ISD student is successful, a successful graduate, what would those be? In other words, what should students do, Now we're going to talk about talking future. When they graduate, what should they be able to do?

Speaker F

00:19:54

Well, that comes back again with the programs, helping programs that used to be— well, I'm not sure if they're still currently going, but I remember when I was in high school and poly, there was a scholarship from Texas Wesleyan to keep— help students that want to be teachers, and they were helping And there were a lot of teachers, friends of my classmates, that they were going through the program and get the education and then start working in the district.

00:20:21

I don't know if it's still going on or not, but it's like, that was a big— What we're supposed to do with it? Bring it back into the community. And we are big social employment. Bring it over here. They're welcome to keep growing out the population, growing out, helping out the the home city.

00:20:38

And it's like, yes, I understand we're not a big city like other ones that you're going out to. How many percent of college graduates going out of the town? A little bit. Everybody else stays around here. So those programs could help the kids to come back to the community. Like I was telling you earlier, the programs that we used to have in the shop over there to

help the kids that were attending the high schools, Bring it back.

00:21:05

They're going to help us like she said. Could be trade school, could be writers. Bring it back. Let them be welcome to come back to the community and help back to the community and give back something to the community. Because right now everybody's scared. They don't want to be part of Baltimore Resi at all.

00:21:24

Believe me, it's not an option. And I've been talking to a lot of people. a lot of coworkers, drivers, and like, it's hard. They're afraid of what's going to happen. I say, well, we just keep doing what we can for right now and do it the best way possible.

Speaker A

00:21:41

Thank you.

Speaker D

00:21:42

That is such an important point, you know, about what I would want a graduate— I would love for any graduate to be committed to this community, to believe in this community. And that they want to give back and be here and help it grow and be a place for all. And that's again a concern I have, that I talk to teachers who live in my neighborhood, and I live in the Lillie B.

00:22:10

Clayton area, and there are Lillie B. Clayton teachers who live in my neighborhood, and I can tell you that every single one of them wants to leave.

Speaker B

00:22:18

Thank you.

Speaker D

00:22:19

Every single one of them. This may be the last semester. It's definitely the last year for some of them, and that pains me because these are people who are giving to this community and care about it. And what does that say to kids who are in school right now? That would they want to stay and give to this?

00:22:38

Give this. I love this place, but it's it makes me sad to think that something really rigid and

something that is ideological and has a political bent that I don't think that's going to say, hey, you know what, you're welcome here and we want you here. So that's what I would want. People who are committed to the entire community.

Speaker A **00:22:59**

Thank you.

Speaker C **00:23:02**

I mean, I don't know that this is the answer that this question is really seeking, but in my opinion, they should be able to become a contributing member of society who can support themselves. You know, they should be able to, whatever that pathway is for them, if they want to go into the trades or a professional career or beauty school or retail or whatever is their pathway, they should be able to get a job and support themselves and become contributing members of society.

Speaker B **00:23:35**

Yeah.

Speaker C **00:23:37**

You know, that means being academically prepared. It means being emotionally well-rounded, you know, having social-emotional development. I'm kind of getting off track here, but you had shared an example that made me think of in my own family what we're dealing with right now. So I have my own child in Fort Worth ISD, but I also have a 6-year-old great-niece.

00:24:02

And she's at [a district elementary school] And in kindergarten last year, she thrived. She looked forward to going to school. She was very happy. It was an environment where they made her feel, you know, she's so welcomed and loved. And this year, she comes home telling us that they're not— that the teacher tells them, no breaks, no breaks, we move as a team.

00:24:28

We move as a team. They have to— it's very like forced, and they're not allowed to ask questions. The teacher tells them no breaks, no breaks, we have to move as a team. And [health information] and that's never happened before. But she's feeling that whatever pressure her— I know her teacher is not intentionally putting pressuring her.

00:24:54

I know she's not doing that intentionally, but whatever teacher— whatever pressure the teacher is under is now translating down to the kids. And so, you know, I think for me, like, my daughter's a junior, so I'm lucky she's only got 2 years left. We can make the most of what her experience is.

00:25:09

But my niece is in first grade, and private school is not an option for her mom. And so, you know, she's going to be in Fort Worth ISD for the next however many, 11 years or whatever, and I'm fearful for her about, you know, my kids had a great education and I'm not sure that she's going to come out of this with whatever these qualities are that a graduate should have.

Speaker A **00:25:40**

Thank you. So she's in first grade now?

Speaker C **00:25:42**

First. At [a district elementary school]

Speaker A **00:25:48**

Can I ask you to do something for me? We're trying to record this.

Speaker F **00:25:52**

Could you move up here, maybe closer, so I can get your comments?

Speaker A **00:25:58**

Yes, ma'am. I was listening to them.

Speaker B **00:26:00**

I mean, the same. I mean, I'm worried what they're going to do. I don't plan to move out of Fort Worth. I don't want them to go to like a private school. I cannot afford that. Or, um, out of the district school or any of those choices schools. Um, so that's concerning. And I want them to, you know, stay here and maybe become teachers too.

Speaker D **00:26:23**

Yeah.

Speaker B **00:26:24**

I don't know, whatever they want to do. But, um, yeah, it's scary because we don't know.

It's scary because we don't— we see the teachers and they don't They seem stressed. I went to the first meeting as far as the open house thing that we have, and everybody was happy but not that happy as they used to be.

00:26:48

And you could see and you could tell that they're actually telling you that they're actually pushing going back to their own books so that they could remember how to teach again because of the curriculum, I guess. And I was kind of like, she's getting stressed because she doesn't— she has to go back to remember how to teach because they're giving her another plan or something like that.

00:27:12

That's what I understood from her. So I'm scared. I want to know what's really going on, and I want open truth. I don't want no hiding things. Ms. [fmr. Supt.] for me, because of the Dei Salalah, she ruined us. So I don't even want to start it because that will be like putting my anger back.

00:27:33

Um, but, um, because she took our school down.

Speaker E

00:27:35

Well, actually she didn't, she just gave it away to Yale.

Speaker B

00:27:39

Yes. Um, so that's, um, and then the, the new people that came in, um, I don't— I haven't heard nothing from them, only emails, not even paperwork. This is the first time I've seen any paperwork and It's hard to read. I can't even see sometimes. I can't even follow the phone. It keeps on beeping and beeping and beeping and beeping every time.

00:27:59

Emails, emails, emails. I'm like, okay, this is too much. So, like, that's why I'm here. I really want to see people. I want to talk to people. I want to look at people's faces. I want to see who's telling the truth by looking at their eyes.

Speaker F

00:28:12

But that's a big, big difference from previous years. We have a representative. From our own neighborhood.

Yeah, sure, probably.

Speaker F **00:28:21**
Who's the representative of our neighborhood? Who's the one sticking up for us? Who's the one we're going to call and say, hey, can you help us with this? We don't have nobody. You understand you are a board of managers, but at the same moment, who's going to come to me? Who I can go?

00:28:39

Because—

Speaker B **00:28:41**
There's no information. Even though there's a lot A lot of numbers, a lot of names, but I mean—

Speaker E **00:28:48**
There's nobody you can make a connection with.

Speaker B **00:28:50**
Yeah, right. And then if you go to the schools where they're busy, you can't just knock on the door, can the principal see me and the teachers see me? No, there are rules to follow too. So it's kind of weird, it's strange, and I believe they haven't actually said nothing to us in face-to-face conversations.

Speaker A **00:29:08**
Communication aspect.

Speaker E **00:29:09**
Yes.

Speaker A **00:29:10**
Yeah, we keep hearing that in the current comments.

Speaker D **00:29:13**
Yeah, and they're unelected, so they're not people we put in place. There's no accountability for the board of managers. That's a huge problem. I mean, normally with an elected school board, at least you know who's in here. With this board of managers, we don't know.

But what the ideas were when they were presented themselves.

Speaker D **00:29:34**
Yeah, yeah.

Speaker A **00:29:37**
Yeah, and I think that points to something we are trying through these listening sessions and doing more outreach, but I think there's definitely room for improvement in our communications, not just the Board of Managers but also the administration, is to reach out and actually have that communication.

Speaker B **00:29:57**
And then this message was sent today, right?

Speaker A **00:30:01**
And I was like, how do they expect me to run my schedule on them?

Speaker B **00:30:07**
So I was like, how many people are going to show up?

Speaker A **00:30:11**
We had actually requested this day, and Father helped us in securing this day some time ago, and we posted that in the church.

Speaker E **00:30:23**
Oh, you posted it in the church?

Speaker A **00:30:24**
In the church, right.

Speaker E **00:30:27**
that Daggett Montessori heard about it in the first place is because of verbose.

Speaker B **00:30:31**
We did not get the message officially from the district until this afternoon.

Speaker C **00:30:37**

I want to piggyback on that because, so my professional background is communication and what I teach is PR writing, and so I am particularly sensitive to the ways in which the districts communicate approach has changed under the TEA intervention. And there's a very distinct shift away from, you know, as a public institution, the district's communication responsibility is to provide the information that we as parents and stakeholders need.

00:31:15

Like, it's a government entity, so it's to be the primary focus should be news you can use, like details about events and things, you know, listening sessions. But the primary strategy now is reputation management. And so if you look at, for example, the newsletters, because I got upset that there had not been notice about this, and so I even went back to to look in my— all the platforms of communication to see did I miss something.

00:31:48

And in fact, there was a link to the listening sessions in the last superintendent newsletter, but it was buried as just a line of text at the very bottom of the email. And before that was all of the photo ops of the superintendent. Well, that may be great for him to show what he's doing, but that's not the information that needs to be prioritized because of what the parents need.

00:32:15

And then if you look at the Facebook feed, for example, there's video after video after video of Elevate Campus, Elevate Campus, Elevate, promoting the principals, all the great things that are happening, but there was not a single post at all about the listening sessions. There was one post about the last strategic session that was held at Arlington Heights, but there was none of the— so where is the breakdown happening?

00:32:41

Who is setting the agenda for what is the communication strategy for the district? Because it's not prioritizing parents, it's prioritizing what either TEA or the superintendent or whoever is wanting to promote. And I'm sorry, I'll get off my soapbox because I could talk about it forever.

Speaker B

00:33:01

No, it's very interesting.

Speaker A

00:33:02

You might as well take it. You don't need to apologize. Okay, your point is well taken, and

that's what I'm hearing, and that's what I'm— and I'm thankful for that.

Speaker C **00:33:10**
So they're doing a lot of communication, and what it demonstrates to me is there's not an absence of being able to produce communication. They're producing great videos that look fantastic, but it's the content, and the content is not matching what the parents need to hear.

Speaker A **00:33:28**
That's a very good point.

Speaker F **00:33:29**
And I don't know if any of you are going to agree with me as a blue-collar, whatever you want to call me.

Speaker B **00:33:37**
Agree.

Speaker F **00:33:40**
I stopped reading those newsletters.

Speaker B **00:33:42**
Yes.

Speaker F **00:33:43**
After reading— hold on, let me explain it. After reading the 5 pillars of education from the superintendent, the same thing over and over again. If, for, would, do it. What do you think? I've been doing it.

Speaker D **00:33:59**
Yeah.

Speaker F **00:33:59**
If you think that you cannot generalize all the bad things for all the schools, we doing it. I'm employed, I work 10 hours, but I do my best with my kid. I do my work, she does the English work. And like, you cannot be disrespectful. I'm sorry, you have a doctorate, whatever you want to call it.

But don't come over here, don't be like you haven't done anything.

Speaker B **00:34:24**
Yeah.

Speaker F **00:34:24**
And like, to me it feels like you guys haven't done anything. Like, come on. Not because the previous administration was not doing the right thing, it's our fault. And I understand there's almost— and believe me, I know because I've been going picking up kids in different sections of the city. There's some, some parts of the, on the city that, believe me, those kids they really, really need help.

00:34:48
They really don't have the support of their family or members.

Speaker B **00:34:50**
Or there's only one parent.

Speaker F **00:34:52**
Exactly. But that doesn't mean that everybody is in the same level. We're in the different levels and we have different intentions. And when you come and say that, and the 5 pillars, the first thing over and over in the newsletter, the 5 pillars of education, if, if OCUSD does What makes you think that we haven't been doing it?

Speaker C **00:35:16**
Yeah, the parents haven't been trying as hard as they could. I'm gonna give one example, and I know I'm beating a dead horse, but that— so like one of the last newsletters that I looked through, it had like this whole long list of, I don't know, 10 or 12 schools that Dr. [Superintendent] had visited.

00:35:34
But— and I'm trying to be respectful— I don't really care what school he's visited. I mean, he— what he's trying— I feel like he's prioritizing showing like that he's trying to— that he's doing something good. But that space that was that list of schools should have been the list of all of the upcoming listening sessions that were being held and where to go.

00:35:56
And I'll give another example. So I went to the strategic planning session that was at

Arlington Heights a week or two ago. And the communication that had come out didn't tell us where to go on campus. And so myself and a bunch of other parents wound up at the front doors of the school, but the session was actually being held in the cafeteria at the back of the school.

00:36:20

Well, the doors were locked and there were disabled individuals that were stuck at the front of the school that had they known, they would have driven around and entered at the cafeteria. Get a break. Yes, but they were at the front and the doors were locked, and so you had disabled people that couldn't get in and had to walk all— you know, they will not walk, one of them was in a— anyway.

00:36:40

So if we can put all of this effort into investing these slick videos that are well-produced, why can't we just communicate basic need-to-know information instead of lists of schools that the superintendent has visited? Why can't we Tell people go to the cafeteria at Arlington Heights at 6 PM for the strategic session.

Speaker F

00:37:02

So in less words, I understand Dr. [Superintendent] is doing his job and I'm not gonna judge it right now. Tell me in 6 months, in a year, then we're gonna talk about it. But right now, I trust you do your job, but also do the job with our parents, as parents, because we cannot read your You're trying to show me you've been doing this, I don't care.

00:37:25

I'm going to see the results in 6 months when these kids start getting the midterms, tests, and that's when we're going to talk about it. Right now, yes, I trust you, do your job. Understand he's not going to get everything turned out in one month or one day to another. It's impossible. But he— that's unnecessary confirmation that we don't need.

00:37:46

Just tell me [...] I get twice the messages as a parent. So yes, I get a lot of emails, a lot of messages and everything. Yes.

Speaker A

00:37:59

So that's a nice segue, this conversation we've had, to question 3.

Speaker F

00:38:03

Yes.

What are the most important values of this community that the superintendent must honor regardless of pressure or politics? Accomplishing the work of the district. And what are your non-negotiables? Now we're gonna focus in on the superintendent. We've talked around this issue, we've talked about communication and things that you want from the administration, but this is gonna focus on what you think the superintendent, what values he must honor regardless of politics, regardless of anything else.

Speaker F **00:38:35**

I already told you, respect.

Speaker A **00:38:38**

Well, let's, let's go through that.

Speaker F **00:38:39**

respect as employees, talking for the teachers, for the staff members, you need to respect. That doesn't mean that you're gonna— you're not gonna— they're not gonna do the job what they've been doing it. But there's a lot of improvement that we can— we have to do on the district, on the district staff.

00:38:58

Cafeteria, [Child 2] was throwing a fit yesterday. You believe it, what they serve us in the cafeteria? Say what? Only day that he took his own lunch and he's like, there was pizza, the tomato sauce, it was ketchup, and the cheese wasn't melted. I was like, dude, you need to get back your lunchbox and then take it again every day.

00:39:18

And she's like, yes, the food quality is not the best. Again, back to the point, respect, respect the, the, the members, respect as parents. And I understand, uh, the best way of communication. That's what makes the community get together— communication, clear communication. Know what you want to show me.

Speaker A **00:39:43**

You—

Speaker F **00:39:43**

I don't need that. I need results. I don't need what you mean. It's not a political campaign. You're not getting voting next month.

Yes.

Speaker F **00:39:53**
You're not elected. Yes, no.

Speaker A **00:39:55**
I need you to do Do your job.

Speaker F **00:39:56**
I don't have to know what you're doing. In 6 months, yes, we can talk about it. But right now, why do I need to get a PR?

Speaker A **00:40:05**
People—

Speaker F **00:40:06**
I never seen people in the staff directory and they come in and I Google it and they're PR members. I said, when did the district got PR members?

Speaker A **00:40:19**
Drivers.

Speaker F **00:40:24**
You have to hire the people within the community. Why do you have to go somewhere else to get people hired? You don't trust your community?

Speaker D **00:40:32**
Right.

Speaker F **00:40:33**
That makes you say— that makes the teachers believe that they are not prepared to teach these kids and treat them like they are rookies. That's not the best way to teach. What would you say to them, to your teachers?

Speaker E **00:40:49**
We need to respect the knowledge that the teachers do have. I've worked in the district for [many] years. I've taught seniors [for many years] This is the first year— this is the first year I was

not allowed to introduce myself.

Speaker F **00:41:09**
Why?

Speaker E **00:41:10**
I got in trouble the first 15 minutes. First 15 minutes. In my curriculum it said, tell the students the routines. I will be truthful, mine is the only curriculum that I was allowed to do that. All the Engelbert English teachers were told, you say hello and you start. English 3 started with the Scarlet Letter.

00:41:31
The first 5 minutes. Somebody from district, she introduced herself during training, I don't remember her name, walked Walked in, looked at me, walked out. My vice principal came in with her phone and said, we heard you weren't teaching.

Speaker A **00:41:47**
Uh-huh.

Speaker E **00:41:47**
I said, I am teaching. If you look at the curriculum, it says teach, uh, what the routines are. Sadly to say, I have 160 kids and maybe I can name 10 of them because I have not been allowed to say, hi, how are you, what are you interested in? No, we were told— So these rumors are actually true?

Speaker B **00:42:08**
Yes, we were told— Oh my God.

Speaker E **00:42:11**
During training, we were asked, okay, when do you want us to make these connections with the kids? Oh, it'll come as the year goes. Stay on target. Okay? Nobody came to me and said, you've had [many] years of experience, what has worked? Nobody came to the teachers at Pasco because I I know teachers who've been there for a long time, okay, and said, what is working?

00:42:35
No, we were told, hey, here's your curriculum, do it.

Okay.

Speaker E **00:42:39**
There is no time to go back and say, little Billy Bob here, he missed 5 out of the 8 questions, let's go over it. It is on a very deep schedule, okay. We need to respect the fact that Our children are each individuals, and by putting them on a timer, you are creating more stress, you're creating more pressure.

[disability information]

Speaker D **00:43:17**
Mm-hmm.

Speaker E
[student record information]

Speaker D **00:43:24**
Why?

Speaker E **00:43:24**
Because they have that timer that says you have 10 minutes. Oh, you gotta hurry, you gotta hurry. [health information]

Speaker B **00:43:35**
But why?

Speaker E **00:43:35**
[health information]

Speaker C **00:43:40**
[health information]

Speaker E **00:43:41**
I have students who are on IEPs that say they get extra time. But when your script— and I

know it's not a script— but when your curriculum, your script says you have 10 minutes to do this activity and you have to move on, when we ask what if the child has a question, tell them to put it on the parking lot.

00:44:04

A parking lot is a wall where you just stick Post-it notes of kids' questions. I'm not going to do that. The kids are not going to get up there and put it out there because then their friends are going to going to know it, okay. They're not respecting the fact that teachers have experience, teachers have the knowledge, and we know how to reach these kids.

00:44:24

What I do at my school is not going to be the same thing for the teachers at Haskell because you're dealing with a totally different demographic, okay. But nobody cares about that. Nobody cares because— Same thing for For our do-nows, our warm-ups, journals, whatever you want to call them, we have 5 minutes to do a do-now.

Speaker B **00:44:45**

And there is actually a timer.

Speaker A **00:44:46**

There's a timer.

Speaker D **00:44:47**

We have—

Speaker E **00:44:47**

I have a timer that it says 10 minutes. I set it for 10 minutes, okay? I've had teachers who walk in and if they're being observed and they walk in and whoever's observing them, they're not exactly where they're supposed to be, They are getting coached to say, why haven't you hurried up? Okay.

00:45:09

I have so much paperwork piled up that literally I go through and grade as fast as possible, but I know there's— at this point, there is no way at all I'm ever going to get to go back and actually say, here's what the right answer was, here's why it's the right answer. We've written one essay.

00:45:30

In English 4, one essay, okay, they had exactly 40 minutes to write the essay and turn it in. The next class period, we're moving on to something else. If a child misses a class, there's no time to say, oh, you missed a class, here's what we need to do, okay. There's just no time because we moved on to the next class period.

Speaker C **00:45:55**

I mean, that's going to affect SAT scores and everything, scores and AP exams.

Speaker F **00:46:02**

And by the way, she's a product of Texas Wesleyan.

Speaker E **00:46:05**

Yes, I graduated from Texas Wesleyan. But yes, so it's just very— we're not being treated with respect. If I am not at my door when the bell rings, I've been told, even though I'm talking to a student, Ms. [Speaker E]why aren't you at your door? 'Cause I was talking to a student who had a question.

00:46:25

Okay, if I need to go to the bathroom, I have to lock the door and the kids have to stand in the hallway and wait for me to run to the bathroom 'cause I'm not allowed to leave them by themselves. They're 18 years old. I'd understand if they were kindergartners, but during passing period, not being able to leave my door open?

Speaker B **00:46:40**

Hmm.

Speaker E **00:46:41**

And so everybody knows Ms. [Speaker E]has to go to the bathroom 'cause they're all sitting out in the hallway. I don't feel as a professional I'm being respected, okay? The administrators can all go to the bathroom when they want, okay? Sorry, that was my soapbox.

Speaker A **00:47:00**

Thank you, thank you for your comments. They're very, very on point, and that's the comments we want to hear. We want to know what's going on and not from reading whose letters.

Speaker D **00:47:12**

I am really— it's one of the values I would hope would be imparted and upheld is just

honesty. You know, I know that parents in Houston, Houston having also dealt with the takeover, you know, when I talk to parents in Houston, they tell me that, you know, nobody knows what success is. and when the takeover is going to stop because the goalposts are always being moved, right?

00:47:43

And it's— I don't think— I don't know. I don't live in Houston. I don't know. But I just, at this point, I feel like the flashy emails and the newsletters and the videos, that to me just says, where's the transparency here? I don't care about flashiness. I just want to know— I think that's a good point.

00:48:03

What are we trying to do and what do we need to get to so that this all ends? And let's just get there, right? And just, I don't have any confidence that we know or that teachers know, parents know, kids, what we're trying to do. What are we trying to get to? If it's all just to manage the time in the classroom, I don't know how teachers are going to be able to do that for the long term.

00:48:32

That sounds frustrating. That sounds horrific. Terrifying, you know. And these teachers are professionals, and to micromanage them is just a way to say we don't want you here.

Speaker F

00:48:49

We don't trust you.

Speaker D

00:48:50

Yeah. And I— so what do we do Next year and the year after that. I mean, if we're in this for 2, maybe 4 years and longer, I don't know. I mean, there's just no— I just feel like there's not been honesty about what we're trying to do here. Really, why is this even happening?

00:49:12

I'm still confused about that. I know that— I know, but I'm just— I'm still very confused. I feel like I've been trying to stay up to date. On, on things that I, I really don't understand. So, you know, when you say you—

Speaker A

00:49:24

I'm like, I'm with you. I don't—

but listening to her, it's very scary for a woman. And then I have a question for you. I mean, I've been sitting here and we're going through questions. What are you getting off of this? Or what are you—

Speaker A **00:49:42**
who, who am I?

Speaker B **00:49:43**
Yes, who is your boss? You know, I, I usually Was I late for this meeting?

Speaker A **00:49:47**
I reserved that to the end.

Speaker B **00:49:49**
Oh, you got that.

Speaker A **00:49:50**
Okay. But since you asked me, I—

Speaker B **00:49:52**
The reason why—

Speaker A **00:49:53**
I'm going to interrupt the program to go into the declaration.

Speaker B **00:49:55**
I'm sorry.

Speaker A **00:49:55**
No, no, you're fine. You're fine. I'll tell you about myself. I'm Luis Galindo. I'm an attorney in Fort Worth. I'm not from Fort Worth. I've only been here almost 40 years, so I'm not a native. I understand. I understand. Talk to people from Fort Worth, they say, you're not from Fort Worth. But it's okay.

00:50:12
I've been here 40 years, and my practice has been commercial litigation when I've been on my own since 1996. I work with small businesses, I work with families, and I've done that

for almost 35 years. Most of my clients are in the Latino community.

Speaker B **00:50:31**
Okay.

Speaker A **00:50:31**
Okay, that's been my experience, and that's who I have had contact with and dealt with. business problems, family problems, all those things that affect our community. That's how I know about our community. That's my connection here. Where I come from is El Paso. I grew up in El Paso, Texas. Anybody ever been to West Texas?

Speaker F **00:50:52**
Oh yes.

Speaker A **00:50:53**
All right. And I am a product of public schools, Ysleta Independent School District.

Speaker B **00:50:59**
You're a what, I'm sorry?

Speaker A **00:51:00**
The Ysleta Independent School District in El Paso. That's the same schools that my parents attended.

Speaker B **00:51:06**
Oh, cool.

Speaker A **00:51:07**
So my family is the product of public schools in El Paso, Ysleta Independent School District, and I'll tell you, our history starts in 1943 or thereabouts.
[personal information about a Board member's family]

,

00:51:32
My mother was the first of our family to attend public schools in El Paso in 1943. Population is primarily Mexican, but the schools were not. And so her first encounter with outside the family, outside our Mexican culture, was the school.

Yeah.

Speaker A **00:51:51**
Okay, times were different. But she managed even though she didn't speak English, even though there were no bilingual classes. In fact, the way they were taught English was if you speak Spanish, you'll get punished.

Speaker D **00:52:06**
Wow.

Speaker A **00:52:07**
And I don't want to go into those stories, pretty dark stories, how you treat children at that age at that time period. By the way, that continued to my generation. I went to school starting in the '60s to the '70s in El Paso, independent school district, and that was still the policy. Primarily all the teachers were not Latino, were not speaking Spanish, and so we were told, you speak Spanish, you get punished.

00:52:30
And it was corporal punishment. We were paddled essentially. Or we were made to do laps, whatever the coaches decided to do. Nonetheless, nonetheless, my mother succeeded through school. Up until she was about 16 years old, and then she had to quit
[personal information about a Board member's family]

00:52:53
And so she didn't graduate from high school. She gets married, we have 3 kids, but education was always important to our family.

Speaker B **00:53:00**
Yeah.

Speaker A **00:53:00**
And ever since we were little, my father would take us to the library. We were taught English, we were taught our alphabet, we were taught reading because my father used to read to us whenever— he had 2 jobs. they somehow found the time to read to us before we went to bed at night.

00:53:15
And so we were accustomed to reading. By the time I went to school, I was already

somewhat assimilated. I spoke English and I understood the value of education. My parents pushed us. We were told, you're going to go to college. They didn't go to college, you understand, but we were going to go to college.

00:53:32

That was my experience. I go to public schools and I'm able to go to college. When I graduated from Seta High School, I was prepared to go to college. Some of the kids in my class didn't stay in El Paso, they went to colleges outside of El Paso and they did very well, even Ivy League schools.

Speaker D

00:53:50

Okay.

Speaker A

00:53:51

So we got good public education. At the same time period, my mom decides to go back to school. So when I was at UTEP, she was also going to UTEP to get a teaching certificate. She got her GED and she went back to TCC, El Paso Community College, excuse me. Went, got her education there, and then she transferred to UTEP to get her degree in education.

00:54:15

By the time I got accepted to go to the University of Texas, where I went to law school in Austin, she was graduating at UTEP, University of Texas El Paso, where I was also going.

Speaker C

00:54:26

Wow.

Speaker A

00:54:26

And she becomes a schoolteacher. That was her life's ambition. And she went back and was teaching English, AP English, to seniors at an inner school in El Paso, inner city school in El Paso. We understood the value of education in our family. I am a product of a school district that even though, even though, were not of our same culture, okay, even though those teachers were not of our same culture, did not speak Spanish, they still gave us an education somehow, okay, and we were able to take that education and to go forward and do the things we talked about today.

00:55:14

There's a promise made by, I think, school districts It was a promise made in 1943, it was a promise made in 1965, '66 when I went to school, that if you send your kids to our schools, we're going to educate them.

Yes, that's—

Speaker A **00:55:29**
We're going to educate them. And our parents believed that, they believed it wholeheartedly. Now they had different experiences, they had very difficult experiences in school, but they believed it because they got that too, okay. And in my mom's case, she was able to actually late in life become a schoolteacher, which was, like I said, for her was a realization of a dream.

00:55:51
So obviously somebody along the line, a schoolteacher, must have had an influence on her, and she thought, this is what I want to be.

Speaker B **00:55:58**
Okay.

Speaker A **00:55:59**
They kept their promise to my family. My family, my father worked 2 jobs, my mother worked even though she was going to school to make sure that we got an education. And we were told, if you do this, At the end of the day, you will have something. Okay, why am I doing this?

00:56:18
Uh, it's not the pay because we're volunteers.

Speaker E **00:56:21**
But you're reporting—

Speaker B **00:56:23**
who are you reporting to?

Speaker C **00:56:24**
He's on the Board of Managers.

Speaker A **00:56:25**
I'm on the Board of Managers. I'm the Board of Managers. I was appointed. I'm not elected. I was appointed to be on the Board of Managers, and there's an application process we went through when The call came out and said, look, there's going to be a

takeover, there's going to be an intervention.

00:56:40

We're going to need a board of managers to represent this community, to represent our community. Do you want to be involved? I had been talking about education in our community in different forums, saying we need to do something, because we knew we were in trouble. The results were not good for our community.

00:56:56

We knew we had to do something, okay? That was not a secret. This thing happens And believe me, nobody welcomed it. Nobody wanted it to happen, but it happened. And now we have to deal with the reality of, okay, this is going to come, it's going to come to Fort Worth. What are you going to do about it?

00:57:14

Am I going to sit on the sidelines and watch it happen? I'm going to jump in and see what I can do to help.

Speaker F **00:57:18**

Okay, there's my question, Mr. Galindo, and this is not just for you. Hopefully you hear my recording. Why until now?

Speaker A **00:57:26**

Sorry?

Speaker F **00:57:27**

Why you board members, you show up until now? You just told us that you've been on the community over here for 40 years. For the last 30 years, I've been involved on the district and I never see any of your names running out from the districts to be representatives. And I see you, I see Mr.

00:57:49

Gearing, I don't know if I pronounce it right.

Speaker A **00:57:51**

Gearing.

Speaker F **00:57:52**

Gearing, seeing in forums with the previous superintendent, like, why you don't step up? You see the community, we need help. Why you guys didn't come out? What keep you out from coming?

Speaker A **00:58:02**
And that's a fair question. Why hadn't I run for school board before?

Speaker F **00:58:06**
Exactly. And not only you, all the members.

Speaker A **00:58:09**
Absolutely. And I get that. And I think that's a valid question. And it's a question I've had to wrestle with myself because people say, well, if you had known about this concern, why didn't you step up and do something different? And to answer that question, you have to jump to the conclusion that I thought, well, it's because they're not doing a good job.

00:58:26
I can do better.

Speaker F **00:58:27**
Exactly.

Speaker A **00:58:28**
And, and I have never come to the conclusion that the school board that we had, currently still have, did a bad job. Oh, you can criticize it. You can say they could have done things differently. Sure.

Speaker F **00:58:41**
Yes.

Speaker A **00:58:41**
But they were elected for a reason.

Speaker F **00:58:44**
Yes.

Speaker A **00:58:44**

Okay. They were selected by the community to represent this school board, and I respect that, and I think you need to respect that.

Speaker F **00:58:51**
Exactly.

Speaker A **00:58:51**
And coming in now is not a statement that I think they did a bad job, I can do a good job. That's not a statement about that.

Speaker F **00:58:58**
No, no, no, no.

Speaker A **00:58:58**
And it should never be interpreted that way. I don't want to say that. What I want to say to you is, is that they have been— they have been by law now said, oh, you all are no longer trustees. We are now charged with having to step up And given that circumstance, that's when I stepped into the brink, and I questioned myself why I did it, but I did.

00:59:22
And quite frankly, I'll be honest with you, there was over 300 people that applied.

Speaker B **00:59:27**
Yes.

Speaker A **00:59:27**
And so I thought my chances of really getting selected had slimmed to none. I read the brief. But I'm not, I'm not going to chicken out. I'm not going to chicken out. I'm not going to turn my back. I'm not going to say, yes, somebody else can do it. So I got selected.

00:59:41
I got selected, and then there was a question of, do you really want to do this? Particularly after our first board meeting.

Speaker F **00:59:47**
Yes.

00:59:47

Because their response is absolutely understandable, is absolutely reasonable, and comments I hear here are absolutely understandable and reasonable, and we have to answer for that. We have to try to make things better. That's the position we're in on the Board of Managers, okay? We're trying to see what can we do to make things better.

01:00:09

We cannot change the factors of intervention. We cannot change the fact that TEA has what they have. Our only job is to try to navigate those waters, help our community the best we can to get us out of here.

Speaker D

01:00:25

Again, why the curriculum? Yeah, yeah, that I get. I get that there was, uh, you know, that's schools' ratings that triggered the law. I get that. I'm a lawyer too. Um, I get that. And yet to be applied so broadly across the district does not make sense to me at all. And so how do you reckon with that?

Speaker A

01:00:52

That's what we need to do.

Speaker D

01:00:53

These are very successful schools, very successful teachers, very successful children. How do you reckon with a one-size-fits-all curriculum when you were also saying— I really appreciate your story that you're sitting up there because that is what we want. That's what we all want, right? And I just gotta believe that in El Paso there were so many different needs of students there That your mom was so fortunate to have a teacher that saw her and probably inspired her.

Speaker C

01:01:25

But with—

Speaker D

01:01:26

when the teachers are forced to be so rigid, how on earth are they going to be inspiring? I can't imagine in 20-something years how many kids have been inspired to become teachers.

Speaker F

01:01:36

Believe me, there are some times that we walk in museums or stores and they come, yes, how you doing, Miss [Speaker E]

I'm like, listen, I don't remember.

Speaker F **01:01:44**
But I remember the I don't remember the name.

Speaker D **01:01:46**
My point is just that this rigid curriculum micromanaging teachers, how does that translate into making this a better— I mean, I know Fort Worth ISD needed help. I know there were lots of issues.

Speaker F **01:01:59**
Yes.

Speaker E **01:02:00**
But not all the schools.

Speaker B **01:02:01**
Exactly.

Speaker C **01:02:03**
So why didn't it come in and target those schools and learn from the schools that were doing well and try to replicate those things? Leave them to their devices.

Speaker D **01:02:13**
Identify the teachers who are doing a really good job.

Speaker C **01:02:15**
Yeah, and then come in and focus the intervention. It's like they're solving a problem at campuses where it wasn't a problem. It's like the answer to a question that wasn't asked because there's campuses that are being drawn in that weren't the ones that— and I want to say, like, I'm very sensitive to creating an us versus them mentality between the schools.

01:02:39

Because I'm gonna be honest, I'm from the Tanglewood neighborhood, and so I know that it's a well-resourced school and gets a lot of the privilege. Like, I'm very well aware of that, and I don't want it to be like, oh well, Tanglewood gets to keep doing their own thing if this school doesn't.

But also, why are we changing things at schools where it was working instead of putting lots of resources to support the schools? Because at the end of the day the reason why the schools are struggling that are struggling is resources. Resources, resources, resources. I mean, I could get on a soapbox and preach about this all day long.

01:03:14

And so now what we've done instead is we're taking our resources and we're blowing money all over the place on new curriculum and this and that across the district rather than taking those funds finite resources and pouring them into the schools that were struggling.

Speaker F **01:03:34**

My question for you is—

Speaker A **01:03:35**

Let me just answer some of that question before we go any further, because I think there's something I need to make a distinction here about the role of the Board of Managers and the role of the administration. We manage one person. Our job on the Board of Managers is to oversee the management of the district.

01:03:51

That's the law. You know, you read it, that's what it says.

Speaker F **01:03:54**

Technically, yes.

Speaker A **01:03:55**

The only person we get to manage is the superintendent.

Speaker B **01:03:58**

That's who?

Speaker C **01:03:58**

The superintendent.

Speaker A **01:03:59**

We manage one person, okay? We didn't hire him. That hire comes from TEA and all that sort of thing. And the curriculum comes with the program that was implemented here,

okay? Now here's a division. Here's a division between what we do and what the superintendent does. We, the board of managers, We're not experts in curriculum.

01:04:22

We're not experts in teaching. We're not experts in what's the best way to do these things. You all who've been teaching— And the teachers. Okay, now you don't want us, you don't want me, Galindo, a lawyer, to come and tell you in class what you should be doing.

Speaker E **01:04:38**
That's what you're doing.

Speaker A **01:04:39**
No, not me.

Speaker E **01:04:41**
Well, I know, but the superintendent is.

Speaker A **01:04:42**
What I'm saying is, yes, that's what Experts, that's what people who are hired, who have the training, who have the expertise, that's what they're hired to do.

Speaker C **01:04:54**
Okay, so what you can do is ask the questions and hold them accountable.

Speaker A **01:04:58**
No, no, no, let me finish, let me finish. Now we're getting back to the purpose of these meetings. What do we do? We control one person, the superintendent. What did I start this meeting saying? The purpose of these meetings is so we can do what? 2 things. What's the first one?

Speaker C **01:05:14**
The goals and the guardrails.

Speaker A **01:05:16**
The goals that we will impose upon whom?

Speaker C **01:05:19**

The superintendent.

Speaker A **01:05:21**
Second, guardrails. What are guardrails?

Speaker B **01:05:25**
Okay, like keeping—

Speaker A **01:05:27**
Things that you shall not do, because the communion says thou shalt not do this. And who do we get to impose it on?

Speaker C **01:05:33**
Superintendent.

Speaker A **01:05:34**
That's our role.

Speaker C **01:05:35**
Okay, guardrails though also are not only what you can't do, but also what you must do. And so I actually have a list that I— and this is for number 3, and I would like to share it because I need to— my daughter's playing in the marching band and I need to go to her performance.

Speaker A **01:05:52**
Please go ahead.

Speaker C **01:05:57**
So what— so this gets to the guardrails that I think are needed. Of course we need to address the outcomes and the goals, but from what I have— I've tried to be very involved in observing what's happening over the last 6 months, and my observation is that there is rushed decision-making and decision-making that's being made and taken and voted to approve at face value, without proper explanation, information, transparency.

01:06:36
And so I think number 3, that what the superintendent must honor is how decisions are made, that they need to be with evidence. We need to see that alternatives have been examined. We need to see whether the district is prepared to implement The decision. The

one that aggrieves me is the closure of INA that was done on nothing more than promises that those students would be provided supports at their campuses.

01:07:06

And I get told weekly by different schools that they're primarily at the middle school level. I don't know what's going on at the middle school level, but those students are not getting support. The emerging bilingual emerging bilingual students are not getting support. So who like the evidence that there is a preparation to implement the decision, and then guardrails for accountability.

01:07:28

So what happens after a decision is made? Is it getting monitored? Is it getting publicly reported? Is it getting scrutinized? Like, those things aren't happening. And even when the agendas come out of what's getting voted on at the meetings, there's not sufficient information there for us as the community to be able to understand what's being voted on so that we can give feedback.

01:07:53

So like the reports aren't embedded in the agenda for us to see, and then all of a sudden it gets voted on in that meeting and we can't adequately speak to it. So what I would like to request for the things that the superintendent must honor— I know there's things that we want him to not do, but I'm more concerned about what we want him to do, or whoever it is if it's not him at some point, but what I want this individual to do is provide the data, show us the plans, be incredibly transparent, and follow up with reports.

01:08:29

And right now that's not happening. And, and I'm just going to speak to my personal experience. I send emails asking for basic things like policies. And I don't get a response. And policies, not only should I get a response, they should be posted for me to just go to the website and see them.

01:08:51

And so I know I'm getting— I want transparency. I want as much information provided to the public as possible so that we can know the consequences of the decision, how the decisions are going to be implemented. And then I want accountability when— I'll use the speech-language pathologist example. The INA is one example, but the speech-language pathologist is another.

01:09:13

Those individuals came into the meeting and I'm aware because I talked to the speech-language pathologist, they were sending emails up the chain of command well in advance of that telling what the repercussions were gonna be of cutting those positions. And nobody listened. And then the positions get voted to be cut, and then now it's a scramble because these SLPs have caseloads of— there's one of them that has a caseload of 147 students.

01:09:45

One SLP. And it was run up the food chain. And then now we go to this last meeting and Dr. Ms. [Superintendent] says that it's because Fort Worth ISD doesn't pay as much as surrounding districts and that there's a national shortage. Well, those things are both true, but that's not why we don't have enough SLPs.

01:10:06

It's because we treated them with disrespect, and so they quit. And now none of the other SLPs want to come work here because they don't want to be treated like that. So, um, transparency and accountability.

Speaker A

01:10:20

Thank you. Thank you for your list.

Speaker C

01:10:22

Yeah, like I said, and I'll submit it to the online thing too.

Speaker A

01:10:26

It is being recorded and it will not be forgotten. Okay, thank you all for your comments. And now, just to finish my story, why am I doing this? Because I think those school districts made a promise and they kept it. Um, I volunteered to be in this position because I think our school district has to keep the same promise.

01:10:44

There are too many children that I see, too many of To your point, that you're just exactly where my mom was when we started school. My family started public schools. They come to school, they don't speak English. I didn't even ask for school. They don't get the support that they're supposed to get, that they were promised they would get.

01:11:04

And that's a promise that we have to keep. Our job on the board of managers is to ensure that we can keep that promise. The administration can— they want to do this, that's what

they do. Our job is to make sure that we monitor that and we're asking for that. You attended the last board meeting, you know we asked for that information and it will be made public.

01:11:25

Are we providing support for the emergent English students? I specifically asked for that last time, I'm asking for that now, I'll continue to ask for that. I want to see facts, I want to see support because I have heard Too many stories like yourself, that has not happened.

Speaker C

01:11:41

So do the guardrails that the elected board adopted last November or whenever it was, are— do those apply now or there's just no guardrails until we get these adopted? And so the— I know there's a workshop on like the 26th. Is that where the guardrails get That's where you start working on getting all this information and start working on goals and the guardrails.

01:12:12

And then what is the timeline when it would be anticipated for guardrails to be—

Speaker A

01:12:15

We want to— here's what's driving the deadlines. You know, none of us is happy with this, but this is what's driving the deadline. We want the guardrails and the goals to be in place because that will inform The budget process. We talked about this already in an oblique way. Resources. This is the first time we as a board get to actually work on a budget, a complete budget, and talk about resources, how they're being allocated, where they're being allocated.

01:12:45

And we will by that time at least have 6 weeks or more of data to what has happened, what's happened with the redesign of our school district that has been done.

Speaker D

01:12:58

Do you know what data you'll be looking at?

Speaker B

01:13:00

I'm sorry?

Speaker D

01:13:01

Do you know what data you'll be looking at?

Speaker A **01:13:03**
We are, and that is, we can ask for, I want to see what this is happening, and then we get data and then we say, but we also want to see some— it's a give-and-take process with the superintendent. And so part of it is just we We have to be familiar with these systems that have been implemented, the data that's been kept, and how we access it as well.

01:13:28
It's been developed as we're going.

Speaker D **01:13:29**
I guess that's one of the things that's confusing to me as a parent is I appreciate wanting evidence and data and all of that, but what— I don't want stuff being cherry-picked. I don't want, you know, I don't want anything to be twisted or And I know that kids— I don't know if your students are doing these DOLs.

Speaker E **01:13:52**
Oh yeah, we had 2 today.

Speaker D **01:13:55**
Yeah, and those are these daily things that these kids are doing, and it seems to me that some of this stuff is just made up.

Speaker F **01:14:02**
Hey, my kid has already figured out, oh, the longest answer is the right one there. Like, how do you know? Because I take the time to read it, and it's the right one.

Speaker C **01:14:13**
for the guardrails to be adopted because now, especially knowing that the guardrails that were adopted in November don't apply to the superintendent, until we have those guardrails, apparently we can't hold Dr. [Superintendent] accountable for things like—

Speaker A **01:14:28**
That's not true.

Speaker F **01:14:30**
So when do you wanna start accountability?

Because we are, we are board members and I, and, um, I'm not speaking out of turn in saying this. Board members are holding Dr. [Superintendent] accountable for the things that have happened and continue to happen in our district. And we do so publicly in the meetings. When we ask for those reports, when we want accountability, we're doing so publicly.

01:14:58

He's made those promises publicly. We ask for that accountability publicly. That's, that's not a guardrail. That's just us being board managers saying our community wants this information.

Speaker C

01:15:08

Well, then he needs to deliver on it. Like, he promised a report on the SLPs and I haven't seen that.

Speaker A

01:15:12

Well, that's coming at the same time, and that's where I asked about that, and we got a response to that this last board meeting from the superintendent that that report will be made. Not just the SLPs, not just the students' special needs and how we are actually providing those services. It's a whole array of services, not just— we're talking a lot of stuff.

01:15:34

And so we all have sort of different things that we look at, board members, you know. And so we are saying we want— this is what I want to look at, this is what I'm going to hold it down.

Speaker C

01:15:50

And y'all want the guardrails before you do the budget, is that right?

Speaker A

01:15:54

Yes, ma'am. The guardrails and the goals, because that will inform our budget process and will also inform us going forward. It's like, okay, we adopt this budget based on these goals, these guardrails. Now we get to really say this is what's happening.

Speaker C

01:16:09

And when does the budget get adopted?

Speaker A

01:16:12

I believe that has to be done— we start that process this fall and it'll be adopted in the spring.

Speaker F **01:16:16**
I have a question on that financial naming of the Operation director as a financial chief? Who makes that decision?

Speaker A **01:16:27**
Again, that's— it has to do with the administration, and they have the authority to hire employees.

Speaker F **01:16:37**
We supervise the superintendent.

Speaker A **01:16:40**
Okay, now we, we will hold the superintendent accountable for the outcomes.

Speaker F **01:16:44**
Okay.

Speaker A **01:16:46**
But we do not get to instruct the superintendent who did it, who was that.

Speaker F **01:16:51**
Just give you a heads up, bond program for Diamond Discovery before on the original building, it was a $20 million bond program. They spent $10 million before figuring out that the— There's water under it. No, the buildings were serviceable. I'm like, how do you want to spend half of $10 million when you can build out another school with that money without doing the proper—

Speaker A **01:17:17**
When did that happen?

Speaker F **01:17:18**
Last year. And that's the same person that is in charge right now, the chief operation of financial.

01:17:24

The person that made that decision?

Speaker F **01:17:26**

Yes, she was in charge of it. So that's my question for her. When I questioned her in a meeting when they moved us from Montessori to Zavala, I asked like, How do you want to spend all that money? You change it up. The Zavala was a 250 population of students. That Montessori had 570 students.

01:17:48

How are you going to feed all those students over there in that little small school? Oh, well, we're going to figure it out. You're doing everything as goals. We can't do that as goals. You have to think of the outcome, think of the consequences, and think what we want to figure out for the best of the students.

Speaker A **01:18:02**

And I— I appreciate that, but that happened last year. Okay, and that's what I'm asking, the naming of this last week. I understand your connection to the person. Yeah, that's what I'm still—

Speaker F **01:18:14**

my concern is, it's not about the last year, but I'm asking, like, instead of one— I will never choose a specialized person that is in charge of the budget, putting some person that already made a mistake that kind of big, it makes me doubt myself, like What the—

Speaker D **01:18:30**

right?

Speaker A **01:18:30**

Yes, that's a valid point. That's a valid point. Again, I understand.

Speaker F **01:18:34**

I've been talking with Mrs. [Administrator 2] before. She was in charge of my department. We have our account. By the way, I'm [a district employee] and the rest of the department is a contractor. A contractor that they got the contract served in their hands without bidding, public bidding, to other contractors.

01:18:54

How come is that?

So when did that happen?

Speaker F **01:18:57**
Last year.

Speaker C **01:18:57**
Well, and the person put in charge of communication, the Chief of Staff, his background was in teaching and being a principal. He's not trained in strategic communication. So to me, it's no wonder that our needs as parents are not being met in terms of providing, you know, the focus being where it should be, because that's not what his training is, and that's not to denigrate what his background is.

01:19:24
I'm a teacher myself, so I admire and honor what his role is, but he doesn't have the expertise to properly lead that function for it to perform in the way that the parents and teachers need it to.

Speaker F **01:19:41**
But like you say, you're not— you guys are not calling out all the ghosts.

Speaker A **01:19:45**
But I think it's important you voice this opinion. opinions, and it's important that we address those opinions. But your questioning is not anything other than the hiring decisions made by the superintendent, and you're questioning whether he's doing them right. That's a valid question. And you, and you, and you, and you as parents and taxpayers have every right to demand answers to those questions.

01:20:06
And so I think it's a good thing you voiced it.

Speaker B **01:20:09**
Okay.

Speaker D **01:20:09**
What do we do with this recording? I'm just wondering. Yeah, what is this for? Is this for your use or is this for—

Speaker A **01:20:15**

No, this gets uploaded to a database that people who are a lot smarter, way above my pay grade— don't ask me about AI, don't ask me about how this stuff gets done. They use programs that are— it's a third-party program, and they're going to distill this information into information we can use. So, and we also have, by the way, a survey that's going on, and you all know that the survey— that's about close to over 4,000 people have responded, that's also going to be fed into this information that will be distilled in such a way that we will be able to use it when we get down to looking at what is our community talking about.

01:20:49

These 5 questions are asked at every session, and so we can categorize them. They each point to different things. Question 3 was— we talked about the superintendent, and that speaks to something that we need to address in the goal as well, or guardrails. And so that's why the structure it this way. There's a method behind this, and again, above my pay grade, but that's what we're going to do.

01:21:11

It is going to be used as part of a larger database. Okay?

Speaker E **01:21:15**

Can I ask a question?

Speaker A **01:21:16**

Yes.

Speaker E **01:21:16**

All right, you said the last school board, we were— they were elected by the community.

Speaker A **01:21:22**

Yes, ma'am.

Speaker E **01:21:22**

Okay, but they have no power right now.

Speaker A **01:21:25**

Yes, ma'am.

Speaker E **01:21:26**

But they were doing a good job overall.

Speaker A **01:21:29**

I'm not going to sit here and I don't criticize anybody else who has sat in my chair and had to deal with issues that I'm dealing with today. I will tell you that having now been in this job for a little bit over 5 months, I have grown to have a greater appreciation for the school board and all those people who have served for many years on the school board, the amount of effort, the amount of dedication, and I am not So here's, here's my question though.

Speaker E **01:22:01**

Couldn't we use them as a resource, and couldn't y'all work with them to come up with these safeguards?

Speaker F **01:22:08**

Can you work with them?

Speaker E **01:22:08**

And since they already have a connection to the community, so they would— they already know where some of the problems are. Why are we going to start from scratch? Let's build with what we have and use those resources And ask them their opinion. Ask them, okay, like you just said, they've worked— some of them worked years on the school board.

01:22:29

Okay, why not build from that?

Speaker A **01:22:32**

Yeah, and that's a fair question, and unfortunately I don't have the answer for that. I just, I just don't. That's a fair question. What we do say is we are building on the foundation they have started, and I think if you all saw what happened last year, you saw improvements in so many schools because of the work that they did.

01:22:51

And we recognize and we honor their work. And we're trying to build on that. The concept is that we— they followed some of the same steps as some of the schools where you kind of concentrate effort in some of the schools that are not doing well. The concepts were similar. Not exactly what we're doing, okay?

There's a very distinction there. But what we're saying is we— this curriculum, at least this method, has been presented to us, the community, that this is supposed to work to address those areas that are in dire need of being addressed. Those schools, the elevated schools, are those schools that quite frankly, you know, the kids are just not— just not getting there.

01:23:35

And we have to do something drastic to help them. Now, what is the consequence So that is what we've been talking about.

Speaker C

01:23:40

Thank you very much. I'm very sorry that I have to take off. And I know you've attended a lot of these meetings and I just wanna appreciate—

Speaker B

01:23:47

I tell you, I appreciate that.

Speaker A

01:23:47

I appreciate you. Okay, thanks.

Speaker F

01:23:50

With that response, Mr. Galindo, why we not adjust the curriculum to those?

Speaker A

01:23:57

And here's what I'm trying to say about that is that 6 months of classes, corrections, Adjustments, all of that are going to flow, we think, from what the processes we started in this process here. Okay, to your point and to all the comments made here tonight and the many comments we've heard is, yes, that's why we're gathering this information.

01:24:20

We know what the school district reports, we know some of the stuff that's being said, but this, I think, is the most vital part of the information that we as a board need to have. We know we need to know what's actually happening, okay? And a lot of it is anecdotal. A lot of it's happening out there with this and that.

01:24:39

But when you hear from across spectrum of people, and there's so many listening sessions we've had, so many people have attended listening sessions, and the survey is

going to tell us, and we keep hearing the same thing is happening, you know, in schools, then it's not anecdotal anymore, okay?

Speaker D **01:24:54**
Thank you.

Speaker A **01:24:55**
That's the value of what we're doing. I'm sorry, go ahead.

Speaker D **01:24:58**
Well, I just want to appreciate that you are volunteering, and it sounds like— I can't imagine the time commitment that is required. And I don't know, and stop me if this is too personal, but do you want to do this forever? I mean, do you have a time in mind where you're like, okay, I'm going to do this, I'm going to do this for a year, 2 years, and And then we'll go back to the elected board and—

Speaker A **01:25:25**
That would be my dream.

Speaker D **01:25:26**
What is y'all's— what is your end line?

Speaker A **01:25:29**
I'll tell you personally, nobody's ever asked me that before, but because it's something that once you're in it, once I've made that commitment, and I've made that commitment to the community I got a lot of folks came forward and said, you know, thanks for stepping up and doing this. And I made that community— that commitment to the community that doesn't even know me personally, but has no voice otherwise.

01:26:03
I'm talking about people who are like my grandparents, okay, like my mom. And so— What was your first reaction when you heard about this? So when you make that commitment, you're in it for the long haul. And it does take a lot of our time. It is a stressful position. We are going through a very difficult time in our district, in our city.

01:26:28
But there's no place else I'd rather be because I think we can make a difference. Not me, not because I'm great, not because I'm— No. —board of managers who are all great

people. But we as a community can make a difference. We have a voice. We have our values. We have something that we are willing to fight for.

Speaker B **01:26:46**
Well, they listen.

Speaker A **01:26:47**
And so my point is that— my point is that if we work together, if we actually, actually are able to start to put in place these things that we're talking about, implement some of the common— some of the things that Have to be changed. Start making adjustments. We're not going to change the intervention overnight.

01:27:09
An intervention is an intervention, okay? And there are things that come with that, legal consequences of that. You're a lawyer, you know. But we can do the best we can to make it better for our community, make this process shorter for our community. Get us to the end of this difficult time period in a way that causes our community the least amount of suffering, injury, pain, and losses.

Speaker D **01:27:41**
We can't lose teachers, and that's why I think if the community knew we're going to do this for a year, we're going to do whatever, if we knew and we could look for that. Yeah, yeah. I think it'd be easier for teachers to say, you know what, I can do that, I can get to the other side.

Speaker A **01:27:59**
But when you're moving the goalposts— And that's the thing that we don't have control over that. We are told, like Houston's been told, and if you look on the TEA website, you'll see what the exit goals are. And you know as much as we do. And now, now, now you know as much as we do.

01:28:23
Okay. And we're working towards, towards that.

Speaker D **01:28:26**
How do you keep asking for clarity over and over and over again? Particularly as taxpayers.

Speaker A **01:28:34**

That's a fair question because, you know, and for us on the board, we said, you know, um, nobody forces us to be on here. I can resign tomorrow and walk away.

Speaker B **01:28:47**
But you've made a promise, so you need to keep it.

Speaker A **01:28:50**
That's exactly it. That's my point.

Speaker B **01:28:52**
Going to what she just mentioned, um, Dr. [fmr. Supt.] actually lost our trust, or mine at least. Yeah, she lied. So if this new superintendent starts lying, where are we gonna go?

Speaker A **01:29:08**
Well, that gets to, you know, that gets to 3, is what's important values. We're gonna run out of time, guys. We'll go to question 4 and then we'll go to question 5, okay? And I don't want to cut off the discussion. This has been really valuable, but I got it. I got to get this done so we can turn it up and all that.

01:29:24
So 4, what are some things that the school district is doing for our students right now that is working and you want us to continue? And this, this could be a very short discussion or it could be It could be a really long discussion, it's up to you guys, but what do you think that we're doing, that the Fort Worth Independent School District is doing right now and you say, we don't want you to change that?

Speaker F **01:29:48**
The only thing that I have, I give it kudos, and this is about the staff, it's not related, but it relates to the students. They're giving an extra hour to the teachers Transportation department in order to show up on time to school. So right now we're, we're good at 95% of time schedule.

Speaker A **01:30:13**
Dr. [Administrator 1]said that.

Speaker F **01:30:14**
That's the only thing I've seen. Besides that, I'm sorry.

Okay, okay.

Speaker F **01:30:20**
I don't have no reviews on the cafeteria curriculum, and that is not that I'm, I'm, I'm questioning the curriculum. My question is, where are you implementing that curriculum?

Speaker A **01:30:32**
I understand.

Speaker F **01:30:33**
And on certain schools that they're working, like she mentioned earlier, instead of freaking helping us going forward, right, it's holding us. Again, like you mentioned it, we're a community and I'm part of the community, and I will feel more— it will help me to know that you guys are listening. You have this plan and let's work.

01:30:56
We're going to put that effort. But when you get the sensation, the superintendent coming over here and imposing his own way, it doesn't help us. Instead of helping us, it's pushing us out. Like, why am I going to go trust a person that is coming with his own authoritarian mentality?

Speaker A **01:31:16**
Yeah.

Speaker F **01:31:16**
Like, dude, you're supposed to come over here and blend in and try to feed us. You guys are doing this. You guys are doing this. I don't see the superintendent being with that kind of attitude. And he doesn't have to because he's doing his job. But it's part of your job to blend in with the community.

01:31:33
He hasn't— I haven't seen it.

Speaker A **01:31:36**
I got that.

Speaker F **01:31:36**
Yeah, showing up to certain schools and certain—

I understand.

Speaker F **01:31:41**

To me, I don't feel like you have to earn your spot to be around us. You're not part of me. I never seen you in the community events or anything. Like, on the other hand, and that's what I was questioning earlier, where you guys been? I never seen you in Marine Park festivals.

01:31:58

I never seen you in back-to-school things. And everybody say, oh, we've been here in Fort Worth for long. Where you guys been? Because on the level, mid-level, lower population, I never seen you guys. I never seen your name on the ballot before on the board votes.

Speaker A **01:32:16**

That's true.

Speaker F **01:32:17**

I was like, where were you guys? You know that we need you. And you knew that these guys weren't doing the job the right way. We need somebody to step up. Nobody showed up. How is it possible that a board member was sleeping over there because he was an old guy over there on the meetings?

01:32:36

I spent 20 years on the board.

Speaker A **01:32:39**

I'm not taking these little guys. I'm gonna take exception to that comment.

Speaker F **01:32:43**

20 years and, and nobody else volunteered to do that job? Yeah, I was younger. I didn't— I, I, like, I wish I could freaking go for it because I don't care about this program. I put it because I'm [a district employee] and I care about the drivers and the kids. My kid rides a bus, right?

01:33:01

I care about this. Because they had to be safe in the school.

Speaker A **01:33:05**

Right. So question 1— excuse me, question 4, we're talking about what are things we're doing right.

Speaker F **01:33:13**
The transportation, they give me an extra time to be on time and bring these kids on time to school.

Speaker D **01:33:19**
Okay. Um, that jazz band at Pasco, the jazz band at Pasco High School.

Speaker A **01:33:26**
The jazz band, amazing jazz band. Amazing Jazz Band. It's an amazing jazz band. Yeah, yeah.

Speaker B **01:33:32**
I guess you, because you just mentioned that you're the board member, right? You work with them. This is the first time I actually seen one in— well, this is a church, but in school they never show up until they want to kick us out from the sala. I saw Miss [fmr. Supt.] I never saw her ever before in the building.

01:33:49
So that's one thing that I appreciate that the board is doing right now.

Speaker A **01:33:52**
And thank you.

Speaker B **01:33:53**
Meeting you, I appreciate that.

Speaker A **01:33:55**
Thank you very much. Question 5, unless there's any more comments on question 4. No? Okay, question 5. Okay, now this may take a lot longer. When you think about the Fort Worth ISD is educating our students, is there anything you think is not working that we should stop doing? And we've talked a lot about that.

01:34:18
Well, she's a teacher, so she should know. But let's try to summarize and let's hit this one hard. Okay, just give me the list, tell me what you think.

One, teachers shouldn't be expected to go through a 70 to 100 slide slideshow in 90 minutes. We shouldn't be treating our children like robots because hurry, get on time, hurry, do this, oh sorry, we can't answer your question. Okay, and for those of us who don't teach a tested subject, well, we got you a curriculum, teach this essay you've never read before, learn it, go make your copies.

01:34:58

In one, for one lesson, I spent 4 reams of paper, just for one lesson, okay. I have to go down, there are 4 copiers in our building, for 100, over 100 teachers, okay. You have to grade, do your copies, internalize your lesson all in an hour and a half. Some of my lessons, if you go minute for minute, I have 90 minutes.

01:35:27

Some of the lessons are 95 minutes long. So I'm going to make magic happen. If our kids aren't learning anything, The kids have asked me before, Miss, why are we doing this? Because I need my job and here's my script and this is what I need to do, okay? We're not teaching them.

01:35:47

We're expecting them to internalize. They're not internalizing because you're lawyers. You are paid to talk. But unless they have some interest in it, they just write down, oh, Miss Mrs. [Speaker E]said to write down 1844 because that's when the speech was. Why is it important? I don't know, she couldn't give you the history because she only has 10 minutes to do any pre-learning, okay?

01:36:16

We just went over JFK's speech. I found a video for him to say it. It took him 18 minutes to read it. I had 25 minutes to read it, stop in between. Give them feedback, explain what's going on. Oh, well, we got— oh, we got to skip this part of the text because of the fact that we got to do our DOL, okay.

01:36:39

We are not giving the children actual education. We have to stop expecting these teachers to go through 100-something slides, okay. And if a teacher skips slides and they're caught, They're in trouble. Why did you skip that slide? Because my kids don't need that. Some of our exemplars, literally we're told put the exemplar, which is your example on the board with the answers, okay.

01:37:09

The answer's on the board, why does the kid need me now? Because all they have to do is write down whatever is in the exemplar, okay. We gotta make sure that our boards are up to date too. Nobody looks at these boards honestly but the people coming up to observe. I've asked the kids before, did you see all this that's written right here on the board?

01:37:27

No, Miss, why? I have to make sure I've gotten emails, your board is incorrect. I look at my board, what's wrong with the board? The date's wrong. Today is the 9th, I had the 8th. If your boards aren't right—

Speaker A **01:37:42**

We apologize.

Speaker E **01:37:43**

But there is a clock. I have a form there that has the time, the date, the whole thing, but I have to make sure it's on the form. Because if not, my family—

Speaker D **01:37:52**

Sounds like micromanaging teachers has to stop. And the DOL or DL, whatever the thing is called—

Speaker E **01:37:59**

In the first 2 weeks of school, we lost 4 teachers. 2 for health reasons, one because let's just say I had a personal piece of furniture in my classroom. People came in, never said, no, this can't be in there. The second day of school, I walked in and that piece of furniture that was a $500 piece of furniture, the custodian was told to trash.

01:38:23

And when I asked the custodian, where is it at? Well, they said to trash it, that you couldn't use it.

Speaker F **01:38:30**

But they never told her.

Speaker E **01:38:31**

But nobody ever told me. When I went to my administrator, she said that my principal My principal said it had to go. I tried twice to meet with my principal, and both times I was stood up. And when I emailed her to tell her, hey, you stood me up twice, you know where

my classroom is, you come see me, I got a, yes, ma'am, why didn't you tell them to call me on the walkie-talkie?

01:38:54

But she made me make an appointment through her link, and an hour before the meetings happened, I got a reminder to be there. So if I got the reminder, I know she got the reminder. So the administration is also— I can't speak for all of them— they're scared for their jobs. So as they say, it rolls down.

01:39:19

And the kids are feeling it.

Speaker D

01:39:19

The culture of fear and paranoia doesn't make kids want to learn. I mean, if we're really child-centered, Student-centered, then let's do that. And that means—

Speaker B

01:39:31

I'm thinking of changing my kids.

Speaker F

01:39:33

I hear my kid say it a lot of times, the district is saying this, the district is making [Admin 3] which is his [administrator] doing this stuff. And he's like, well, you have to understand, [Admin 3] has to keep his job and it's not his decision to make these changes. And he's like, yeah, but it's not fun anymore.

01:39:50

We cannot even talk, we cannot even do nothing on on the highway or something because we get it very, very bad. So they're losing the farm.

Speaker E

01:40:00

They're losing the community.

Speaker A

01:40:02

Yeah. To your point, what was described as an atmosphere in the schools, what teachers are feeling, that is something— and you've described it very well, so thank you for being kind. And so did you as a teacher. You have no idea how much I respect that. It's a personal question. I really think— I really appreciate you all's comments and the fact that you opened up.

And these honest comments have been recorded anonymously. We don't mention people's names for that reason.

Speaker E **01:40:39**

Probably too positive.

Speaker A **01:40:41**

And it's— and we've heard that, and we keep hearing And that makes our job that much harder. If I can't rely on you to tell me what's going on in your classroom, then who's going to tell me? And if you're afraid to tell me because of retaliation, then how am I supposed to deal with that?

01:40:57

And so—

Speaker B **01:40:57**

How do you fix that?

Speaker A **01:40:58**

Yeah, to conclude, and thank you all very much for staying with us and listening to my stories and all that, but to conclude, folks, this is a difficult time. time in our city's history, our school district's history. We've never been through something like this before. We are working very hard. I'll say this on behalf of the Board of Managers.

01:41:23

We thank you all for all your support and your criticisms. And your criticisms— and I wish she'd been here because she does— our Board of Managers— she does give us a lot of criticism, but that's what is What is helpful, as long as you stay engaged, as long as you're saying, Galindo, mira, this is not right, you got to fix this, that gives me a voice to go back and say, we're going to fix this.

01:41:46

Why? Because I'm hearing it from my community, and that's my job. And my community stays silent, which unfortunately what we're seeing from the Latino community is we're still not engaging, and we have to. That's, that's on me. You know, somebody criticized, like, you know, why are there so many people here? We could have more people from the community.

And I've heard that, and that's on me. I have not been able to reach through whatever agencies I have been able to find. I have not been able to get a lot of support from our community, our Spanish-speaking community.

Speaker B **01:42:18**
Well—

Speaker A **01:42:18**
I'm prepared to do this in Spanish. I could do it in Spanish, and we have slides in Spanish.

Speaker B **01:42:23**
Where's that back in the days when you went to school? How do you get the parents' attention?

Speaker A **01:42:29**
They didn't. That's the problem.

Speaker B **01:42:32**
How do you get people to actually listen? Be outside with the flyer, with the piece of paper, and tell— give it to a parent in person that you know and trust.

Speaker A **01:42:47**
We did that. We passed out flyers personally. Not myself, because for a lot of reasons I couldn't be there, but our board members went to the schools and, and they passed out those flyers with survey information at the pickup lines on an afternoon when it was 110 degrees outside.

Speaker F **01:43:07**
They were doing it.

Speaker E **01:43:09**
Not in my school. You just said yourself that our Latino community is not there at the school. They're not connected.

Speaker A **01:43:19**
No, no, what I said is what I said, and I want to be clear. It's not that they're not there, it's that I did not reach them. This is on me. This is on me. This is on me.

Then maybe we need to go to the places where they're at, like Grand Plaza.

Speaker A **01:43:35**
People say that, and we just talked about that issue and how we might approach that, and that's a possibility. The Grand Plaza however, and I did some research into that, is not just Fort Worth. It's not just people from Fort Worth. In fact, it is such a huge place that most of the folks who attend or are in the Gran Paso are not from Fort Worth.

01:43:58
They come from all over. It's a magnet of people, Latino community. It is a Latino community, but it's not Fort Worth necessarily.

Speaker F **01:44:05**
Right.

Speaker A **01:44:05**
And so what we want to focus in on is, and not just the Latino community, I'm talking about all the different communities that typically do not get their voice heard. And it also happens in Southeast Fort Worth, in the Black community. It happens in the Vietnamese community.

Speaker E **01:44:22**
Absolutely.

Speaker A **01:44:23**
It happens in a lot of different communities that we have, because Fort Worth is not such a metropolitan city, but we have a lot of different cultures, and we're not reaching those people. We're not doing it. And it's not— and I'll never say, and I don't say it now, I'll never say that it's their fault they don't want to come.

01:44:43
I don't believe that. I don't believe that because for the time that I have been working in this community, those parents that I sit with, those owners of businesses, those people who are working to send their kids to school care very much about education. That's why they work so hard.

Speaker F **01:44:58**
Right.

So nobody ever convinced me that they don't care. care. That's not true. The problem is I have not found a way— I, and I make it personal because me, that's my responsibility— to reach them, to reach them. And we have tried and we've tried. This has been an interesting— for me, because I thought, okay, I know how to do this.

01:45:20

So I went to the organizations that I know, I went to people that I knew, and I said, get this out for me. And then I get back. What did they say? And I deserved it. I deserved it. [CM] can you put this in Spanish? Why didn't I think of that? Of course, it should be in Spanish.

01:45:38

So we put it out in Spanish, okay? And then we said, okay, now we have it in Spanish, we've got the right organizations, we've got the right contacts, it's getting out there.

Speaker F

01:45:50

Okay, that's not working.

Speaker A

01:45:51

That's not working.

Speaker B

01:45:52

That's not working.

Speaker A

01:45:53

I got to do something else. For me, it's been a process of going back and reevaluating at least the sessions I've been involved in and what we're seeing statistically. Could we get the breakdown on our survey? We know where they're coming from. We know what zip codes they're coming from, and we know what zip codes are not being represented.

01:46:11

And that's where we went to pass those out, where they're not being represented. We went and passed them out personally. But the point is that It is a challenge, I think, for schools in general. If you look at schools in different neighborhoods, they don't have PTAs. You look at schools in some neighborhoods, when they have parent night, nobody comes.

01:46:33

And there's a myriad of reasons for that. And it's not that the parents don't care, it's because they're working or because of other reasons that keep them out of the schools.

And so we have We have to stop. It's sort of like if you do the same thing over and over again, you keep getting the same results.

01:46:49

Well, maybe you got to try something different. And we just have not found that. And let me just continue, and I'll finish, and I'll let you comment. My point is, this is not the end of the conversation. I hope it's not. These listening sessions that we're doing, I hope, are just the beginning of a conversation.

Speaker B **01:47:09**

Thank you.

Speaker A **01:47:09**

That as long as we have to be who we are, which like I said, I hope and pray it's a year, 2 years, you know, but I don't know, and I'm not naive enough to think that it might happen that way. Okay, and so during that process, we will get through this process.

01:47:30

We can work on solutions, but only if we continue to Work together, trust each other, build that trust, and try to find the solutions. Otherwise, and what's going to happen, what you've seen in other communities, is that you divide, you splinter, and this community will suffer.

Speaker B **01:47:50**

Yes.

Speaker A **01:47:50**

Will suffer because now we're fighting each other.

Speaker F **01:47:53**

Yes.

Speaker A **01:47:53**

We do not need that.

Speaker F **01:47:55**

About fighting, where's the event on the school event that we always boy, it doesn't matter if you like football or not. Homecoming, right? You can go to homecoming. You have the

schedule of the homecoming. You can get the schedule of the homecoming and go one night over there and you're going to reach a lot of people.

Speaker A **01:48:13**

We've got to find ways, and I— that's one of the questions I wish we had had is, okay, okay, what are we not doing right? And we touched upon it, the communications aspect of it. I think you all hit on that. that pretty good, and I appreciate those comments. We're not, we're not reaching you on communications.

01:48:31

We're not doing a good job, and that's, that's been a huge failing. A lot of the decisions we've made that we've been criticized for, I'll tell you just my own personal experience, has been, yeah, it's because y'all didn't know these facts or because of these considerations. But then the real problem The problem was not that you didn't know.

01:48:54

The problem is that I didn't tell you. The problem is I did not explain. The problem is that we did not— we were not transparent in showing why we're doing what we're doing. And I think you all have hit that point exceedingly well. It's like oftentimes you might do the right thing, but if the folks that don't understand what you're doing and if you If you don't take the time to explain what you're doing and make sure that you have the community support for what you're doing, then it might be the right thing, but it's not necessarily going to get the results you want.

01:49:29

That has been our experience. That's been my personal experience, okay? It's the reality. Making decisions on the Board of Managers is like, I made the right decision. People say, yeah, so what? But you didn't explain it, you didn't tell us. And then in this void, it gets filled with misinformation. And, and, and then you got to un— try to undo that situation, and it just becomes problematic.

01:49:51

We can avoid it by just being more transparent and being more direct, right?

Speaker B **01:49:55**

Who do you trust when it comes to that? Who do you trust?

Speaker F **01:49:59**

Yeah, no, yes, Mr. Galindo, I'm at the point where, like, we know we're in the bad situation.

We know we need to improve What I want to hear is when we start. When do we start? As a community, we can be part of that. I'm pretty sure I've counted more people like me.

01:50:19

Even at work all day long, I have to work overtime, I don't care. If it's something for improvement for my school, my kids' education, I will be there.

Speaker A **01:50:28**

Yeah, and I guess the question is, I'm understanding your question—

Speaker F **01:50:31**

Getting a date, getting when we're going to start. Start doing something, have a plan, because you guys have already started asking the questions what we need to do. And that was supposed to be done when the superintendent— you guys got, you know, chosen to be on the board. No, 6 months after, and we are so behind.

Speaker A **01:50:50**

Yeah.

Speaker F **01:50:51**

And we're doing decisions on the go, and let's see if it's gonna work. And they don't work, well, we need to change it. Like, we we need to have a plan.

Speaker A **01:51:01**

The plan is there. And let me tell you, the plan the superintendent has, his plan, okay, such as has been described to us and described to the public. What I'm understanding you to say is, when does the public get engaged with that plan?

Speaker F **01:51:19**

Exactly.

Speaker A **01:51:19**

Okay. And to your point, and it's well, well made and well taken, is maybe this process should have been done before we started with the other stuff. And you're not the first person to have said that. And believe me, there are a lot of— there are a lot of people, including people on the Board of Managers, who would agree with that process.

01:51:39

Unfortunately, there are circumstances and things that happened because of the timing that we were selected, were actually put on the board, and we had to take actions. For example, teacher contracts come out in May. We started at the end of March, actually April.

Speaker F **01:51:56**

March of last week, yes.

Speaker A **01:51:58**

The decisions that we had to make in terms of redesigning this system to reassign teachers, to move teachers, to do that, had to be made in that short time period, okay? What drove a lot of our agenda was the necessity of things that had to be put in place in order to this year start implementing what the superintendent said he wanted to implement.

01:52:23

And it's not the best way of doing it. If we had a chance to do it all again, the way we would— if we had a choice to say, let's go talk to the community first, let's do this first, but we did not have the 2 or 3 months ahead of time to do that.

Speaker F **01:52:40**

But we cannot rely on that stuff. That's over. We need to go—

Speaker A **01:52:44**

But now, and to your point, you're right. Now we're going back and yes, we are engaging. And when do you engage? You did tonight. That's when you start. And you go to these other listening sessions, that's when we start. We engage now. And to my— what I said earlier was, let this be the first conversation, not the last.

01:53:04

Stay with us. Stay with us. And there'll be times where you're going to be tested on You're saying, why the hell, Galindo, should I trust you? Why should I continue to work with you? Okay, and that's okay. Bring it to my attention. Let's keep this discussion going. I don't just want to hear compliments.

01:53:21

I don't want to hear you're doing great. I want to hear what I'm doing wrong. I need to put in— put in to fix. That's what's going to help me become a better board member. I've had 5 months of on-the-job training, and believe me, I understand I've made mistakes. I

understand there are things I should have done better, okay?

01:53:39

But I can only get better, I can only do better if I hear from you people, okay? Thank you all for being here.

Speaker F

01:53:46

Thank you, appreciate it. Thank you very much.

Schools of Choice (YMLA) Community listening session

Merged transcript and chat- deidentified
7 PM- 9 PM September 10, 2026

Entries are ordered by their original clock timestamps. Chat entries are marked CHAT; replies and reactions are retained as supplied. Consecutive spoken caption fragments from the same account are combined, with their start and end times shown. Chat falling within a spoken fragment follows that fragment. Wording, apparent recognition errors, and source speaker attributions are preserved apart from name substitutions. Introduction and casual chat outside of the 5 questions have been removed from the de-identified transcript but remain intact in the original.

19:08:26–19:09:41 **Laurie George:** **Question 1:** The first question is, what should Fort Worth ISD students know or be able to do? And if you are not comfortable sharing, or you just don't get a chance, or you think of something later, we still want you to fill out the survey, even if we're having a conversation here. This is great for everyone so I can hear from you directly: your voice, your emotions, but there's no substitute for you writing it out in your own words, so you can absolutely feel free to follow up and fill out the survey as well. That's great. So number one, what should Fort Worth ISD students know or be able to do? Who would like to jump in? Anybody?

19:09:41–19:09:47 **Participant 04:** Is it for, like, education, sports, anything overall?

19:09:44–19:09:59 **Laurie George:** Yeah, I think it could be anything. If you were gonna say just, um, basic skills, nothing's too basic. I would say Fort Worth ISD kids should be able to read. That's okay to say.

19:09:58–19:10:06 **Participant 04:** That was my first, like, typed out response in the chat. But I was like, wait, let me make sure it's…

19:10:05–19:10:07 **Laurie George:** Yes.

19:10:06–19:10:17 **Participant 04:** overall, because, you know, they should be able to read. I think read and… My son's ambidextrous, so he has a hard time writing. He writes with his left hand, but…

19:10:14–19:10:16 **Laurie George:** Mm-hmm.

19:10:17–19:10:30 **Participant 04:** He gets a little… it goes lower. If you are a lefty, you know it's different, so those are the things I want him to work on personally. But, I mean, he knows how to spell and the things, but he's not an avid reader.

19:10:24–19:10:44 **Laurie George:** Mm-hmm. Okay, okay, so a reader. Would you say maybe… From that, I heard… Do you think being able to write legibly is still a relevant skill?

19:10:42–19:10:47 **Participant 04:** I… I do, because I feel like those two are tied together.

19:10:46–19:10:48 **Laurie George:** Okay.

19:10:48–19:10:54 **Participant 04:** In my opinion. I may not… it may not be, but in my opinion, they are. I feel like he's…

19:10:49–19:10:55 **Laurie George:** Okay.

19:10:55–19:10:59 **Participant 04:** Reading whatever they're being read to him, and then he's writing it.

19:10:58–19:11:00 **Laurie George:** Mm-hmm.

19:11:00–19:11:04 **Participant 04:** It's not clear for him when he goes back to read it.

19:11:04–19:11:06 **Laurie George:** Okay. Got it. Got it. Okay.

19:11:07–19:11:10 **Participant 05:** Ahh.

19:11:09–19:11:14 **Laurie George:** Comprehension. Okay. Yeah. Understand what you read or hear.

19:11:09–19:11:11 **Participant 06:** Yes.

19:11:12–19:11:15 **Participant 05:** Yes.

19:11:15–19:11:16 **Laurie George:** Mm-hmm.

19:11:15–19:11:16 **Participant 04:** Yes.

19:11:23 **CHAT · Participant 03:** They should be able to problem solve and use critical thinking

19:11:26–19:11:28 **Laurie George:** Okay, problem solve. That's a good one.

19:11:28–19:11:42 **Participant 07:** Excellent.

19:11:41–19:12:00 **Laurie George:** I like that, yeah. Someone I was in a session earlier today, and someone said, it's not that they fear AI. They fear losing that process for our kids where they think they have to figure it out.

19:12:00–19:12:08 **Laurie George:** But you can't just yell out into the ether and get the answer. We have to try to problem-solve.

19:12:16–19:12:18 **Laurie George:** Okay.

19:12:17–19:12:24 **Participant 06:** Yes

19:12:32–19:12:34 **Participant 04:** Yes.

19:12:34–19:12:37 **Laurie George:** That's a good one. Absolutely.

19:12:37–19:13:04 **Participant 04:** I feel like comprehension is tied into… I don't know, I have a 13-year-old. It's been… it's been wild. Um, he… he's… well, he's my fourth 13-year-old, but… This age, this year, these days, my oldest is 30, so that'll tell you the, you know, 90s and early 2000s is very different from now. I feel like they don't have a lot of common sense.

19:12:54–19:13:02 **Laurie George:** Okay. Uh-huh.

19:13:04–19:13:13 **Participant 04:** Because they don't have to critical think, and I think that goes in with comprehension. Because you're not critical… I mean, sorry, critical thinking, because…

19:13:05–19:13:06 **Laurie George:** Okay.

19:13:13–19:13:24 **Participant 04:** my son will ask me before he tries to figure it out, and I… now I'm, like, gearing him. You need to figure it out for yourself. You need to think about it, what you're asking me, instead of just asking me to figure it out for you.

19:13:16–19:13:26 **Laurie George:** Okay. Mm-hmm. Mm-hmm.

19:13:24–19:13:31 **Participant 04:** I think those two are… Kind of mirroring each other, critical thinking, and having, like.

19:13:28–19:13:30 **Laurie George:** Go together.

19:13:31–19:13:39 **Participant 04:** The ability to have that. I don't think common sense, though, is so common anymore in this generation. Unfortunately, I think it's because of the internet.

19:13:39–19:14:01 **Laurie George:** Mm-hmm. Mm-hmm. I could see that. Yeah. We have, I, we have a, um, I have a [personal information] And there is a big, just naturally, [personal information about a Board member's child]

19:14:00–19:14:07 **Participant 04:** Oh, oh, [personal information]

19:14:01–19:15:00 **Laurie George:** Yeah. Okay. Yeah. [personal information about a Board member's child] Uh, there are more opportunities to do that when you're… when you're active and not, you know, looking at the screen, for sure. Anybody else have what Fort Worth ISD students should know or be able to do? Okay. Um, let's go to the next one. **Question 2: So, the next one is, what describes a successful graduate? So, when you see your child. Walking across that stage at graduation, what… What do they have going for them? Or what is the future looking like if they are a successful graduate from Fort Worth ISD?**

19:15:00–19:15:09 **Participant 06:** A plan.

19:15:08–19:15:13 **Laurie George:** Okay. I like that.

19:15:12 **CHAT · Participant 04:** They graduate with an associates degree

19:15:13–19:15:16 **Participant 02:** yes.

19:15:13–19:15:48 **Participant 03:** I would say. Oh, I was going to say, I would say that I would love every graduate to have had every opportunity to explore different avenues, different giftings, different subjects, and be confident. in their own personal choice of the path that they want to take, whether that's college or whether that's something else. Full of opportunities, full of confidence. And even having been advised on a path that feels right to them.

19:15:47–19:15:59 **Laurie George:** Mm-hmm. Mm-hmm. So maybe they have a plan because they've seen some options and know where they want to go or what they're doing next?

19:15:58–19:16:16 **Participant 03:** Yeah, I think I… I was in public education when I was in public education in a school that had a million opportunities from junior high to high school, and the opportunity to explore so many different things that I didn't come across naturally, it did. It changed what I hoped for, and it changed what I discovered.

19:16:07–19:16:08 **Laurie George:** Mm-hmm.

19:16:16–19:16:29 **Participant 03:** that I was good at. Um, and even… even if I don't do some of those things, the variety to discover about yourself, it does increase your confidence, and I think that that can't be understated in value.

19:17:16–19:17:17 **Participant 02:** Mhm.

19:17:16–19:17:34 **Laurie George:** Someone else, what describes a successful graduate? A successful Fort Worth ISD graduate, well, successful graduate period, but we're in Fort Worth ISD, so.

19:17:35–19:17:51 **Participant 02:** Relationships.

19:17:50–19:17:59 **Laurie George:** Mm-hmm. Okay. Relationships. What else?

19:18:03–19:18:34 **Participant 09:** I'm going to say the ability to effectively communicate. Writing and… Speaking and then also the ability to adapt, right, and be and be flexible, um, especially when it comes to, I think about like being in the professional um setting sometimes our students lack that, you know, just how to. Be professional in knowing the difference of what's acceptable in different circumstances.

19:18:31–19:18:33 **Participant 05:** Very well.

19:18:34–19:18:38 **Laurie George:** Yes

19:18:35–19:18:51 **Participant 05:** Hello. Hi. Okay. I'm sorry. I didn't mean to overspeak her. So I don't know if you could see me or not, but I was listening in. I'm a previous higher ed specialist person that has worked in higher ed for a number of years.

19:18:40–19:18:50 **Laurie George:** No, that's okay.

19:18:51–19:19:28 **Participant 05:** And, uh, to me. For a student for that student to be successful, I would think that we've talked about reading, reading comprehension. We've talked about reading on reading level, but also, you know, understanding the college experience because we get so many kids in college that they have no clue. They've come out of high school, their whole life is high school, and outside of high school, they seem to be lost. And so… and I know that the counselors are overworked, and there, you know, there's only so many counselors per student. And so…

19:19:20–19:19:22 **Laurie George:** Mm-hmm.

19:19:28–19:20:03 **Participant 05:** Just if, to me, if kids would come to college more informed, and a lot of times if you're a first generation student, you know, you're going to be missing those pieces. And I think I heard someone say that. But again, to be successful in college, you really have to understand how to navigate the process. Uh, where to go for help, and when I mean help, I mean counseling and advising is so important, and then also seeking out resources, tutoring, if they need tutoring in various subjects, uh, because we see kids who are entering, even the community college, they are not prepared, they can't pass.

19:19:45–19:19:47 **Laurie George:** Mm-hmm.

19:19:47 **CHAT · Participant 01:** Someone who can collaborate with others, communicate effectively, solve problems, lead, handle adversity, and contribute positively to his community.

19:19:52–19:19:53 **Laurie George:** Mm-hmm.

19:20:03–19:20:15 **Participant 05:** TSI, and so they go into developmental ed, and they get extremely discouraged when they have to go through that developmental ed process and don't seem to be getting anywhere. And so, I would think at the high school level.

19:20:04–19:20:05 **Laurie George:** Mmhm.

19:20:15–19:20:31 **Participant 05:** if they receive more information on the college-going experience. I know there's AVID and all these different types of programs, but again, to reiterate, uh… them receiving and understanding, especially if they want to go to college, the college process.

19:20:22–19:20:32 **Laurie George:** Mm-hmm.

19:20:31–19:20:46 **Participant 05:** Uh, financial aid process, and, you know, we had Upward Bound programs at our college, and uh, actually, I worked with those programs for years, and they're so good at preparing students for college, so… because, like I said, the councils are overworked, and sometimes.

19:20:45–19:20:47 **Laurie George:** Mm-hmm.

19:20:46–19:21:01 **Participant 05:** kids don't go, and they won't. They won't speak up and ask for the help that they need, and so but if they could just be linked with someone that could serve as a mentor, kind of like a connection from high school to college that could begin in the 9th grade, even before the 9th grade.

19:20:58–19:21:02 **Laurie George:** Mm-hmm.

19:21:01–19:21:18 **Participant 05:** Uh, talking college to them, getting them prepared, helping them to understand all the different processes and steps. Uh, but I'm not gonna keep talking, I'm gonna cut off, but that's what we would see a lot of. Kids were just not ready. You know, they're just not ready. They… maybe some were academically…

19:21:09–19:21:11 **Participant 02:** Mhm.

19:21:18–19:21:37 **Participant 05:** But a lot of them were deficient, like, on math, mostly math. But again, uh, and some kids will say, well, I'm not going to go to a four-year institution, so I don't need to take SAT or ACT or whatever. But I think anything they can take, prepare them for college, even SAT, ACT, if they're going to community college. So just more classes to prepare them, uh, more.

19:21:21–19:21:35 **Laurie George:** Mm-hmm. Hmm. Right.

19:21:37–19:21:50 **Participant 05:** types of dual credit classes, more, um, uh, early college, high school type of things, uh, whatever program that you can get them in besides just being educated.

19:21:48–19:21:51 **Laurie George:** Mm-hmm, yes.

19:21:50–19:22:06 **Participant 05:** But more knowledge, more knowledge about the college-going experience, because again, it's a major jump from high school to college. You don't have anybody waking you up, getting you, making you go to school, you know? And so, and then when they get in a college classroom, the college class.

19:21:56–19:21:58 **Participant 02:** Mhm.

19:22:01–19:22:03 **Laurie George:** Right, right.

19:22:06–19:22:12 **Participant 05:** might be an hour and 20 minutes versus 50 minutes at the school. And so, maintaining that attention.

19:22:09–19:22:11 **Laurie George:** Mm-hmm.

19:22:12–19:22:24 **Participant 05:** you know, understanding that you're not gonna just get passed if you make a 70 or 75, you know, that is serious business. So I'm gonna cut off right there, because I can go on and on and on.

19:22:13 **CHAT · Participant 10:** They need help prioritizing (time management)

19:22:16–19:22:18 **Laurie George:** Mm-hmm. Right.

19:22:17–19:22:19 **Participant 02:** Mhm.

19:22:20–19:22:37 **Laurie George:** Right. I hear you. I'm at UNT right now, and I teach undergraduates, and I've seen, you know, as the trickle down from just the funding crisis in higher education, we've seen a lot.

19:22:24 **CHAT · Participant 11:** well said, Exposure to college experience

19:22:37–19:23:04 **Laurie George:** of the 1st generation support programs cut or not intentionally cut from the university. I think UNT is is widely known for being very 1st generation college friendly. But. we… we don't have the funds anymore from the federal government, and so, you know, whatever we could do at the… at the K-12 level, absolutely, to get our kids ready.

19:23:02–19:23:19 **Participant 02:** Mhm. See?

19:23:04–19:23:11 **Laurie George:** Because they need that.

19:23:09 **CHAT · Participant 04:** Maybe partner with a college so scholars can shadow students maybe

19:23:12–19:23:19 **Laurie George:** Mm-hmm. Okay.

19:23:19–19:23:40 **Participant 05:** Yes. A lot of those fundings,

I just recently retired from [a local college] and we were seeing a lot of funding cuts as well. A lot of these programs that are to serve special populations that we call special populations, those are going away.

19:23:19–19:23:21 **Participant 02:** There it is.

19:23:19–19:23:35 **Laurie George:** Right. Right. Yeah.

19:23:40–19:23:57 **Participant 05:** You know, and so and that's what we have to be aware of, even at the high school level, that a lot of things are going away. So they're putting a lot back on the, I guess, the high schools that, you know, the counselors and the teachers to actually talk to students, first generation, especially students, because they have no clue.

19:23:50–19:23:58 **Laurie George:** Mmhm.

19:23:57–19:24:11 **Participant 05:** Uh, so yeah, the funding, it's only gonna, in my opinion, just what I saw before I left, it's just only gonna get worse. And so, we just have to find creative ways to, uh, introduce our kids to that whole process.

19:24:03–19:24:21 **Laurie George:** Mm-hmm. Okay. Anything else before we move on to values? What would describe a successful graduate?

19:24:22–19:24:24 **Participant 05:** What should be our scenario? Oh, my.

Question 3

19:24:25–19:25:02 **Laurie George:** Any other skills? Okay. So let's go to number three. **So our question is, what values must the superintendent honor regardless of pressure or politics in accomplishing the work of the district? So what values are important to you as a, perhaps as a school community or the broader Fort Worth community or neighborhood that you're living in? What values must our superintendent honor for our children?**

19:25:06–19:25:09 **Participant 03:** I think one I would say, Collaboration, respect for the community.

19:25:06–19:25:08 **Participant 06:** Ahh.

19:25:09–19:25:10 **Participant 03:** Go ahead.

19:25:16–19:25:32 **Laurie George:** Mm-hmm. Mm-hmm. Okay.

19:25:34–19:25:59 **Participant 03:** I was gonna say equity. Um, I think that I… something I love about Fort Worth is that we do come together as a community to… or I see lots of organizations coming together to make sure that the needs of all are met, and I do feel like this is, um, like, the takeover is highlighting the lack of equity, and, um, I would love to see that become a priority.

19:25:54–19:25:55 **Laurie George:** Mmhm.

19:25:59–19:26:04 **Participant 03:** Um, and that that to be reflected in the values that we have moving forward.

19:26:04–19:26:34 **Laurie George:** I should speak to that right now. I was in a meeting earlier today with someone who, um, had come from Dallas, and, um, a few years ago, Dallas was in some rough shape. And, they said that it really what they really struggled with was getting the business community and the philanthropic community involved. And once they finally caught on, um…

19:26:29 **CHAT · Participant 11:** True transparency

19:26:34–19:27:11 **Laurie George:** and helped support the kids, it made a big difference, but it took them a while, and I thought to myself, well, this is Fort Worth, and it's… it's not gonna take us that long.

19:29:08 **CHAT · Participant 04:** We also have schools that don’t know what funds are available to them. Especially the ones with new admin staff

19:31:33–19:31:54 **Participant 04:** Okay. Because I had an experience with my son's homeschool where they were new staff and they have budget for, like, parent activities. They didn't know that they had those resources. I'm I had to tell them that they had those resources.

19:31:54–19:31:55 **Laurie George:** Okay.

19:31:54–19:32:03 **Participant 04:** So, a lot of the times, I think, too, is we have new staff, and they don't know anything, because they're just kind of thrown into that job.

19:31:58–19:32:05 **Laurie George:** Right. Okay.

19:32:03–19:32:06 **Participant 04:** So maybe side note that too.

19:32:05–19:32:33 **Laurie George:** There's a… I was on this one time, and I don't want to mispronounce your name, Participant 09. I see your hand, and I want you to speak next.

19:32:44–19:32:54 **Participant 09:** Hi. Hi, this is her husband, [shared account speaker]. Um, I have two questions. Number one, has there been any changes to the guide to grade reporting?

19:32:45–19:32:46 **Laurie George:** Okay.

19:32:54–19:32:56 **Participant 09:** Since the takeover.

19:32:55–19:32:57 **Laurie George:** I…

19:32:56–19:33:00 **Participant 09:** And if so, where do we find that information out?

19:33:02–19:33:27 **Participant 09:** And what that is, is that that's the covenant relationship between the parent. The administration, the teacher… The school board and the superintendent. So, like, if a student makes below a 70, the grade reporting gives us the right to tell to email the teacher and say, we would like to ask for a reteach and a redo.

19:33:17–19:33:28 **Laurie George:** Mm-hmm. Mm-hmm.

19:33:27–19:33:29 **Participant 09:** for a maximum of 70.

19:33:29–19:33:30 **Laurie George:** Okay.

19:33:29–19:33:53 **Participant 09:** And I wanted to know if that has changed. And if so, what were the changes in that number one? And then, number two, you asked about, you know. you know, a non-partisan situation. Um, we really need to do something about our sports. We have… The essence of sports in our district?

19:33:53–19:33:54 **Laurie George:** Mm-hmm.

19:33:53–19:34:04 **Participant 09:** It pains me as one who. played football, played collegiately because of Dunbar High School. I was in the magnet program.

19:34:03–19:34:05 **Laurie George:** Mm-hmm.

19:34:04–19:34:13 **Participant 09:** And to see all of that loss, that history loss, even with, um, basketball, and then to see North Crowley excel the way it's excelling…

19:34:07–19:34:08 **Laurie George:** Mm-hmm.

19:34:13–19:34:35 **Participant 09:** It's been painful to watch for Fort Worth. And, um… and even for young men, um, we're kind of in a weird trap. And our trap is, is that… we're not allowed to play sports at other schools. For instance, there are kids who play… who go to I.M. Taro who play football for Dunbar High School.

19:34:32–19:34:36 **Laurie George:** Mm-hmm. Oh…

19:34:35–19:35:06 **Participant 09:** And so, we're kind of in a weird position with that, because we have basketball, but our boys can't play football. Um, and then also, I was very disappointed in the handling of how we ended up in 4A. We didn't feel that that was a fair opportunity for us. That was something that was a decision made by the, athletic director with really no input from us. We were happy in 3A, and I say that as not only a parent of a child at currently at Young Men's.

19:34:58–19:34:59 **Laurie George:** Okay.

19:35:06–19:35:18 **Participant 09:** But also,
a daughter who graduated from [a district school] [personal information] So we know we have the talent.

19:35:13–19:35:20 **Laurie George:** Wow. Congratulations. Yeah.

19:35:18–19:35:25 **Participant 09:** Thank you. Yeah, congratulations to [name removed] and I gotta pay that bill every month. That's a whole nother conversation.

19:35:22 **CHAT · Participant 01:** Question 3: Families need consistency, transparency, and trust that decisions put students first. That means protecting effective programs, aligning resources with student needs, and communicating honestly.

For YMLA, it means preserving the opportunities families chose: Engineering, Business, Dual Credit, and leadership and community-building experiences like Coventus. It also means respecting teachers as

professionals and supporting the creative teaching strategies they use to engage teenage boys and inspire a love of learning.

19:35:25–19:35:39 **Participant 09:** But, it's that those types of situations, where we get kind of lumped in, but our voice really isn't at the table because we're seen as kind of a hybrid school.

19:35:38–19:35:40 **Laurie George:** Okay.

19:35:39–19:35:54 **Participant 09:** And we're kind of… we constantly get told, well, when we opened those schools, they weren't supposed to have sports at all. Well, we're here now, and we're excelling, but we need to have a bigger voice, because we have an opportunity that's unique to the district.

19:35:45–19:35:56 **Laurie George:** Mm-hmm.

19:35:55–19:36:07 **Participant 09:** And so we want, that's my biggest thing to the superintendent, is that we know that sports plays a vital role in the development of scholar athletes.

19:36:07–19:36:08 **Laurie George:** Mm-hmm.

19:36:07–19:36:20 **Participant 09:** And so, um, we had to fight as a PTA to get the track redone, and we're still waiting on other promises. We're waiting on our, uh… Shot put rank.

19:36:19–19:36:21 **Laurie George:** Okay.

19:36:20–19:36:43 **Participant 09:** That was, um… Supposed to be coming to us. Uh, we haven't seen that yet, and… and so we're organizing that way, and we don't want to run… we don't want to have to go… to the school board just to bring up what should already be ours. We're being told that our uniforms are coming every 5 years. That's crazy!

19:36:35 **CHAT · Participant 12:** We have no air conditioning in the evenings

19:36:41–19:36:42 **Laurie George:** Mmhm.

19:36:43–19:36:57 **Participant 09:** That's crazy, you know? And so, those are the things that I feel are pressing issues. We've made the playoffs. for the last 12 years. Well, now that's in jeopardy because we've been placed in foray.

19:36:56–19:36:59 **Laurie George:** Okay.

19:36:57–19:37:12 **Participant 09:** You know, and and and even and and just and and I'm not trying to nitpick, but even the bus that we have has the wrong logo on it. And that says, we don't care about you young men.

19:37:11–19:37:13 **Laurie George:** Mm.

19:37:12–19:37:14 **Participant 09:** We're just gonna give you this.

19:37:14–19:37:16 **Laurie George:** Mm-hmm, mm-hmm.

19:37:14–19:37:23 **Participant 09:** I mean, it's not even the right Wildcat. I'm not even sure if it's a W. You know, it's a part of feline species, but I'm not sure what it is.

19:37:21–19:37:39 **Laurie George:** Okay. I think, so if I could kind of summarize in a value that you want our superintendent to value the, well, the value that athletic competition brings to a person.

19:37:23–19:37:41 **Participant 09:** And so… Right.

19:37:39–19:37:53 **Laurie George:** You want him to value our specialist schools and see them as part of our entire district as they are?

19:37:48–19:37:55 **Participant 09:** Right. Right, right, right.

19:37:53–19:38:16 **Laurie George:** Okay. Value the input perhaps of how the community or the families are feeling about some of these; it sounds like a decision that really affects… are affecting the kids, and you did not feel like you were a part of that, or as a community, were a part of that decision.

19:38:14–19:38:15 **Participant 09:** Right.

19:38:14–19:38:15 **Participant 02:** Hmm.

19:38:15–19:38:29 **Participant 09:** Exactly. Like, you know, for instance, [board member] and I are both offensive linemen from Fort Worth ISD schools. You know, we value that. And so, that's something we feel that we need at the table.

19:38:22–19:38:27 **Laurie George:** Mm-hmm. Okay.

19:38:27–19:38:28 **Participant 02:** Mm-hmm.

19:38:29–19:38:45 **Laurie George:** I would say, oddly, over 50% of the board is a collegiate athlete. Which I had never, I had never thought about, but it's definitely a success indicator, being an athletic.

19:38:41–19:38:43 **Participant 02:** Mm-hmm.

19:38:43–19:38:54 **Participant 09:** Right, right. You know, and if I'm correct, um, Ms. George, isn't the head of the Texas A&M Law School on the board?

19:38:44–19:38:46 **Participant 02:** I think…

19:38:53–19:38:55 **Laurie George:** Yes.

19:38:54–19:38:58 **Participant 09:** So that's who interviewed my daughter for [a university].

19:38:58–19:39:00 **Laurie George:** Oh, really?

19:38:59–19:39:02 **Participant 09:** That's how small of a world it really is.

19:39:01–19:39:09 **Laurie George:** I think that's… so he… I think he either went to [a university] and then [board member] went to [a university] It was one of the…

19:39:02–19:39:03 **Participant 02:** Mm-hmm.

19:39:04 **CHAT · Participant 04:** My son has been trying to play football for 2 years

19:39:05–19:39:10 **Participant 09:** Yes. Year.

19:39:09–19:39:10 **Participant 02:** Mm-hmm.

19:39:21–19:39:36 **Participant 09:** And I say that as an advocate of both young men's and young women's, they're spectacular schools. And I think that, you know, if you have something working, give them what they need to make it work better. We're in the process now.

19:39:33–19:39:35 **Laurie George:** Sure.

19:39:36–19:39:37 **Participant 02:** Mm-hmm.

19:39:36–19:39:43 **Participant 09:** of developing an athletic booster club. That's new for us.

19:39:42–19:39:44 **Laurie George:** Yeah.

19:39:43–19:39:47 **Participant 09:** You know, because we believe in it. And so, yeah.

19:39:44–19:39:58 **Laurie George:** Mm-hmm. Okay. Okay. Someone else, what values must the superintendent honor regardless of pressure or politics in accomplishing the work of the district?

19:39:46–19:40:08 **Participant 02:** Mm-hmm. One thing that I wanted to ask or share is that a lot of our teachers are, from my understanding, ranked very high in the state.

19:40:06–19:40:07 **Laurie George:** Mm-hmm.

19:40:08–19:40:20 **Participant 02:** I feel like we have at least 4 or 5 teachers who are top-ranked in the state of Texas, um, and yet they're not given the autonomy that they honestly deserve. Um, they're… they're…

19:40:11–19:40:19 **Laurie George:** Okay. Mm-hmm.

19:40:20–19:40:30 **Participant 02:** experience in the classroom, their results speak for itself. And yet now they have to change directions. And.

19:40:28–19:40:29 **Laurie George:** Mm-hmm.

19:40:30–19:40:49 **Participant 02:** are given, you know, a rating of a 1 or a 2 when they're having their classroom. walkthroughs and just the degradation of of all the work that they've done over the last 1520 years. So I would would hope that they would honor their experience and in the classroom.

19:40:42–19:40:55 **Laurie George:** Mm-hmm. Okay, our expertise, proven success. Okay.

19:40:55–19:41:17 **Participant 01:** I would follow that by saying like valuing student-centered decisions. Decisions that are a one size fit all or are because it's what the adults think are best or are decisions that are to control or micromanage, I don't think that that's putting students first.

19:41:01–19:41:03 **Laurie George:** Mm-hmm.

19:41:17–19:41:37 **Participant 01:** And through the YMLA lens, since there's lots of us on here that are YMLA, um… I just think that that then, when we don't value decisions that are made in the student-centered lens, I'm not thinking about the whole child. Because I know I send my son to YMLA for a good education, but…

19:41:32–19:41:37 **Laurie George:** Mm-hmm. 19:41:37–19:41:56 **Participant 01:** Academics has never been a struggle in our home. I sent him also because of leadership and communication and Coentus and the things that YMLA does that are different than our neighborhood school. And then we come in and make decisions because it's easier to just.

19:41:41–19:41:53 **Laurie George:** Mm-hmm. Mm.

19:41:56–19:42:06 **Participant 01:** blanketly give decisions across a district, and I… listen, I'm in education as well, I'm in a different district, but I understand controlling a large amount of.

19:41:58–19:42:01 **Laurie George:** Mm-hmm.

19:42:06–19:42:20 **Participant 01:** Humans at the same time is difficult. But that's what we do. We teach humans, not robots. And so, I know that I send my child there, not just for education. I mean, I want them to be able to read and write and all the things.

19:42:12–19:42:13 **Laurie George:** Okay.

19:42:20–19:42:52 **Participant 01:** But also I want him to value the uniqueness of all of our, all of our students. And I know that my son has gained communication and leadership and adversity and just other things that are going to make him. a great person, because nowadays we can. We can Google anything, can't we? I need him to be able to synthesize and apply and know how to work well with others. And so that has to be a value. I understand. We always bring it back every meeting. It always is a.

19:42:40–19:42:41 **Laurie George:** Mm-hmm.

19:42:42 **CHAT · Participant 03:** Blanketing decisions hurts EVERYONE. And teachers and schools not being given autonomy is a disservice for all.

19:42:52–19:43:13 **Participant 01:** a graph about how Fort Worth kids can't read, which… rubs me in a disrespectful way. And I do value reading. I am actually [an educator] at a district level Literacy is literally all I do all day long. But my child is more than a literacy score or a math score.

19:43:04–19:43:14 **Laurie George:** Mm-hmm.

19:43:13–19:43:19 **Participant 01:** So just like student centered values that remember the whole child.

19:43:18–19:43:22 **Laurie George:** Mm-hmm. Okay. I like that. And I'm…

19:43:21–19:43:24 **Participant 13:** I, I want… I'm sorry.

19:43:22–19:43:37 **Laurie George:** Go ahead. No, that's okay. I was just… I was saying that I, um… we are doing a transcript, but I sometimes take notes just to make sure that it helps me process. Um, so I'm… if you see me, I'm just writing down, kind of, keywords that I am…

19:43:24–19:43:25 **Participant 13:** Thank you.

19:43:24–19:43:26 **Participant 08:** Good.

19:43:37–19:43:42 **Laurie George:** that capture the idea. So please go ahead. I'm sorry.

19:43:41–19:43:46 **Participant 13:** I just… I just wanted to piggyback on… on what both.

19:43:46–19:44:11 **Participant 13:** Participant 01 and Participant 02 said about, um… Well, and [shared account speaker], about the reputation of the school, and… also, our school also, YMLA, also receiving the blanket instructions, um, that the other schools did when the TEA came in. I'm not an educator.

19:44:00–19:44:02 **Laurie George:** Mm-hmm.

19:44:00 **CHAT · Participant 06:** Teamwork and camaraderie are very important.

19:44:08–19:44:10 **Laurie George:** Mm-hmm.

19:44:11–19:44:25 **Participant 13:** But I am a business person and it's this. This boils down real simple to me. If you have a stock. That is giving you a 94 or 95% return.

19:44:24 **CHAT · Participant 11:** Thank you. As a educator we have lost autonomy and we are seeing how this is really affecting our kiddos.

19:44:25–19:44:30 **Participant 13:** You don't mess with it. If anything, you dump more money into it. Okay?

19:44:29–19:44:31 **Laurie George:** Yeah.

19:44:30–19:44:38 **Participant 13:** YMLA is an A-rated school. We have been doing a great job. Why in the world would they come.

19:44:35–19:44:36 **Laurie George:** Mm-hmm.

19:44:35 **CHAT · Participant 06:** Use the school as a Best Practice

19:44:38–19:44:53 **Participant 13:** And just unilaterally give us the rules that everybody else gets. That shouldn't even be a question about whether, um, we should be able to maintain some of our autonomy. If anything, we ought to be benchmarked.

19:44:43–19:44:55 **Laurie George:** Mm-hmm. Mm-hmm.

19:44:53–19:44:56 **Participant 13:** You know, we're doing something right over there.

19:44:55–19:44:57 **Laurie George:** Okay.

19:44:56–19:45:09 **Participant 13:** But again, for them to come in and want to change things is really upsetting for me. I am someone that sends my child from a whole different city, a whole different school district.

19:45:09–19:45:11 **Laurie George:** Okay.

19:45:09–19:45:31 **Participant 13:** to YMLA, for some of the same reasons that Participant 01, um… stated just a minute ago. And, you know, he's in the 11th grade, and I gotta tell you, I'm really, really concerned about whether he's still going to continue to get the same quality of education that he has gotten in previous years.

19:45:15–19:45:31 **Laurie George:** Mm-hmm. 19:45:31–19:45:36 **Participant 13:** And this is a very important year. And what I'm hearing, I'm not liking at all.

19:45:34–19:45:39 **Laurie George:** Mm-hmm. 19:45:37–19:45:55 **Participant 13:** So, I mean, again, I put it back to that analogy, um… And maybe, maybe, uh, the board or whoever's making these decisions can, can look at it from that standpoint. You wouldn't, you would never, you would never change something that you're getting that kind of return on.

19:45:51–19:45:57 **Laurie George:** Mm-hmm.

19:45:56–19:45:58 **Participant 13:** You would never do it.

19:45:57–19:46:00 **Laurie George:** Right, right.

19:45:58–19:46:01 **Participant 13:** So, I don't know why it's being done right now.

19:46:01–19:46:04 **Laurie George:** Mm-hmm, I hear you.

19:46:02–19:46:18 **Participant 08:** I, I would, I would like to, um,
as an educator at YMLA [with several roles]

19:46:07–19:46:08 **Laurie George:** Mm-hmm.

19:46:16 **CHAT · Participant 01:** An amazing educator!

19:46:18–19:46:34 **Participant 08:** Um… all of that impacts me. I want to say I think that was a beautiful analogy and a perfect analogy. I would just like to say, actually, the, um, the return and the gains is actually, um, exponentially greater because we are.

19:46:30 **CHAT · Participant 14:** [additional role]

19:46:34–19:46:50 **Participant 08:** Where we have brown boys, African American boys are the lowest performing across all districts in the state of Texas, with the exception of Young Leadership Academy. So, so that's one thing I wanted to piggyback on what was just said there.

19:46:36–19:46:38 **Laurie George:** Mm-hmm.

19:46:50–19:47:23 **Participant 08:** Um… We have a student who it does not want to attend YMLA anymore. He wants to be homeschooled and this is because. It's depressing for him to go into every single classroom and everything is the exact same. All of the worksheets have Fort Worth ISD plastered on them. Our desks have Fort Worth ISD plastered on them in AB structure. The slides have Fort Worth ISD plastered on them, and they're seeing that all day, every day.

19:47:09–19:47:18 **Laurie George:** Mm-hmm.

19:47:23–19:47:26 **Participant 08:** And this student said, I can do this at home.

19:47:26–19:47:28 **Laurie George:** Mm-hmm.

19:47:27–19:47:30 **Participant 08:** [personal information]

19:47:29–19:47:31 **Laurie George:** Mm-hmm.

19:47:30–19:47:37 **Participant 08:** So… He's at his wit's end. And that's just one student.

19:47:35 **CHAT · Participant 06:** no more round table discussions

19:47:36–19:47:37 **Laurie George:** Mm-hmm.

19:47:37–19:47:56 **Participant 08:** Um, yeah, I feel insulted [as an educator]
, as one who has, you know. Higher graduate degrees and you know all of these things and none of it matters.

19:47:54–19:47:56 **Laurie George:** Okay. Mm-hmm.

19:47:56–19:48:09 **Participant 08:** for someone to come in my space and say, no, you're going to do it this way. We have just been told, I love the fact that Participant 01 said that we are being reduced… our students are being reduced down to assessment scores.

19:48:00–19:48:10 **Laurie George:** Mm-hmm. Mm-hmm.

19:48:10–19:48:25 **Participant 08:** And… I don't teach like that. Um, in fact, I just removed the stickers from my desks. I just put the calendar back on my wall, like I've always had it for 20 years. I just literally…

19:48:13–19:48:14 **Laurie George:** Mm-hmm.

19:48:25–19:48:33 **Participant 08:** I tried to scoop Fort Worth ISD out of my classroom as much as possible just two days ago because it only takes you telling me that one student.

19:48:30–19:48:31 **Laurie George:** Mm-hmm.

19:48:33–19:48:37 **Participant 08:** It's mentally and emotionally not OK.

19:48:35 **CHAT · Participant 13:** AMEN!!!

19:48:37–19:49:00 **Participant 08:** With all of this stuff, it only takes you telling me one kid is not OK for me to go ahead and say, you know what, I'm good. So I think that. Fourth, they should value the teachers who are invaluable. I am by no means trying to toot my horn. I'm just saying that I have made myself valuable in a space that I felt I was needed.

19:48:49–19:49:01 **Laurie George:** Mm-hmm.

19:49:00–19:49:04 **Participant 08:** And now I'm being told that I'm replaceable.

19:49:03–19:49:05 **Laurie George:** Mm-hmm.

19:49:04–19:49:19 **Participant 08:** And I think that they need to sincerely and genuinely value those who have impacted the lives of the students on those campuses. And they've likewise impacted us. And like they were saying.

19:49:13–19:49:15 **Laurie George:** Mm-hmm.

19:49:19–19:49:26 **Participant 08:** We're holistic teachers, and our scores show that our holistic teaching.

19:49:24 **CHAT · Participant 04:** No you better toot toot 

19:49:27–19:49:42 **Participant 08:** does it. And so, um, if I can… if I can be unconventional enough, if I can be unorthodoxed and… and all of those things, and still give you the gains that you're looking for, leave us alone.

19:49:42–19:49:44 **Laurie George:** Mm-hmm.

19:49:42–19:49:52 **Participant 08:** And so it's it's very important for them to know that. Teachers have had health scares because of stress.

19:49:51–19:49:53 **Laurie George:** Mm-hmm.

19:49:52–19:50:03 **Participant 08:** And, you know, obviously can't get into details about things, but students are emotionally not okay, and teachers are stressed because they don't have the right paper on their board.

19:50:01 **CHAT · Participant 14:** Absolutely Thank you Participant 08 for everything for advocating for yourself as a master teacher who sees the entire student and what it takes to support them because our children are not happy in this environment.

19:50:04–19:50:12 **Participant 08:** Our principals are walking into every classroom in the evenings, checking to make sure if we put the right assignment.

19:50:12–19:50:15 **Participant 08:** On the board for the next day.

19:50:13 **CHAT · Participant 11:** [student information] within the time frame given. Not all students process at the same rate.

19:50:14–19:50:16 **Laurie George:** Mm-hmm.

19:50:16–19:50:38 **Participant 08:** And so I teach every single one of my classes is a different course. So I teach several different courses every single day. I don't have repeated courses. And so the effort that every teacher has to put into one course, I multiply that by five. And there's literally not enough time in the day.

19:50:34–19:50:39 **Laurie George:** Mm-hmm.

19:50:38–19:50:53 **Participant 08:** And so, Fort Worth ISD has essentially said there are no exceptions to any of these rules. And, um, and some of us have been doing this for too long and have been doing it well for too long to know better. And, um, and so I think that.

19:50:40 **CHAT · Participant 09:** Both YMLA and YWLA are sending students to Ivy League schools and now we are changing that!!!!!

19:50:49–19:50:51 **Laurie George:** Mm-hmm.

19:50:53–19:51:23 **Participant 08:** it's… it feels like they're willing to take that loss because they know if the scores… if they can do enough assessments, and TIA is tied to these assessments, and they're doing it a certain way, so teachers quite naturally. their scores will not reflect well if you're aligning TIA assessments to TEKS and, um, supporting… supporting standards that are not even readiness standards. Like, it just seems like a joke. Everything seems like a joke, and it's a setup.

19:51:08–19:51:09 **Laurie George:** Hmm.

19:51:23–19:51:38 **Participant 08:** So we don't have to pay out. Um, and so that money can go towards technology or to AI, you know, classrooms, I'm not sure. But they're basically saying that the teachers are physically not valuable. Another thing is substitutes.

19:51:31–19:51:37 **Laurie George:** Hmm. Hmm.

19:51:39–19:52:01 **Participant 08:** They're saying that substitutes should be able to come in and teach those lessons that… That we're teaching. So you're essentially saying that anyone can come in and read this script and be able to execute the lesson just as well, you know, as a teacher. The associate degree, all you have to have is an associate degree.

19:51:45–19:51:53 **Laurie George:** Mm-hmm.

19:51:58 **CHAT · Participant 14:** Expecting perfection while walking on a shattered glass ceiling everyday…it will not end well for staff or students snd everyone's mental and physical health will be impacted

19:52:01–19:52:09 **Participant 08:** Not a bachelor's degree. So there are several things that are happening to where we feel like. And I mean, the writing is clearly.

19:52:03–19:52:04 **Laurie George:** Mm-hmm.

19:52:09–19:52:29 **Participant 08:** where we're not as valuable as, um, as we were in years past. And so, I think that if that's what they're going for, I would rather them give us the 10-year, the 5-year map of where this is going, instead of. the threats that are coming down. And so, um…

19:52:26 **CHAT · Participant 06:** And how well did that work with alternative certification.

19:52:27–19:52:28 **Laurie George:** Mm-hmm.

19:52:29–19:52:45 **Participant 08:** Athletics as well, I speak to that as someone, again, you talked about those who have been successful all the way through because of the extracurricular, um, things that we were involved with when we were in school. Studies and the research shows that what they're doing is not.

19:52:41–19:52:42 **Laurie George:** Mm-hmm.

19:52:45–19:53:00 **Participant 08:** building, creating, developing, um, cultivating the whole child. They're just trying to put the numbers together. And to go back to the beautiful analogy that was given earlier, um, yeah, there…

19:52:58–19:52:59 **Laurie George:** Mm-hmm.

19:53:00–19:53:20 **Participant 08:** They're clearly looking at the wrong, um… The wrong standards. Anyone in the business world will tell you, yeah, like y'all are, y'all are not running a business. Y'all are, you know, running. This is a pyramid scheme, you know, and so, so yes, I think all of the comments that were out there. But yeah, just to piggyback on iPhone.

19:53:12–19:53:14 **Laurie George:** Mm-hmm.

19:53:20–19:53:31 **Participant 08:** think all the ones that were mentioned, but as… as an educator in the classroom, seeing what, um, seeing what I see, and me personally being willing to take the hit.

19:53:31–19:53:32 **Laurie George:** Mm-hmm.

19:53:31–19:53:39 **Participant 08:** Formats. Somebody has to be willing to take the hit. And I quite honestly, as of two days ago, decided that I am.

19:53:32–19:53:46 **Laurie George:** Mm-hmm. Mm-hmm. Thank you for sharing. I really appreciate your honesty. I really do.

19:53:45–19:53:52 **Participant 13:** Thank you, Participant 08. We're behind you… We're behind you 100%. I'm saying it for everybody on the phone.

19:53:46–19:53:48 **Participant 01:** I know I just talked. Yeah.

19:53:46–19:53:47 **Laurie George:** Okay.

19:53:50–19:54:08 **Participant 01:** I was… I was just going to say that like listening to Participant 08 makes me like that made me want to cry because I have two boys at YMLA. And one is a junior and was a seventh grader. And my junior is the person he is today because of that person speaking.

19:53:55 **CHAT · Participant 04:** Thank you!!! We support you

19:53:59–19:54:01 **Laurie George:** Mm-hmm.

19:54:01 **CHAT · Participant 14:** We have your back!

19:54:08–19:54:09 **Laurie George:** Mm-hmm.

19:54:08–19:54:24 **Participant 01:** So that makes me really sad that somebody that loves education and does it correctly and invests so much time and [student information] he's got down.

19:54:10 **CHAT · Participant 03:** We support you 100%!

19:54:23–19:54:24 **Laurie George:** Mm-hmm.

19:54:24–19:54:42 **Participant 01:** But all the other things. that mattered, and so then seeing his little brother not wet… not just so excited to go to YMLA, and this year he's been miserable, because it's not the YMLA that his… his brother described, and so I just want to…

19:54:28–19:54:41 **Laurie George:** Thank you. Mm-hmm.

19:54:42–19:54:57 **Participant 01:** say, listening to Participant 08 like that made me want to cry because she's a phenomenal teacher along with so many other at Wymlife. But that's what we're going to lose, and I will tell you, as somebody who works in [another district] We had the largest.

19:54:43 **CHAT · Participant 15:** We definitely support you Participant 08

19:54:49–19:54:50 **Laurie George:** Mm-hmm.

19:54:57–19:55:13 **Participant 01:** new teacher training that I've ever had. I'm only at the elementary level, and usually they come from a different district, Grand Prairie. I had the most people coming from Fort Worth ISD than we've ever had in our… the whole time I've worked there [for years] So that… and they were not bad teachers.

19:55:10–19:55:14 **Laurie George:** Mm-hmm.

19:55:13–19:55:16 **Participant 01:** They were good. So.

19:55:14–19:55:17 **Laurie George:** Yeah. Ok.

19:55:17–19:55:30 **Participant 06:** And then I would like to say as I am in the medical field and I'm a federal employee. What I see happening to Fort Worth ISD is what happened to us almost two years ago now.

19:55:30–19:55:32 **Laurie George:** Mmhm.

19:55:30–19:55:39 **Participant 06:** to where Doge came in, and all these changes, and it killed morale. We lost a lot of good people.

19:55:33–19:55:35 **Laurie George:** Mm-hmm.

19:55:39–19:55:52 **Participant 06:** And it. You go to perform the job. because our veterans deserve the best, but it makes it very hard. So I equate that to…

19:55:49–19:55:51 **Laurie George:** Mm-hmm.

19:55:52–19:55:58 **Participant 06:** the instructors to instructors like Participant 08, who never misses an event.

19:55:57–19:55:59 **Laurie George:** Mm-hmm.

19:55:59–19:56:07 **Participant 06:** Always has a smile on her face. When we know the hardship that they all are undergoing right now.

19:56:07–19:56:08 **Laurie George:** Right.

19:56:07–19:56:34 **Participant 06:** So my hope is that whatever these changes are, that each… school is looked at individually for those individual needs. I know one of the schools that had a low rating was Clifford Davis. Well, was it taken into account that most of those children are immigrants, refugees? There are 27 languages at that one school. So are they…

19:56:31–19:56:35 **Laurie George:** Mm-hmm. I was there last week. Yeah.

19:56:34–19:56:46 **Participant 06:** Yes, so are they taking into account all the unique needs, not just… from an educational standpoint. So you truly have to treat every community.

19:56:42–19:56:43 **Laurie George:** Mm-hmm.

19:56:46–19:56:54 **Participant 06:** uniquely have some standardization. I'm not saying you shouldn't have that, but you cannot fully go in and.

19:56:47–19:56:48 **Laurie George:** Mmhm.

19:56:54–19:56:59 **Participant 06:** throw a blanket over everything when you don't really understand the dynamics of that community.

19:56:59–19:57:00 **Laurie George:** Mm-hmm.

19:56:59–19:57:14 **Participant 06:** My son went to a charter school. He went Fort Worth ISD, pre-K, and then he's been in a charter school from kindergarten to eighth grade and started at YMLA last year, ninth grade.

19:57:14–19:57:16 **Laurie George:** Mm-hmm.

19:57:15–19:57:37 **Participant 06:** We were very excited. We started scouting that school when he was in seventh grade. We did a tour, everything. He loved it last year. This year, it is a struggle, because he feels like his learning is… squashed, basically. When he learned that he would not really be doing chemistry labs, and um…

19:57:31–19:57:32 **Laurie George:** Mm-hmm.

19:57:37–19:57:47 **Participant 06:** the… Roundtable discussions, things like that. He's kind of heartbroken. So now my decision is, well, do I?

19:57:43–19:57:45 **Laurie George:** Mm-hmm.

19:57:47–19:58:13 **Participant 06:** put him back in the charter school? Do I pay for private school these last, uh, you know, two and a half years? I just hope that… Because of where the school is, in the heart of Stop 6, and

because we have a large population of Brown and Black boys, that we're not discounted as these children are lost cause.

19:58:13–19:58:14 **Laurie George:** Mm-hmm.

19:58:13–19:58:23 **Participant 06:** That because of where this school is, that it does not matter. And I want us to have the same opportunities as the I Am Terrell.

19:58:18 **CHAT · Participant 13:** No labs.... what sense does that make???

19:58:23–19:58:27 **Participant 06:** as a Paschal, because guess what? Our students are excelling.

19:58:27–19:58:28 **Laurie George:** Mm-hmm.

19:58:27–19:58:30 **Participant 06:** Just as those students are.

19:58:30–19:58:48 **Laurie George:** Let me ask you, did you, do you feel like, and, and maybe another parent might, um, you were saying that you were new. Did you feel that way prior to the takeover, um, that, that YMLA was not getting the same opportunities as Paschal or IM Terrell?

19:58:32 **CHAT · Participant 14:** No they do not consider it at all. These people have never stepped a foot in a classroom and could never do what we do on daily basis. There will continue to be mass exits on enrollment.

19:58:48–19:58:58 **Participant 06:** Yes. Yes. And basically with things like the school sign, I mean, we are a group of parents who advocate.

19:58:48–19:58:59 **Laurie George:** Okay. Okay. Mm-hmm.

19:58:57 **CHAT · Participant 01:** Yes, and now it is worse.

19:58:58–19:59:06 **Participant 06:** And I'm a social worker, so it's in my blood, that's my jam. But for certain things, you should not have to advocate.

19:58:58 **CHAT · Participant 15:** My son doesn't even want to go to school anymore. Says that is boring with the script lessons and it's distracting having all the people in and out of the classrooms

19:59:03–19:59:04 **Laurie George:** Mm-hmm.

19:59:06–19:59:11 **Participant 06:** so hard when it should be a given that a school has a name.

19:59:10–19:59:13 **Laurie George:** Mm-hmm. Mm-hmm.

19:59:12–19:59:18 **Participant 06:** that the school has a sign on the building so people can identify what it is.

19:59:16–19:59:18 **Laurie George:** Mm-hmm.

19:59:18–19:59:23 **Participant 06:** So, um. Yes, I do feel that way.

19:59:23–19:59:27 **Laurie George:** Okay, okay. Participant 16, you have your hand up.

19:59:27–20:00:15 **Participant 16:** Yes, I have one thing that I wrote on the Google Doc, or whatever, was that I wish that the district or the superintendent was more transparent with communication. I have a student, of course, at YMLA, and then another. that transferred to [a district school] because that's our neighborhood school, but he transferred from Alice Carlson, so that's a total cultural shift for him, having all the resources, all the funds, being able to have. partnerships with Tcu to a school that has a horrible playground that's across the street to, you know, teachers who are having like he told me more about what's going on in the classroom when they had meet the teacher. It was more so in the cafeteria.

20:00:04–20:00:16 **Laurie George:** Mm-hmm. Mm-hmm.

20:00:15–20:00:42 **Participant 16:** at tables, and you just talk to the teachers who really didn't want to be there, you could tell. Um, that's really, really hard for me, who is passionate about education, to have a scholar who's passionate about education. And it's like, I see on social media how teachers are just ragging on the district, and

for me, that raises anxiety. I mean, I'm having to send my kids there because I have a kid who has [a disability] , and he struggled in charter school, so…

20:00:35–20:00:37 **Laurie George:** Mm-hmm.

20:00:42–20:00:53 **Participant 16:** Fort Worth ISD is, like, the best place that I can send him right now, and it's like, every teacher's like, I want to quit, I hate it here, I want to quit, and I'm like, how can I continue to send my child to a place where.

20:00:42–20:00:50 **Laurie George:** Mm-hmm. Okay.

20:00:53–20:01:09 **Participant 16:** the teachers, you know what I'm saying, are constantly posting about hating it because they don't like the communication. They don't like the way that they're being treated. Parents aren't really welcome in the school. My kid has to be at school by 6, 45, and they're pumping it. Be at school by 6, 45, you know.

20:01:07–20:01:08 **Laurie George:** Mm-hmm.

20:01:09–20:01:27 **Participant 16:** it's really, really hard. I wish that they would communicate these things, and yes, we get massive little emails, like, you know, do this, you know, just the little things, but no true communication before it happens. When they put the cameras up, we find out about the cameras.

20:01:23–20:01:24 **Laurie George:** Mmm.

20:01:27–20:01:43 **Participant 16:** you know, days later, my kid was telling me, oh, don't worry about it, mom, they told us, you know, he was telling me they're gonna record me at my desk, you know, all those kinds of things. He's trying to downplay it, but it's like, that's a big thing. I want to know what's going on at the school, and I feel like if the superintendents.

20:01:28–20:01:42 **Laurie George:** Yeah. Okay. Mm-hmm. Right. Right.

20:01:43–20:01:59 **Participant 16:** Stood up and just said, hey, these are the changes that we're going to make. You can make a video. You make videos about everything else. Make a video, say it real quick, turn your phone off and go ahead and go about your business. But that's really, really important that we as parents get to know what's going on with the district. Like I'm hearing so many things on this.

20:01:54–20:01:55 **Laurie George:** Thank you.

20:01:59–20:02:10 **Participant 16:** call that I had no clue about, things that are changing. We don't talk about that, and that's really, really, really important. One or two or five or ten people out of.

20:02:03–20:02:05 **Laurie George:** Mm-hmm.

20:02:10–20:02:28 **Participant 16:** hundreds of thousands of families that are in this district really need to know what's going on, and not have it just be whispers and corners. That really creates more of the problem, more of the anxiety, and then we need more calls like this. We need more listening, you know, sessions and things like that, but if you go ahead and say it.

20:02:17–20:02:19 **Laurie George:** Mm-hmm.

20:02:28–20:02:43 **Participant 16:** Say whatever needs to be said. You know you're gonna already make your decision. Say it, turn your phone off, and have a great day. You know, that kind of thing. Instead of hiding every single thing, like, it's a secret. It's gonna happen, just go ahead and do it. But that's one thing that I wish that the district.

20:02:40–20:02:42 **Laurie George:** Mm-hmm.

20:02:43–20:03:01 **Participant 16:** Would do, as well as… disperse this money, this, like, going from a school that has so many resources to one that has, like, no resources at all. It is horrible to see what those classrooms look like. I didn't want to send the kid that's at YMLA, never wanted to send him there.

20:02:52–20:02:54 **Laurie George:** Mm-hmm.

20:03:01–20:03:18 **Participant 16:** just because of how it looked. And now, just needing to be closer to home. This was this is a hard thing just to see that one school can have so much money for my, for, you know, with Pta. And I understand all the things. But that school didn't even have a Pta like.

20:03:02–20:03:19 **Laurie George:** Mm-hmm.

20:03:18–20:03:33 **Participant 16:** it's a struggle. They're never gonna make any money, you know what I'm saying? So that's, like, the really hard part for me as a parent, seeing the disparity in neighborhoods, and then knowing that I just transferred my kid from a grade school to a level F school.

20:03:22–20:03:23 **Laurie George:** Yeah.

20:03:33–20:03:42 **Participant 16:** And that's bad as a parent, and bad for my… you know, as a neighborhood. That… I mean, that's… those are my two takeaways, you know, really, really strong points.

20:03:34–20:03:50 **Laurie George:** Okay. Yeah, yeah, I hear you. And I'm going to pronounce this wrong. Participant 13, Participant 13.

20:03:50–20:03:52 **Participant 13:** You know.

20:03:52–20:03:54 **Laurie George:** Oh, I got, okay.

20:03:53–20:04:03 **Participant 13:** Pretty close. Listen, I put my camera on because I'm really a pretty straight shooter.

20:03:59 **CHAT · Participant 03:** Our school isn't even large enough to hold the population. It's a 400 capacity elementary school, with 560 k-8 shoved inside. We have construction paper and hand taped letters was our sign.

20:04:03–20:04:06 **Participant 13:** And I want you to see my face when I say this.

20:04:05–20:04:06 **Laurie George:** Okay.

20:04:06–20:04:27 **Participant 13:** I really, really, really hope. And this is with as much respect as I can muster, that this. Session. This, this whole… thing that we're doing right now is not a waste of our time. You see a lot of passionate parents.

20:04:23–20:04:25 **Laurie George:** Mm-hmm.

20:04:27–20:04:41 **Participant 13:** Umm. There are some community partners on. There are a lot of people on here that care about our school. And I understand that you've been tasked to do that and be here.

20:04:36–20:04:38 **Laurie George:** Mm-hmm.

20:04:38 **CHAT · Participant 06:** We don't want them to lose the passion for learning, but poor moral and fear will dampen spirits quickly.

20:04:41–20:04:57 **Participant 13:** But I got to tell you. The expectation is that this is not just event session. What I want to know, and either you can answer it, or you can put it down so that we can get the answer back to us, what is the deliverable from this?

20:04:48–20:04:58 **Laurie George:** Mm-hmm. Mm-hmm.

20:04:58–20:05:13 **Participant 13:** Again, I am a business person, and at the end of the day, we can have meetings, we can run our mouths, we can write notes, and all of that stuff. What is the deliverable from this? We are telling you with all sincerity.

20:05:01–20:05:08 **Laurie George:** Yeah. Mm-hmm.

20:05:13–20:05:28 **Participant 13:** our concerns. There are several of us that are on this call right now that I know are researching and contemplating moving our students, which is not a small feat. Again, my son is in 11th grade. That's not… that's not an easy… you know, that's a very important year.

20:05:21–20:05:24 **Laurie George:** Mm-hmm. Okay.

20:05:28–20:05:40 **Participant 13:** And that's not an easy thing for me to do to him, if that's what needs to be done. But the other part of that is, I don't… we don't get any do-overs. You know, there's only one 11th grade year for my son.

20:05:31–20:05:42 **Laurie George:** Right. Mm-hmm.

20:05:41–20:05:44 **Participant 13:** And I'm not gonna play with his time.

20:05:44–20:05:46 **Laurie George:** Right. Right.

20:05:44–20:05:54 **Participant 13:** So, that's what I want to know, and I'm pretty sure that I speak for most of the people that are on this call. What should we expect from this? Um…

20:05:47 **CHAT · Participant 01:** My fear is it won't make a difference. We had scholars speak at a school board meeting and they still cut the position. And now we are seeing negative consequences because of cutting that position.

20:05:53–20:05:56 **Laurie George:** So… oh, I don't want to interrupt. Go ahead.

20:05:55–20:05:58 **Participant 13:** No, no, no. By all means, go ahead.

20:05:57–20:07:17 **Laurie George:** Um, okay. So, and I will… I will say I'm a straight shooter, too. A lot of people… what ends up happening is I put my foot in my mouth, and I realize I'm in a more visible… position that I'm normally in, and there can be more consequences to that, and I'm navigating that, but I… sometimes I just say what I mean, and… and it's taken in a certain way, and so I hope that… I hope that you will take what I'm saying with… with sincerity, and in a respectful way as well. Um, so the… the purpose of these listening sessions is to gather specifically the, um… What you wanna see out of your learner, what you want for your son, and then what is important to you as an individual, as a family, as a school, and as a community. That information will go into. the data analysis to represent a set of goals. And then a set of boundaries, guardrails, for the entire district. Now… The reason why that feels… like…

20:07:15 **CHAT · Participant 14:** I am definitely weighing all my options for schools/districts for my children because I am not pleased with what I am seeing and I have worked in education for 20 years.

20:07:18–20:07:46 **Laurie George:** It almost feels like nobody will be happy because we have a large district. The chances of us coming out there with a set of goals and guardrails that make every parent say, yes, is unlikely. So I also feel like I'm setting you up for failure, or me up for failure, or setting up a scenario where everyone is going to be mad.

20:07:43–20:07:48 **Participant 13:** Right, because we got your name. Yeah, we got your name.

20:07:46–20:08:20 **Laurie George:** Right. Yeah. Yeah. And so it is. That is the deliverable from the end of this, where we have, I think we have over 5,000 surveys so far, 60-something of these listening sessions. The goal is to, or the deliverable is a set of goals and guardrails that the community says. Yeah. And then we formally adopt. And that is when we start holding the superintendent accountable for those goals within those guardrails. The truth of it.

20:08:18–20:08:29 **Participant 13:** And what's the… I'm sorry, in what you're saying, what is the timing for this? Because it's a bunch of stuff that's going on now, and we're 5 weeks into school.

20:08:21–20:09:33 **Laurie George:** No, go ahead. Right, right. So we started this process when we… I think in May we did five sessions. It was to me, I felt like a disaster because it was unclear what the sessions were for. The communication was, it was very reactionary, like, let's put up the flyer and then, but, but what we're doing is not the district. This is board work. So it just, I mean, it was a mess. And so we spent, we, you know, we got everything together and we spent the summer and then throughout. At the beginning of school, we have until September 15th to gather this information. That's the last day. That survey, everything shuts down on the 15th. No more listening sessions, uh, for the… to develop the goals and guardrails. I personally find these, um,

wonderful and would like to continue to do them if they're valuable. for people. Um, but yeah, I don't want it to become a vent session either, um, because you could vent to your friend, you know? But, um…

20:09:31–20:09:33 **Participant 13:** I'm here, yeah.

20:09:35–20:10:05 **Laurie George:** Oh, yes. And so the 15th, everything shuts down. We meet on the 26th of September. We go through that data analysis with our… coach, [board coach], if anyone did the training, it's the same guy. Um… and we develop these goals and guardrails based on community vision and values. And then we present them at…

20:10:00 **CHAT · Participant 01:** My son did not want to speak tonight because he said they did not listen last time, what makes this time different….

20:10:05–20:11:38 **Laurie George:** The… October… we present them to the public, and we… our goal was to vote on them at the October meeting, but it will likely be the November meeting, and then at that point, every meeting after that. should be focused on those goals and guardrails. So my hope, and I'm just one person. I don't speak for the board, and I don't speak for the vision and values yet, because they have not been identified. It may be that I'm only attending. certain sessions where I seem to be hearing a lot of the same thing. Maybe the other different areas of the community are saying something completely different. But what I am hearing is a lot of common themes, which I hope will be reflected in the guardrails. And those themes, in my single opinion, do center around respect for… uh, proven success, respect for teachers, respect for the holistic child, Um, you know, that kind of thing. And, but I can't say that now, right, without, I can't as a single board member say that. But our goal, or our job, as a board is to govern. So the curriculum decisions, those things, well, the previous board adopted the curriculum that the district is using, but the…

20:11:17–20:11:18 **Participant 13:** Good.

20:11:38–20:12:03 **Laurie George:** All of the stuff that's happening in the classroom, anything operational is the job of the superintendent and his people. Our job is to hold him accountable for doing what he said he would do, which is meeting those goals within those guardrails. If he fails to do that. There are consequences.

20:12:01–20:12:10 **Participant 13:** Well, and yeah, that sounds like a very long-term thing. Let me just, just make sure, please write my name down with this statement.

20:12:05–20:12:07 **Participant 04:** That's all.

20:12:08–20:12:09 **Laurie George:** Yes.

20:12:11–20:12:13 **Participant 13:** I I.

20:12:11–20:12:12 **Participant 04:** Okay.

20:12:13–20:12:29 **Participant 13:** You, and this is to the board, the superintendent. Jesus, God, and the Holy Spirit. I want something for my time tonight. You understand what I'm saying? I want something for my time tonight.

20:12:26–20:12:30 **Laurie George:** Mm-hmm, mm-hmm. You want to see change.

20:12:30–20:12:35 **Participant 13:** I want something, I want something for my son's time in that classroom.

20:12:33–20:12:36 **Laurie George:** Mm-hmm.

20:12:36–20:12:44 **Participant 13:** Because that's… again, I'm making the sacrifice from another city, another school district, to send him there.

20:12:39–20:12:46 **Laurie George:** Mm-hmm. .

20:12:45–20:12:59 **Participant 13:** I I and and I'm telling you the you know we can we can even pull our children and and run away. That's fine, but… And somebody said this before, be upfront.

20:12:59–20:13:00 **Laurie George:** Mmhm.

20:12:59–20:13:08 **Participant 13:** If all of this… if all of this is… is a… is a party play to get us to the charter school, let me know so I don't waste any more of my time.

20:13:03–20:13:14 **Laurie George:** Mm-hmm. 20:13:09–20:13:26 **Participant 13:** Because that's… Well, that… that's… that's… that is the piece that I will be incensed with. I mean, you know, we're having a real civil conversation on here tonight, but, you know, if… if that's what… if that's what we're doing, and wasting time.

20:13:20–20:13:25 **Laurie George:** Mm-hmm. Mm-hmm.

20:13:26–20:13:32 **Participant 13:** I'm not gonna be pleasant. The next conversation, and I don't mean that with… I don't mean that towards you, and I'm…

20:13:28–20:13:34 **Laurie George:** Mm-hmm. No, I… I know what you mean, yeah.

20:13:32–20:13:36 **Participant 13:** But… I will. I'll be. We'll be on the news.

20:13:36–20:13:38 **Laurie George:** Mm-hmm, mm-hmm.

20:13:36–20:13:43 **Participant 13:** The other young man that stands up and cuts a fool, I'll be right there with him.

20:13:43–20:13:44 **Laurie George:** Mm-hmm.

20:13:43–20:13:46 **Participant 13:** Okay. Thank you.

20:13:46–20:14:16 **Laurie George:** Y'all, I do appreciate the honesty. I really do. I'm not a politicker. I'm not great with… games, and so I appreciate people who also don't want to do that

20:14:16–20:14:32 **Participant 06:** So, on Friday, when I was filling in at the school and just… kind of observing things, and then when I was told that the district would no longer pay for. Admin, substitutes for admin.

20:14:32–20:14:34 **Laurie George:** Okay.

20:14:32–20:14:46 **Participant 06:** And the school would have to rely on volunteers. It was a safety concern because we're not trained and there are six entry points at the school.

20:14:40–20:14:41 **Laurie George:** Mm-hmm.

20:14:46–20:14:55 **Participant 06:** So, uh, as I was sitting there, I wrote the superintendent. I really was not expecting, um, a response.

20:14:54–20:14:56 **Laurie George:** Mm-hmm.

20:14:55–20:15:04 **Participant 06:** But I did get a response, and then yesterday I got a call from, um, [district staff member]? I believe that's her last name? Yes.

20:15:02–20:15:04 **Laurie George:** [district staff member], okay, uh-huh.

20:15:04–20:15:32 **Participant 06:** So she. uh, explained that she was not familiar with the school, uh, that she was gonna have to familiarize herself with the school and with [school staff member]. So, as far as… Us requesting… autonomy for our school. That is the route I think that we would need to go is. Her.

20:15:32–20:15:33 **Laurie George:** Okay.

20:15:32–20:15:40 **Participant 06:** The hierarchy has changed so much within the district. It's a little top heavy now.

20:15:38–20:15:39 **Laurie George:** Mm-hmm.

20:15:41–20:15:49 **Participant 06:** So I know executive leadership, superintendent. So I think it would help just kind of knowing what that structure is.

20:15:49–20:15:58 **Laurie George:** I agree with you. Yes, I absolutely agree with you. One of the reasons why I was…

20:15:49–20:15:52 **Participant 06:** for getting things done.

20:15:52 **CHAT · Participant 04:** Who is the president

20:15:58–20:16:13 **Laurie George:** One thing I was excited about with accepting this role was the idea that you should not be a special friend of a board member to get what you need.

20:17:34–20:17:37 **Laurie George:** Participant 07, you have your hand raised.

20:17:53–20:18:14 **Laurie George:** No. Okay. It might be an accident. When you're ready to speak, Participant 07, just let us know. Um… Did I cut someone off? I'm so sorry. Somebody was speaking. No. Okay.

20:18:13–20:18:14 **Participant 07:** Hello?

20:18:14–20:18:15 **Laurie George:** Yes.

20:18:15–20:18:21 **Participant 07:** Okay, I just have a quick question. I've, uh… I started teaching in the district.

20:18:15–20:18:19 **Laurie George:** Hi. Yes.

20:18:21–20:18:54 **Participant 07:** [Decades ago.] I've been [an educator and administrator].
And… Unfortunately. It's been my experience that. It almost takes… It almost takes having some special pull to get somebody to listen to you. Es. if you look at training manuals and all that, that's what you do, you know, get input. I've already also been [in another senior role] Research.

20:18:54–20:18:55 **Laurie George:** Mm-hmm.

20:18:54–20:19:08 **Participant 07:** You get all of this input and do an analysis and all that. What I what I wanna know is how. is the board member that represents YMLA? How is he involved? [question about a trustee's family]

20:20:58–20:21:19 **Laurie George:** that the the process is that we should be involving the elected board in as much as they are willing and want to be involved in any kind of training that we're doing any type of.

20:21:08–20:21:18 **Participant 07:** Okay. Mm-hmm.

20:21:19–20:21:53 **Laurie George:** Um… Well, training, conferences, et cetera. And I think that. Some, I don't know. I think there needed to be a little bit of time, perhaps. I don't blame them at all. At all. And I think slowly, we're hearing more from board members who are reaching out and. And just talking a little bit and things but I think I think they needed some time, to process.

20:21:51–20:21:52 **Participant 07:** Oh.

20:21:53–20:22:14 **Laurie George:** that. Um, other board members are… positioned as position themselves as adversarial. And so that's not open for conversation, I guess. But no, I haven't. I have not heard from [former board member]. But to be fair, I have not reached out to [former board member]. So.

20:22:13–20:22:22 **Participant 07:** Okay, I think you've answered my question because I know that the West Side board members are very actively involved in advocating for their schools.

20:22:18–20:22:23 **Laurie George:** Mm-hmm.

20:22:22–20:22:25 **Participant 07:** So I think you've answered my question. Thank you very much.

20:22:24–20:23:08 **Laurie George:** Sure. Um, okay. we… and we don't have to keep… we can, you know, keep moving on, or I'm just saying these questions to re… to focus us, but we can talk about whatever you'd like. Um, so we were on what values Mrs. Superintendent honor. Um, let's… I would like to hear… I do want to ask this.

Question 4: What are some things that… Fort Worth ISD is doing for your students right now that are working and you want them to keep doing? It kind of sounds like a lot of what they were doing great is gone. Is there anything that is still occurring that you feel like Fort Worth ISD is doing really well?

20:23:11–20:23:27 **Participant 03:** I think this is going to be connected a little bit to what's not going well. But I think, especially with this group here, I think we can say one of the things that we appreciate is the opportunity to explore these Gold Seal School of Choice.

20:23:16–20:23:29 **Laurie George:** It's okay. Mmhm.

20:23:28–20:23:46 **Participant 03:** Um, it's pretty incredible to see, I'd say before now, to look at all the opportunities and the specialization and these excellent programs. Having that is a big reason why we love Fort Worth ISD and why we have been motivated to stay.

20:23:38–20:23:39 **Laurie George:** Mmhm.

20:23:46–20:23:51 **Participant 03:** Um, that does lead into the fact that…

20:23:46 **CHAT · Participant 01:** Question #4: I want FWISD to keep investing in choice, innovation, and opportunities that challenge students at their level. YMLA shows the value of a clear school identity, high expectations, and a strong college and career focus.

Strengthening the TCC partnership and dual-credit opportunities is essential. Earning college credit—and potentially an associate degree—in high school can change a student's future. These opportunities depend on strong community relationships and qualified staff. Despite our advocacy at the board meeting, the district eliminated the Postsecondary Specialist position, and we are now seeing coordination problems and strained partnerships.

FWISD must also attract and retain exceptional teachers who are eager to challenge our highest-performing students. YMLA's campus is an asset for recruitment, and schools of choice should continue bringing educators with specialized talents into our district.

20:23:51–20:23:56 **Participant 03:** You know, these changes are crippling that, and are taking from that, and…

20:23:55–20:23:56 **Laurie George:** Right.

20:23:56–20:24:06 **Participant 03:** um, detracting from that, um, and so I think that that's, you know, that's why… a big reason why I'm here is to advocate for those programs and…

20:24:02–20:24:04 **Laurie George:** Okay.

20:24:06–20:24:21 **Participant 03:** Hope and ask and plead that they are respected and. also continued, you know, I think we… I think we've all heard so many people talk about, I'm thinking about leaving, or I have already left.

20:24:20–20:24:22 **Laurie George:** Okay. Mmhm.

20:24:21–20:24:35 **Participant 03:** And prioritizing the, like, the value of having schools like this and the excellence that exists, and seeing what works there and replicating that, um, as opposed to crippling those programs.

20:24:22–20:24:23 **Participant 07:** Oh.

20:24:32–20:24:36 **Laurie George:** Mm-hmm. Mm-hmm.

20:24:35–20:24:36 **Participant 07:** Sure.

20:24:35–20:24:38 **Participant 03:** um… Because…

20:24:38–20:24:40 **Participant 07:** Exactly.

20:24:38–20:24:45 **Participant 03:** Yeah, it is… it is a big reason why we wanted to pursue public school here, is because of programs like that.

20:24:41–20:24:43 **Participant 07:** Thank you.

20:24:45–20:25:45 **Laurie George:** Mm-hmm. And I think that's where, you know, earlier to the point of the deliverable, my hope is that. We will see that reflected in our guardrails. Um, yeah. That's my hope. So. Anything else? We could lump them if you would like. Keep doing, stop doing. I mean, I have some ideas about what you'd like to stop doing, but that is absolutely okay. We could talk about that or we can do keep doing. Um, I can… oh gosh, it's almost 8.30. I also, um, I could stay on a little bit longer, and I can just do my best to… answer

questions or explain, um… A lot of the time, people have questions about how the board meetings operate, or why we do things the way we do. I'm happy to… to talk about that as well. Wherever you guys want to take it.

20:25:44–20:26:14 **Participant 01:** Thank you. I would like to build on what Participant 03 said. I think one of the reasons, I mean, we've said a lot this evening, and I really appreciate, Laurie, you giving YMLA the space to have this conversation. But I think one of the main reasons a lot of us got on here is because the thing that they were doing correctly or well, in our opinion, was the choice, the innovation, the different programs. And so I guess.

20:26:07–20:26:10 **Laurie George:** Mmhm. Mm-hmm.

20:26:14–20:26:41 **Participant 01:** if we were going to choose something to keep doing, or that I hope we're not going to accidentally stop doing, is the choice and the innovation. I think a few people touched on it earlier, like. listen, I'm in education, but I'm in elementary. I would never be able to do. what the teachers at YMLA do, because teenage boys, all day long, no thanks. I got two of them at the house. Um, and so, I think…

20:26:33–20:26:39 **Laurie George:** Hmm. Okay.

20:26:41–20:26:52 **Participant 01:** teaching, you know, not even teaching, engaging young teenage men, especially… I live in the community, I walk… I live within walking distance of the school.

20:26:42–20:26:44 **Participant 07:** Okay.

20:26:52–20:27:08 **Participant 01:** In this community with teenage boys during this time to engage them and make them excited about learning and excited about what their future is in their career, it takes something special. And so it takes not only special people.

20:27:01–20:27:03 **Laurie George:** Right.

20:27:08–20:27:25 **Participant 01:** But it also takes special programs and in innovation and choice. And we all know we give children 2 or 3 choices. But really, we're good with all those choices, right? But choice is important for them. And things like the TC, like, I feel like that was something we were doing well.

20:27:20–20:27:22 **Laurie George:** Mm-hmm.

20:27:25–20:27:29 **Participant 01:** Look at half of our graduating class last year.

20:27:28–20:27:29 **Laurie George:** Mm-hmm.

20:27:29–20:27:33 **Participant 01:** Graduated with an associate's degree, right?

20:27:31–20:27:35 **Laurie George:** Yes, I did the graduation. It was amazing. Amazing.

20:27:33–20:28:00 **Participant 01:** Okay. But will that still be happening? It will hopefully still be happening, because my junior, who's already on that path and could technically. graduate early. He will have that because [school staff member] already has his plan in place right? And so that's why my son [student], who spoke at the school board meeting when we went that one day. He's like, why would I jump on the call tonight, Mom? They didn't listen last time right?

20:27:50–20:28:01 **Laurie George:** Mmhm.

20:28:00–20:28:06 **Participant 01:** And so, and how could I not respect that? It's an honest feeling.

20:28:03–20:28:04 **Laurie George:** Mm-hmm.

20:28:06–20:28:21 **Participant 01:** feeling of what's happening. And so my thing would be, what we were doing correctly was the Tcc partnership or partnerships with universities and colleges. And luckily we weren't on that list of campuses that had some little.

20:28:15–20:28:17 **Laurie George:** Mm-hmm.

20:28:21–20:28:37 **Participant 01:** whatever made the news about some things falling through the crack, because [a staff member] made sure, because he loves our kids, and he made sure he put, you know, the dots on the eyes and the cross, the t's before his job technically went away.

20:28:34–20:28:35 **Laurie George:** Right.

20:28:37–20:28:49 **Participant 01:** what does that look like for my 7th grader, who hasn't started his dual credit path yet? So if we were doing anything correct, and probably lots of people chose YMLA for this reason, is…

20:28:42–20:28:43 **Laurie George:** Right.

20:28:49–20:29:04 **Participant 01:** opportunities of choice, engineering, TSA, dual credit, will we be so focused on STAR and multiple choice and all the things that we lose track of that? So it kind of answers.

20:28:52–20:29:02 **Laurie George:** Mm-hmm. Mm-hmm. Mm-hmm.

20:29:04–20:29:06 **Participant 01:** Both at the same time.

20:29:06–20:29:08 **Laurie George:** Mm-hmm. Mm-hmm.

20:29:08–20:29:18 **Participant 08:** I would like to peek you back on the TCC dual credit thing [as an instructor] I was just told today.

20:29:14–20:29:15 **Laurie George:** Mm-hmm.

20:29:18–20:29:26 **Participant 08:** That I have to administer a Fort Worth ISD assessment. During my college course.

20:29:27–20:29:33 **Laurie George:** Mmm. Okay.

20:29:33–20:29:40 **Participant 08:** That is unacceptable. That is a course that I have 100% autonomy in.

20:29:40–20:29:41 **Laurie George:** Mm-hmm.

20:29:41–20:29:57 **Participant 08:** I'm accountable to Tcc for my time, my lessons, my pacing, my scope and sequence, my syllabus, my grades, my attendance, like all of those things. And I know that the embedded piece is.

20:29:41–20:29:54 **Laurie George:** Yeah.

20:29:57–20:30:00 **Participant 08:** There's a lot of complexity there.

20:29:59–20:30:00 **Laurie George:** Mm-hmm.

20:30:00–20:30:23 **Participant 08:** um. I cannot, with integrity, administer an assessment. that is tied to my name on behalf of the state of Texas for… High school in my dual credit class and so I was just told that today.

20:30:22–20:30:24 **Laurie George:** Mm-hmm.

20:30:23–20:30:40 **Participant 08:** Um. Yeah, so that's… The to know that the dual credit and those choices or something, you know, to be able to attain the associate's degree and those things are there and what the district is doing well.

20:30:39–20:30:41 **Laurie George:** Mm-hmm.

20:30:40–20:31:02 **Participant 08:** I think they're so, like, trying to tie teacher performance to money, to the extent to where… I'm like, I don't… I don't want… the state of Texas TIA tied to… I could teach dual credit all day long and not get TIA, and I would be fine.

20:31:01–20:31:03 **Laurie George:** Yeah. Okay.

20:31:02–20:31:08 **Participant 08:** You know what I'm saying? Like, I'm like, that's not… I'm not teaching.

20:31:03–20:31:08 **Laurie George:** Yep.

20:31:08–20:31:09 **Participant 08:** For that money.

20:31:20–20:31:43 **Participant 08:** Yeah. Yes, and I think that part of it is maybe there were teachers who were like, wait a minute, I teach higher level classes, I don't get TIA, and it's like, uh, okay. I don't know, I don't see that from the professors, like, we're generally not talking like that, but, um, or is it that…

20:31:25–20:31:26 **Laurie George:** Okay.

20:31:44–20:32:14 **Participant 08:** Texas, or Fort Worth ISD, or I'm not sure who… where this is… well, I know it's coming from TEA, but, um, but we're, you know, since we've been taken over, but, um… I just… I'm wanting, like, it's something that we were doing well. I think that this is… Like several steps back backwards because these students have proven with their scores and with their academic performance that.

20:32:06–20:32:11 **Laurie George:** Yeah. Mm-hmm.

20:32:14–20:32:28 **Participant 08:** they can be in that class. Now, whether or not they do… you know, it's my job as an instructor to make sure I support them well, since it's their… it's dually, you know, it's their dually… not enrolled, but, you know, the dual credit. So, I…

20:32:21–20:32:28 **Laurie George:** Mm-hmm.

20:32:28–20:32:39 **Participant 08:** it… it feels… again, you talk about the part that feels insulting. I don't know how to communicate the justification of that to my students, even.

20:32:38–20:32:40 **Laurie George:** Mm-hmm.

20:32:39–20:32:48 **Participant 08:** To interrupt my instruction and what I'm doing and the autonomy I do have in that classroom with this mess.

20:32:48–20:32:49 **Laurie George:** Yeah. Okay.

20:32:48–20:32:57 **Participant 08:** So that is — that's definitely a concern that I have in relationship to what Fort Worth ISD was doing well.

20:32:57–20:33:02 **Laurie George:** Okay. Okay. Participant 13, you want to go ahead?

20:33:02–20:33:14 **Participant 13:** Um, just to… Sorry, just to speak on what Participant 08 just said, I'm actually a dual credit…

20:33:09–20:33:10 **Laurie George:** Oh.

20:33:14–20:33:19 **Participant 13:** professor at [a college] I feel like it might be illegal.

20:33:16–20:33:18 **Laurie George:** Mm.

20:33:19–20:33:51 **Participant 13:** Side note, but um. Yeah, one thing that I think is a good thing. Um, stretching my brain, that's still in place. Um, is the opportunity for students to do the early college. high school and still participate in extracurricular activities. In our school district. Uh, we live in [another district] Um.

20:33:50–20:33:51 **Laurie George:** Mmhm.

20:33:51–20:34:06 **Participant 13:** Um, that was another reason why, uh, I wanted to send my son to… YMLA is because he, uh, you know, he was gonna do the early college path, but in [another district].

20:34:03–20:34:05 **Laurie George:** Mm-hmm.

20:34:06–20:34:10 **Participant 13:** they're not allowed to do extracurriculars along with that. And…

20:34:09–20:34:10 **Laurie George:** Hmm.

20:34:10–20:34:20 **Participant 13:** But, you know, here's the backhanded compliment. the, uh… the extracurricular that he loves the most is JROTC.

20:34:19–20:34:21 **Laurie George:** Mm-hmm.

20:34:20–20:35:00 **Participant 13:** And. Um, that's a real fragile group right now. We've already lost… um… The instructor for the middle school. And I don't know that he's been replaced. But, um… I've heard from my son today that… [personnel information] And, you know, these people in ROTC. are really, really just… Therefore… you-know-whats and giggles. They don't have to be doing this.

20:35:00–20:35:01 **Laurie George:** Mm-hmm.

20:35:00–20:35:23 **Participant 13:** They really can be retired and be done with it. So, you know, pushing the limits on… The extracurricular that he finds so much joy in is. You know, if that… kind of falls flat. That's gonna be another reason for us to really contemplate doing something different.

20:35:23–20:35:32 **Participant 13:** Um, for the rest of the year, so it's, it's, you know, it's, that's a. It's not a good position to be in.

20:35:30–20:35:46 **Laurie George:** Yeah. Right, right. Okay. Oh. Um… Participant 09, [shared account speaker].

20:35:46–20:36:03 **Participant 09:** So it's his wife now. He had to go on another meeting. It's OK. I just wanted to quickly go back to what Participant 08 was saying and then actually what Participant 13 was just saying as well about the legalities. So every district should have an MOU, right, with the, with the partnership of a university.

20:35:47–20:35:51 **Laurie George:** Oh, okay.

20:36:03–20:36:19 **Participant 09:** So whatever is in that memorandum, that, that, uh, the agreement, right, of understanding, that memo of understanding, that's what has to be abided by because it's contractual, so that might be a way to actually look at that and leverage what's, what's in there.

20:36:19–20:36:25 **Participant 09:** But I sure hope that they've done that and that they won't put a partnership in jeopardy.

20:36:19–20:37:22 **Laurie George:** Mm-hmm. Mm-hmm, mm-hmm. I have, um… And again, it's me, you know, opening my mouth and hopefully don't… regret it, but um… I will say that I've observed what feels to be a cavernous disconnect between. what is happening on campus and what I feel like was the intent behind its implementation. And that is, you know, that's an operational issue, right?

20:37:23–20:38:07 **Participant 03:** I appreciate you saying that so much. And actually, I went to sorry, I got bath time happening in the background. Hold on one second. Sorry. I appreciate that, and I actually… I went to a listening session that you were at, and I came back to my husband afterwards, and I was like, you know, there was this woman there from the board of managers, and I genuinely felt like she cared, like… It gave me a lot of hope and a lot of encouragement, um, but I, like, and so even hearing you say that about the disconnect, it means a lot. Um, but I think what's hard is there is also then the disconnect between what is being put out from the district.

20:38:07–20:38:08 **Laurie George:** Mmhm.

20:38:07–20:38:09 **Participant 03:** to the media.

20:38:08–20:38:10 **Laurie George:** Mm-hmm.

20:38:09–20:38:24 **Participant 03:** And I think it doesn't breed trust. Like, I'll be honest, you really created a trust at that meeting that I was at, and this bolsters that. But it's so difficult, because we already see it, we see the gaps.

20:38:12–20:38:13 **Laurie George:** Mm-hmm.

20:38:24–20:38:30 **Participant 03:** You see the gaps, and then it's almost just a slap in the face to see then what's put out.

20:38:27–20:38:29 **Laurie George:** Mm-hmm.

20:38:30–20:38:55 **Participant 03:** about, oh, look how, like, there's a video that got put out today about, like, look, our students are contributing. And I was like, did you not see the video from Tuesday about the students. Talking about, you know, justifiably angry. Um, so I think it's hard. I think I appreciate you and I appreciate your transparency, and I'm sure I'm not saying anything you don't know. Um, but I think.

20:38:44–20:38:45 **Laurie George:** Mmhm.

20:38:56–20:39:24 **Participant 03:** what others have said tonight about wanting to make sure that this isn't just lip service. It is hard to go to these listening sessions, it's hard to hear these stories. and have what's, you know… I don't know what the district could do, but it'd be awesome if we heard someone say, like, yeah, it's hard, and

yeah, there are, you know, um… there's growing pains, and we're not doing everything right, but we hear you, and we're trying to do right by you. Um, but that… yeah, anyway.

20:39:21–20:41:54 **Laurie George:** Right. Right. Yeah, I… Yes, I struggle to reconcile the… Yeah, I went to Clifford or… Oh, gosh. I don't even remember where I was, to be honest. And I saw a massive culture shift from what I had seen last year. These kids showed up. This principal was phenomenal. She is opening the car door. She knows every kid's name. These parents are lined up at, you know, 6:55 or something because breakfast starts at 7:20. This mom, you know, rolls in at probably 50 miles an hour in the parking lot. And I was like, whoa, whoa, we need to make sure you guys actually make it. Like, don't, no need to drive that fast in a school parking lot. Please don't. But she was like breathless in pajamas. She's still wearing slippers. And she's like. I'm so sorry, we are tardy. I'm so sorry, like, it was a… the year before. Kids are rolling in an hour late, 30 minutes late, you know, and that principal and those teachers had done the work to shift not only the culture within the building, but the parent, the expectation. to the parent, such that that parent was breathless and speeding to get their child to school on time, and not out of fear, but out of being brought along with the expectation and and being on board with it. And I see that in… areas of town where I felt like it was just blighted. People have forgotten about it. And that's. I find that personally disgusting. And so to see that change. Absolutely fills my heart. You know, I don't know how I reconcile that, and that's very difficult. I know that not everyone will be happy.

20:41:52–20:42:03 **Participant 08:** Well, no, I think that that's powerful, and that's helpful, and I would just… I would like to say in response to that, if you can imagine a space where, since 2012.

20:41:52–20:41:54 **Participant 02:** [name removed], can I…

20:42:02–20:42:04 **Laurie George:** Mm-hmm.

20:42:04–20:42:10 **Participant 08:** 400 boys every year. are that excited to go into a space.

20:42:09–20:42:11 **Laurie George:** Mm-hmm.

20:42:10–20:42:12 **Participant 08:** Up until this year.

20:42:11–20:42:13 **Laurie George:** Mm-hmm. Yeah.

20:42:13–20:42:35 **Participant 08:** So… We had young men who would come early and stay late. And and now we have young men who are just. they're ready to get out of the building, out of the space, out of the classrooms, because… I mean, I had… I had young men walk into my classroom the first day of school and said.

20:42:29–20:42:30 **Laurie George:** Mmhm.

20:42:35–20:42:38 **Participant 08:** Participant 08, your room feels so dead.

20:42:37–20:42:39 **Laurie George:** Mm-hmm.

20:42:38–20:42:42 **Participant 08:** Why? What what is this on your board?

20:42:41–20:42:43 **Laurie George:** Mm-hmm.

20:42:42–20:43:00 **Participant 08:** What? Oh, you're doing this too? You know, like, they were so disappointed, and our young men are not idiots, and we have them in a space where it… YMLA is supposed to be, like, it's… it's… I say notorious, but it is… it is notorious for being a safe space for boys.

20:42:45–20:43:01 **Laurie George:** Right. Mm-hmm.

20:43:00–20:43:36 **Participant 08:** And which is which is really interesting. And so having taught at schools, I was part of the the educators who built the rise systems, you know, and who helped give the. paint out and draft the initiative for the RISE campuses, and those were campuses that were low-performing, you know, historically low-performing and everything like that. And so the standard and the rubrics for what we created years ago are some of the ones that have been used all over the state of Texas, you know, now, even with what we're seeing here.

20:43:21–20:43:37 **Laurie George:** Mm-hmm. Mm-hmm.

20:43:36–20:43:51 **Participant 08:** And so, I know those rubrics like the back of my hand, and I also know that those campuses where those teachers are, where you're seeing those kids running in and deciding to go, the support that those campuses are getting is off the chain. You have…

20:43:50–20:43:52 **Laurie George:** Mm-hmm.

20:43:51–20:44:08 **Participant 08:** Double. the number of educators on those campuses, so those small… so the class sizes can be small. Oh, so class size matters all of a sudden? So, you know, so it's those… it's those types of, you know, nuances and details that they're getting.

20:43:58–20:44:10 **Laurie George:** Mm-hmm..

20:44:09–20:44:12 **Participant 08:** Why? Because it matters.

20:44:12–20:44:14 **Laurie George:** Mmhm.

20:44:13–20:44:40 **Participant 08:** And so, to tell a campus that have been doing the things, all of those things, and then, like you said, to take something that was working and completely change it, so you've taken away from campuses. And given two campuses that need it, you know, who obviously need it, but you've taken some unnecessarily and arbitrarily. So it's, so that, so if you could just imagine that excitement.

20:44:30–20:44:41 **Laurie George:** Mmhm.

20:44:40–20:45:01 **Participant 08:** from all of these young men, and these young men are graduating the scholarship amounts that they're getting. When you go to those high schools with thousands of kids, they're getting the same scholarship amount. 39 graduates is getting just as, you know, $8 million worth of scholarships the same as a 6A campus?

20:44:53–20:45:02 **Laurie George:** Mm-hmm.

20:45:02–20:45:17 **Participant 08:** And so these kids are doing, yes, incredible things, and graduating from the engineering schools in Boston, the business school, Babson in Boston, Northeastern, Northwestern, Harvard.

20:45:02–20:45:04 **Laurie George:** Incredible.

20:45:17–20:45:18 **Participant 08:** MIT.

20:45:19–20:45:20 **Laurie George:** Mm-hmm.

20:45:20–20:45:38 **Participant 08:** like… We've got guys at Rice, UT, you know, they're graduate schools, we have educators, so they are doing amazing things because of YMOA. So they're hurting, our alumni are hurting because of what they're seeing and what they're hearing.

20:45:32–20:45:33 **Laurie George:** Mm-hmm.

20:45:38–20:46:07 **Participant 08:** And so, um, so yeah, the, the exchange, and we have a mission and a creed, these young men say, where, where they, we promise them to cultivate and empower them, and they in turn promise to do the same for their, for their brothers first. Then their families, then their communities, and then for generations to come. They say that every single morning, and it means something to them, even when they graduate. So YMLA is special, and it does deserve… every school of choice is special. This space?

20:45:53–20:46:03 **Laurie George:** Mm-hmm. Mmhm.

20:46:08–20:46:23 **Participant 08:** deserves for. I believe you said her name was [district staff member]? Every person needs to know who and what YMLA is. No one should be allowed to be in Fort Worth ISD and say, I am not familiar with that school.

20:46:16–20:46:26 **Laurie George:** Mm-hmm. Right.

20:46:24–20:46:40 **Participant 08:** So, we are the standard, we are the blueprint, and we do deserve the absolute utmost respect. in that regard. And again, not just us, but all of the schools who are doing it and the teachers and educators who are doing it well.

20:46:40–20:46:42 **Laurie George:** Mm-hmm. Mm-hmm.

20:46:41–20:46:44 **Participant 13:** Better preach, Participant 08, preach.

20:46:45–20:46:54 **Participant 02:** So it's hard, Ms. George, to hear all these things and then to see the disconnect, to see that our guys are on track.

20:46:52–20:46:53 **Participant 14:** Please.

20:46:54–20:47:08 **Participant 02:** We have 45 guys that run, and we have 7 jerseys, so we're the only school that has to change. We have to share jerseys, okay? And this is just one little example of, like, you see all these amazing things that, um.

20:46:54–20:47:08 **Participant 14:** there's no money.

20:47:08–20:47:21 **Participant 02:** she shared, and yet there's this disconnect. You know, we don't have the support we need in the front office because, uh, our lady's gonna be leaving, and we have to, uh… we have volunteers, but that's not… that's not a solution.

20:47:10–20:47:23 **Laurie George:** Mm-hmm. Right. Yeah.

20:47:22–20:47:27 **Participant 02:** Parent volunteers is not a solution, but this is what we're going to have to do.

20:47:24–20:47:28 **Laurie George:** No. Mm-hmm.

20:47:27–20:47:49 **Participant 02:** You know, and… just some of the things that we're, you know, our, our locker room has no hot water, has no air conditioner, our bleachers are, some of our, are broken. So all these things, we're doing all these amazing, amazing, wonderful things because of this teachers and the staff, and uh, and yet. We aren't receiving the students and the teachers aren't receiving what they deserve.

20:47:48–20:47:54 **Laurie George:** Mm-hmm. Mm-hmm. Participant 14, you have your hand up.

20:47:53–20:48:32 **Participant 14:** Yes, so I'm a parent and both of my kids are at schools of choice. It is the complete opposite. My daughter is at Alice Carlson where it is run like a weld oil machine. Where you have the community that's pouring in, you have the university that's pouring in, and I am an educator by trade. I've been at this for 18 years, and I have never seen anything like this. And I am a parent who will advocate, we serve, we work, we are boots on the ground. All the people on this call.

20:48:30–20:48:33 **Laurie George:** Mm-hmm. Mm-hmm.

20:48:32–20:48:43 **Participant 14:** at any given time is working at the school during school hours. Like, everybody has full-time jobs, and we are working like we work at YMLA.

20:48:37–20:48:38 **Laurie George:** Mmhm.

20:48:43–20:48:52 **Participant 14:** It is insane, the amount of work that we have put in as parents, and some of them spent their whole summer.

20:48:45–20:48:47 **Laurie George:** Mm-hmm.

20:48:52–20:48:54 **Participant 14:** Doing stuff for YMLA.

20:48:54–20:48:55 **Laurie George:** Mmhm.

20:48:54–20:49:10 **Participant 14:** None of that stuff, we are looking for any accolades. We're not looking for a pat on the back. We're just trying to make sure that the staff and the students feel supported and have what they need. And it is very unfortunate for us to get to this point and then they want to take all of that away.

20:49:04–20:49:11 **Laurie George:** Mmhm. Mm-hmm.

20:49:10–20:49:29 **Participant 14:** And they want to have these scripted lesson plans. And for a student to come into a room and say that a classroom looks dead. That is horrible, because I'm an educator where you're going to come in, it's going to feel like home. You're going to feel welcome. You're going to want to come into that

classroom. Oh my god, I'm going to Participant 08's classroom today. Like, I want to… I want my son to be in that environment.

20:49:17–20:49:30 **Laurie George:** Mm-hmm. Mm-hmm. Mm-hmm.

20:49:30–20:49:38 **Participant 14:** And as an educator and a parent who has advocated and been looking at schools since before my kids were born, I am still looking.

20:49:37–20:49:39 **Laurie George:** Mm-hmm.

20:49:38–20:49:45 **Participant 14:** Because there is no reason we should be at a school of choice, and the choice that I have is giving me pure garbage right now.

20:49:45–20:49:46 **Laurie George:** Mmhm.

20:49:46–20:49:58 **Participant 14:** The choice that we applied for and thought that we were getting, I'm not getting it. So I'm not pleased. I'm not pleased that the staff is walking around on eggshells, and the people who are making the decisions for them.

20:49:50–20:49:52 **Laurie George:** Mmhm.

20:49:58–20:50:19 **Participant 14:** have no clue what it means to sit in a classroom, to teach a lesson, to deal with a kid who's hungry, to deal with a kid whose lights aren't on, to deal with a kid whose parents might be locked up and in jail. They don't know where their next meal is coming from. And you're coming in there with this ideal. Of what you think the classroom should be about. And you don't even know anything about the student.

20:50:19–20:50:20 **Laurie George:** Mm-hmm.

20:50:19–20:50:41 **Participant 14:** And so every time when I hear these things that are coming, I get more and more disgusted. At this point, the people working for PTA, we might as well open our own school. Because why are we going here? We're doing the work, we're doing all of the background work to support everything that is happening, so why do we need to have your building? Why don't we just go open up our own?

20:50:31–20:50:41 **Laurie George:** Mmhm. Mmhm.

20:50:41–20:51:14 **Participant 14:** And figure out what to do with that, because we've got enough educators on this call, and enough business people, and enough community supporters. We've got people working in every category on here. We're just going to open one. Let's just open up a non-profit and do that, because it just seems like it's that simple to just come in and change the dynamics of things. And like, like Participant 13 said, that's putting it nicely because we can put together some choice words about what we're seeing and what we're feeling. And so at this point, where does that leave us? And so when we have all these conversation, we've been having these conversations now for almost two years about what's to come.

20:51:00 **CHAT · Participant 09:** I have church space for it lol

20:51:08–20:51:15 **Laurie George:** Mm-hmm. Mmhm.

20:51:14–20:51:57 **Participant 14:** If we don't see the results, I guarantee you, the school that you see, the stories and the passion that you hear, it will be gone by next year. Because they will leave. They will leave in mass exits, and that is the students, that's the staff, that's the administration, that's the support staff, because there has to be an alternative. And the things that are happening right now, and I said this to the board, and I said this to them just this week. If they don't let up. the health, mental health and physical health of the staff and students, they will leave. The stress and the anxiety, the post-traumatic stress,

[health information]

20:51:55–20:51:58 **Laurie George:** Mmhm. Mmhm.

20:51:57–20:52:12 **Participant 14:** And there was no takeover. That was just administration. So the things that we're hearing and seeing, there will be a mass exit. They won't have to worry about the students coming and

sitting A, B, side by side, and stuff taken off the wall. They're gonna go somewhere where they feel like they're at a school.

20:52:12–20:52:13 **Laurie George:** Mm-hmm.

20:52:12–20:52:27 **Participant 14:** And so, if they don't make some changes and let up off of the [coarse]that's coming from the takeover, we will take our kids elsewhere. And every dollar that they think that they're pouring into this new system that they've created.

20:52:18–20:52:19 **Laurie George:** Mm-hmm.

20:52:27–20:52:43 **Participant 14:** We don't even care about the dollars. I'll go find funding and a scholarship. I work 6 jobs to make sure my kids don't have to come back to this environment, because it is changing who they are when they come home. When you ask them a question about how they feel, what happened in school. Oh, it was more people in the building today.

20:52:36 **CHAT · Participant 13:** I still lowkey feel like that's what they want.

20:52:37–20:52:38 **Laurie George:** Mm-hmm.

20:52:43–20:52:51 **Participant 14:** Oh, okay, yeah, well, they were walking through today. Okay, what were they looking for? Oh, they didn't talk to us today, they're just coming in. For what?

20:52:51–20:52:52 **Laurie George:** Mm-hmm.

20:52:52–20:53:01 **Participant 14:** What… what are you looking for? If your expectation is for these students and these teachers to be teaching with excellence, why don't you come here and do it?

20:52:57 **CHAT · Participant 04:** Replying to "I still lowkey feel like that's what they want. ":
Same

20:53:01–20:53:17 **Participant 14:** Why don't you go get your degree? Why don't you go get your alternative certification? Because I have three degrees with alternative certification with some of the highest scores in education. Been teacher of the year in multiple districts and regional and district teacher of the year. They can't do my job.

20:53:17–20:53:19 **Laurie George:** Mm-hmm.

20:53:18–20:53:35 **Participant 14:** And never will be able to. And so the very people that we have, they got to go. They gotta go. Because they're not doing anything to help any of this situation. This is all politics and money. That's what it boiled down to.

20:53:35–20:53:51 **Participant 14:** And so if we don't change it and see a change after all of the mass conversations, the conversation will shift. Hey guys, we've got a building open and we've got a couple of educators who are going to go ahead and get started. We've got K-6, 6-8, 9-12, and we've got our own sports program.

20:53:38 **CHAT · Participant 03:** Replying to "I still lowkey feel like that's what they want. ":
Agreed.

20:53:51–20:53:58 **Participant 14:** We'll need it. We just haven't had time to go and do it, but we will for our kids.

20:53:57–20:53:59 **Laurie George:** Mmhm.

20:53:59–20:54:16 **Participant 14:** Cause this is, this is insane. Look, look at the amount of time that we spend talking. We need action at this point. So thank you for your time and your listening. Cause I'm sure you're hearing it come down the pipeline, but they got about six months left and some of us, they got about six days.

20:54:06–20:54:07 **Laurie George:** Mm-hmm.

20:54:07 **CHAT · Participant 09:** We have a turf soccer field

20:54:16–20:54:18 **Participant 14:** Before we make a decision.

20:54:16–20:54:18 **Laurie George:** Mmhm. Mm-hmm.

20:54:18–20:54:22 **Participant 14:** And we out of here. Thank you.

20:54:21–20:54:26 **Laurie George:** Can I, before we wrap it up.

20:54:25–20:54:27 **Participant 14:** Any conversation?

20:54:26–20:54:32 **Laurie George:** I would like to, if you don't mind, if you are.

20:54:34 **CHAT · Participant 13:** BEEN making a dollar out of 16 cents!!!

20:59:11–20:59:48 **Laurie George:** I appreciate all of you.

20:59:45 **CHAT · Participant 08:** Our PTSA is irreplaceable 😭! Hmmmm @Participant 14 I'm taking in what you are putting out! Thank you ALL, parents! Wow! Thank you, @Laurie George

20:59:48–21:00:00 **Laurie George:** Um… Thank you all. Thank you for your passion. Yeah, I appreciate you. Participant 01 or Participant 02, do you want to close us out or anything?

21:02:06–21:02:14 **Participant 02:** Alrighty. Well, thank you for your time, and thank you to all the parents, and especially Participant 08 for sharing tonight. We appreciate you.

21:02:14–21:02:29 **Laurie George:** Yeah, thank you, guys. I really enjoyed hearing from you. I appreciate it. I'm going to close the meeting out, and I have our transcript, and I will make sure to de-identify it and then put your responses in there.

21:02:15–21:02:22 **Participant 02:** Okay. Okay.

21:02:30–21:02:32 **Laurie George:** Okay, thank you guys.

21:02:31–21:02:34 **Participant 06:** Thank you. Have a good night.

21:02:33–21:02:34 **Participant 02:** Good night.

21:02:33–21:02:34 **Laurie George:** You too.

21:02:34–21:02:35 **Unidentified speaker:** Night.

UT Southwestern

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Words	14,682
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Speakers:

Speaker A - 2.23%

Speaker B - 11.43%

Speaker C - 1.91%

Speaker D - 12.22%

Speaker E - 5.2%

Speaker G - 10.27%

Speaker H - 15.78%

Speaker I - 6.31%

Speaker J - 4.77%

Speaker K - 9.36%

Speaker L - 3.12%

Speaker F - 3.25%

Speaker M - 13.01%

Speaker N - 1.13%

Notes:

No notes.

Speaker A **00:00:00**
analyze the data so we, we make sure that we get the true vision and values of the community, right? So, yes, sir.

Speaker B **00:00:08**
So this is a Friday 6 PM listening session on the first week of Friday Night Lights.

Speaker C **00:00:17**
Yep.

Speaker B **00:00:19**
How does this current room—

Speaker A **00:00:23**
Sure.

Speaker B **00:00:27**
Thank you. So, uh, this is my second consecutive, uh, night at a listening session, and, uh, I am curious at how tonight on the week 1 of Friday Night Lights, where families are at stadiums, Yeah. Uh, friends and are at football games tonight. How does this represent the community of Fort Worth, especially given that this location was announced— at least I was informed of the, of the location change at 11 AM this morning.

00:01:11
So there is— it's hard to, to Look around and see the community. It's given that one, it's almost empty, and this room holds probably— it's a guess— 650 people. I'm not sure. It kind of looks like it was planned not to hold many people. So that's— yeah, to summarize, how does this room reflect the community that we are trying to hear from?

Let me answer that because I had— I took the lead in organizing this listening session. And let me tell you what we did in order to allay some of the concerns you raised about whether or not we're actually trying to reach our community. First off, we reached out to the folks who have the deepest roots in this community.

00:02:08

You probably were here when I thanked Councilwoman Beck, because she, working through the organizations and the community associations in this area, were the ones that put the word out. Okay, and we used every media we could to do that. That's the first thing we did to ensure that we would invite and and include the most people we could for this listening session.

00:02:38

The location was given to us by UT Southwest, who we thank as well. The timing on this is the availability of this auditorium, and we also have other listening sessions that are going on as well, so we had to coordinate the calendars of a lot of people to be here. This was the time and the location that worked best for everybody to get everybody here in this community.

00:03:06

Okay, a lot of it is just logistics. It wasn't pre-planned to avoid people coming here. It was actually trying to get the most people we could to a location, centrally located, that would give us the maximum opportunity to reach the community. That was our effort. Now what you're pointing to is, well, you did not a very good job, Galindo.

00:03:27

That's what you're telling me, and I accept that. We could find— I wish we had more people, but I am not going to criticize the folks who work tirelessly, work very hard to get the word out to the community to invite them to be here. Okay, another question.

Speaker A

00:03:41

Can I just tag on real quick and just add a little additional texture to that? Um, I want to say that it was like in the '70s, the number of business sessions that we have scheduled. I know I personally scrubbed the original list, right? And we even pushed back to say, hey, let's make sure we hear from every zip code.

00:04:04

And then there's some zip codes that really haven't shown up. So we'll be boots on the ground next week. I think it's Wednesday and Thursday, handing out QR codes. In, in lines

in those areas where we, where we need to hear a little bit more from, from the whole community. So yeah, I get it, it's not ideal.

00:04:25

I'm a football guy. Yeah, right. I love football.

Speaker B **00:04:28**

I wish I was in, in Dallas tonight.

Speaker A **00:04:31**

You and me both. Yeah, you and me both. We're making that sacrifice, right?

Speaker B **00:04:36**

And I would like to thank [?] because I did hear directly from her, um, on Tuesday about this listening session. That's how I did I was at the, uh, City Council meeting and I was there for 5 hours and I heard directly from her. So I would like to thank her. Yeah, being my, uh, Council Bishop.

Speaker D **00:04:56**

Thanks, Jay, for bringing that out because it's an important component of this. It's also that survey. That's why it's attached. So in addition to this, we're also getting the survey done. Okay, that'll hopefully catch more of the people that you're saying should have been here. Okay, any more, any more responses to question 1?

Speaker E **00:05:13**

The question about who's here, if they had a choice, are they interested in their kids' education or are they interested in going to a football game? The big picture is we're supposed to be educating children. I'm not saying there's not a place for sports, that there definitely is. My grandson plays football at Pasco.

00:05:31

However, do you want to watch a football game tonight or be here? You chose to We're here for— actually, question 1 should be pick 1 or 2.

Speaker G **00:05:41**

It should be 3.

Speaker E **00:05:42**

It should say the old reading, writing, and arithmetic.

Speaker D **00:05:45**
Thank you for that. Thank you for your comments. Yeah, thank you. So we have—

Speaker E **00:05:49**
People went to the football game because they want to see sports. Sports won't put bread on their kids' table in 10 years.

Speaker D **00:05:55**
Okay, we have another question over here. Thank you for your comments. Thank you for your comments on that.

Speaker A **00:06:00**
I know we had this side.

Speaker H **00:06:02**
I'm gonna get my steps in.

Speaker I **00:06:06**
Um, I just want to answer the actual question, and that is learn to use AI earlier and have that integrated in their education even earlier, just the same way that we integrated computer skills. The reason being is because no one is understanding how much these kids are going to have to use AI when they graduate.

00:06:33
I was just at UTD and one of the guys from Cisco, uh, I don't remember his name but I can pull it up, uh, he made a statement. He said AI is not going to steal your job, but someone who knows how to use it will. And I'm in AI compliance and governance, and that whole Listening session from 9 AM to 6 PM was just about how we need to get ready for how much AI is going to impact us.

00:07:04
And I'm just telling you, the kids do need to learn AI, and they do need to learn AI governance as early as possible and consistently, not just in a CTE program that's set aside for some students who can take advantage of it, because that's going to out a lot of other kids who didn't go to that program.

Once they graduate into an AI-integrated world, they're going to struggle to find success.

Speaker D **00:07:31**

Thank you very much. Thank you for your comments. What I'm going to do, I'm going to move around this way. Okay, so we'll come around this way. Next. Yes, ma'am.

Speaker J **00:07:39**

In addition to, uh, the basics, um, I think they really do need to be have— be able to use and have the skills, critical thinking skills. And, and, and, and, you know, learning that and having that skill is, is going to be able to help them navigate the world, uh, going forward, whatever it is, AI or whatever.

00:08:06

Uh, so critical thinking skills.

Speaker D **00:08:08**

Yes, ma'am. Thank you. We have somebody else up here. And then we'll come back down here.

Speaker C **00:08:15**

Thank you. Mine is, um, just more of a building block, um, thought, and that's just healthy leadership and when, when to know to ask for help. I feel like a lot of kids, especially myself growing up, if you didn't know the answer to something, you're afraid to ask for help. And I think that's one of the most important things because you can't get to the next step if you don't ask for help.

00:08:40

So just having an environment to build healthy confidence and open communication. So that's mine.

Speaker D **00:08:47**

Thank you. And then we have— Jay, let me come down here, and then we'll come back over here, then we'll work backwards on the next question.

Speaker E **00:08:56**

We have here—

Speaker K **00:08:59**

I was gonna say the same thing about critical thinking skills. I think that I have a teenager, and it's something that I feel like I'm compensating for the level of testing that she endures, and her testing being this kind of formulaic assessment of her ability, whereas so much of what she lacks right now are critical thinking skills.

00:09:21

And I wish that was being taught in school, and I felt like I was given that as a child. I also think that leadership and navigating social dynamics is part of a public school system. system, of any kind of group environment. If I was looking only for AI lesson plans, I could shove those in her face at home.

00:09:36

But part of sending her to this kind of rich social environment in a diverse school is I want her to be able to navigate the world with those social skills as well.

Speaker D

00:09:44

Thank you.

Speaker A

00:09:45

Thank you.

Speaker H

00:09:46

And I, I would say, I mean, in terms of, you know, certainly reading, writing is important, but I think that another very important thing is, I mean, I was a Fort Worth ISD student By the time I graduated from Paschal, I had an HVAC certification from TCC. I was also an EMT basic registered with the state, actually before I even started my senior year at Paschal, and those were both through TCC.

00:10:10

And I think that it's important from a technical skills, technical knowledge standpoint, you know, AI is great, but ultimately AI is not going to make your garage door work. AI is not going to fix your plumbing. AI is not going to fix your AC. Like, at the end of the day, I think that having those technical skills and knowledge is critical.

00:10:27

And it's something that I have a son who's at Paschal right now. I learned drafting when I was at McLean in 8th grade from Mr. [Teacher] I still remember it, you know, sitting there doing drafting. And it's still a skill, that dimensional drawing and drafting is still something. It's not my profession. I'm finance and real estate, but I still use some of those drafting

skills that I learned at McLean.

00:10:50

And it's a little bit sad for me to see that so much of that is gone now. Or you have to go to a very specific school like Trimble Tech for Autobody in order to pick up some of those skills. And those are critical skills that a lot of these kids need because, I mean, the reality is they are not all going to college.

00:11:07

They are not all going to have jobs where AI matters. And if the quicker and sooner we train them and educate them, the better citizens they're going to be in this city to better and move this city forward. So I would say the technical skills side of it is a very critical piece that— I mean, in the grand scheme, I would hope that most students leave with something from a technical knowledge standpoint.

00:11:32

And I would say too, because this has come up recently, in coordination with TCC, we have Great opportunities at all the campuses. There has already been integration with TCC. It unfortunately fell by the wayside this year because it was forgotten, but it needs to be a major focus. Take advantage. TCC has great opportunities, great training, great educators.

00:11:58

We need that in the schools desperately.

Speaker D

00:12:01

Thank you. And we have one last person over here on that number one question. Number one.

Speaker J

00:12:06

Thank you.

Speaker E

00:12:07

The emphasis on AI is frankly a joke, in my opinion. And the reason that opinion is based on, way back in 1965 with computers, you remember them maybe, there was the garbage in, garbage out. If the computer doing AI pulls all this [coarse] off of the web and conglomerates it and says, well, it sounds like this is the answer, I've seen too— way too many absolutely incorrect answers.

Talked to a professor at TCU this morning, senior-level marketing. He says his papers that he gets from the kiddies at TCU as seniors, he can go through and pick out all of the [coarse] that's in there that they've got off of AI. He told me a few examples, and I looked them up personally, and it's got an answer that's wrong.

00:13:06

Depending on that, they do not learn to think. They learn to look it up on the web, and the web, the incorrect, it's incorrect. And they don't know any better because they don't have any background.

Speaker K

00:13:18

Yeah.

Speaker E

00:13:19

It's garbage in, garbage out, and that's what you're getting. Would you want to be on an airplane flying that the engineer looks up something on AI and says, oh, that bolt's strong enough to hold the wing on. I can speak to that. I was a lead engineer at [company] Think about it. I see wrong answers.

00:13:37

I have seen wrong answers from [company] employees in engineering. And they think, oh, well, this is what AI says. And I said, well, it's wrong. You know, wait a minute. And the technical skills stuff? When I graduated Southwest High School, I can give you a guesstimate. 5% of the students at Southwest High School in 1970 went to college and graduated.

00:14:04

And we're prepping everybody for college. No, we're not. They don't need to go to college. There's too many master plumbers that are making $400,000 a year running 3 crews, building houses and putting plumbing in. And you know, What's wrong with that? They're here, their kids are in Fort Worth ISD. We need to service the people like that.

00:14:27

Everybody's not college material, face it.

Speaker D

00:14:31

Thank you for that. I appreciate your comments. Okay, now we're gonna— one more on question 1. Who's that right here? Okay, I'm sorry I skipped you.

I went to a private school, K through 8. And then when offered a scholarship to Nolan, I passed— I turned it away because I wanted to be integrated into a public school because I felt like I needed the experience and access to a diverse population as my social milieu, as my peer group.

00:14:59

Um, I was, uh, pushed by people who assessed me at Pasco High School into the AP English classes, which I adhered to and attended for a year or so, but then I opted out yet again because I felt like I wasn't around Latinos and Black kids and Asian kids, and that was important to me in the few years that I knew I was going to be in high school before I pushed on to high school— college, which I did.

00:15:28

I placed, um, with a 5 on the AP Advanced Placement English test, so I didn't necessarily need the AP English classes at Pasco. What I knew I needed and what I sought and asked for, and the adults helped provide, was for me to be in general population with peers who look like me, with people who are less, um, uh, privileged as I was.

00:15:56

And I wanted to have access to them so that I could offload some of my knowledge and grow a peer group that I could be proud to be a part of. It's important to me also that we have technical programming in our schools, the magnet programs or what have you. Um, we do have TCCs here.

00:16:14

We also have law schools here. We also have health science and medical schools here. We have a school of nursing and a school of pharmacy here, and those schools need students, and they might possibly be Fort Worth ISD graduates. Let's help make that happen and support support that.

Speaker J

00:16:33

Thank you.

Speaker D

00:16:34

Thank you.

Speaker F

00:16:35

Well, you know, she just brought up an interesting point.

Can we— I'm sorry, we got to go to question 2. We got to go to question 2.

Speaker A **00:16:43**
We'll move to question 2 after this comment.

Speaker D **00:16:46**
We have one more comment, then we'll go to question 2.

Speaker F **00:16:48**
She just, she just got us in the weeds, I think. You know, like opportunity and equality, and that's all. Is that a, is that a question on here?

Speaker D **00:16:58**
Well, we talk about some of that. We'll address that. All right, all right, let's move on to question 2, folks. Question 2, what describes a successful graduate? If you could only pick 1 or 2 of the most important things that describe them, when— describe when an FWISD student is a successful graduate, what would those be?

00:17:20
So what makes a successful graduate? And we're going to do the same thing, folks. What I'd like to do is start from this side of the room and we'll move across this way, okay?

Speaker M **00:17:27**
Okay.

Speaker D **00:17:27**
So we're going to start right here in the middle.

Speaker K **00:17:29**
I would just say confident and competent. I think students need confidence to enter the world, whether it's the workplace or a collegiate environment, and I think they need competency in a broad set of skills. I would mirror that, that I think it goes back to they need the problem-solving skills. They, they need to be able to work through the the issues that are about to confront them, whether it's paying a bill or, uh, you know, navigating registration for college.

00:18:01
Um, they need to be able to, to discern how to move about the world, and I think that goes

back to problem-solving skills.

Speaker D **00:18:09**

Thank you. And it goes back to him.

Speaker H **00:18:12**

I would say that, um, CCMR, College Career Military Readiness, I think are vital, and it's not just vital from a front-end review standpoint of do they get into a college, I think that obviously an important part about college is finishing college. I think that the complete— on the back end, if the district is able to compile the information to show success of those students through college, wherever they may go, TCC or Harvard, whichever place they go, I think that it's important to see that they're successful through those endeavors.

00:18:46

endeavors. Military-wise, I think it's important to see if that's the career they choose, that they are progressing up through the ranks. I think that's an important thing to see, and it's certainly something we can't do for a 30-year time span to see how far they progress, but at least from a near-term window, I think it would be important to see— and maybe it's kids who are in technical programs at Tech over here— and seeing that 4 years later that they have achieved achieved additional certifications and actually put themselves in, in a place from a personal standpoint where they're achieving more, they were working, they are— I think that it's not just the get them out the door and rank them as ready, but you have to look at the post-review of whatever that experience is on the CCMR scale and where they're going.

00:19:36

Are they actually successful are they? Because we don't want kids that go to college for 3 years and end up dropping out. Now they're $150,000 in debt and have no degree. We want to know that they're fully successful throughout that next step, because ultimately that's, that's what we're— that's what the district is doing.

00:19:53

They're educating them to be successful in life, and we have to review that data to know that.

Speaker D **00:19:59**

Thank you.

Speaker B **00:20:00**

Uh, Yeah, uh, I will piggyback on the, on the problem-solving, um, topic of this. Uh, I was looking around the room and I would say I'm the most recent graduate of 4 at the ISD. I'm a 2019, uh, graduate, and I just think back to, um, uh, I'm not sure why this popped in my head, but it's Socratic seminars.

00:20:28

I remember very vividly. Just, uh, I think it was in some— in many English courses to where we would have the time to sit down and discuss and bounce ideas off each other and take the time to listen to one another, to hear other perspectives, to work through difficult problems, and to eventually land at a conclusion.

00:20:57

And I think that is something that I appreciated very, very much and helped me attend TCU and graduate from TCU and be an engineer. And now I am a lead software engineer in my field. So I, I appreciate my experience in Fort Worth ISD very, very deeply. And I think there's been From what I've heard from my fam— from my family who is in the district and inside these classrooms, that the time is not given to the students or the teachers to slow down and to work through a certain problem because there is so much content to get through that the teacher is, um, is incentivized to continue to move through the material because there is someone at the door that is giving them a grade at an Elevate campus.

00:22:00

Um, at the very least, uh, that, that's what I'm speaking towards. And I think that disconnect from what I experienced and to what my sister is going through right now, I think it's very unfortunate that I don't think she would be given the same Socratic seminar experience that has led me to sit in this seat tonight.

00:22:23

Because like I said, I heard about this on Tuesday because I was at a listening at City Council that I was able to be at, and I wouldn't be there if I didn't do everything to be here. So that's kind of where I'm at.

Speaker C

00:22:39

Thank you.

Speaker B

00:22:40

Yeah, problem solving and how we get there is very important.

Speaker D

00:22:44

Thank you very much for those comments. Do we have anybody else who has a comment on 2? Okay, let's go back over here.

Speaker A **00:22:50**
I'm going to the other side.

Speaker D **00:22:54**
We'll get you tipping.

Speaker H **00:22:55**
I know, I'm gonna get them all wet.

Speaker I **00:22:59**
Okay, so a successful student has a plan and a strategy, right? Resources and tools. The CCMR Common. What I would add to that is a CCMR program that is evolving as the job market is changing, not just sticking with the same program that existed when curriculum was designed, but that reflects all of the opportunities here.

00:23:27
For instance, I used to work closely with Crowley ISD. And I witnessed that most students were never even told about college as an option, period. Um, they were often— Crowley ISD often pushed their kids to focus only on technical and not college at all. And I believe there's room for what he said, what she said, and what I said, because none of these kids should be limited to what we did, the choices we made, the career choices we went into.

00:24:03
They shouldn't be limited to that. Um, so yeah, that's, that's what I would do.

Speaker N **00:24:11**
I know there have been some poor scores and that's why the district's been taken over, but I think we have to acknowledge that while there are some students that are struggling, there are some, some that are probably, you know, doing pretty Well, and I don't think it's fair to make them focus on reading, writing, and arithmetic if they have the potential for much more, like art, theater, music.

00:24:34
You don't want to bore a kid in school.

Thank you. Thank you for those comments. We have one more comment here. Number 2. Okay.

Speaker J **00:24:43**
The question is, what describes a successful graduate?

Speaker D **00:24:46**
Yes, ma'am.

Speaker J **00:24:47**
They need to be able to navigate the college experience. So many young college students don't finish because, not because the work is hard, but because the culture is difficult to navigate. And so they need to be able to navigate through the cultural change in a college environment. environment in order to be successful.

00:25:18
Secondly, a successful graduate needs to be able to communicate well, speak well, and not in text lingo.

Speaker N **00:25:31**
When I—

Speaker J **00:25:31**
before I retired at Texas Health Resources, I would receive emails from young other staff in a language I couldn't understand. And in a healthcare field, you can't afford to not understand the language because they're writing in tech lingo. So they need to be able to navigate the world and not be so isolated.

00:25:56
I also have experienced young people who don't know how to engage because they're online all the time and they never talk to each other. So I would like to see a more developed, mature individual when they graduate.

Speaker D **00:26:15**
Thank you. Thank you for those very thoughtful comments.

Speaker F **00:26:17**
If I may add just one word, confidence. You know, so all of these things, you know, the

icing on all of the ingredients is confidence. And how do we instill that? You know, that, that's success. No matter whether you're an engineer or quarterback, that you're going out there, you're trying to figure it out, you're proving it.

00:26:45

And as teachers and as educators and as system-wide, helping and encouraging everybody from kindergarten Till they're out the door to be a better human being, whatever that looks like, because it's different for everybody on this earth and even in Fort Worth. So that's, you know, that—

Speaker H **00:27:18**

Thank you very much.

Speaker D **00:27:22**

Thank you for those comments. Okay, any more comments on question number 2?

Speaker C **00:27:27**

I'll keep mine simple. Um, so a vision. I don't know how many of you graduated high school or got up to that point and you're clueless, you're lost, you don't have a vision on what you want to do next. I think the only way you can really at least get a glimmer or see that is by having a vision of your opportunities and options that are out there.

00:27:50

And so just, you know, having some more diverse curriculum and education. So that just creates a richer environment for yourself and those around you. So yeah, vision.

Speaker D **00:28:02**

Thank you, thank you. Any more comments on question 2? Let's move on to question number 3. Question number 3 says, 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? And what are non-negotiables? This is where we start talking about values, folks.

Speaker H **00:28:27**

Diversity, equity, and inclusion.

Speaker J **00:28:42**

That would be my answer to that. As well as, uh, I think we, we are not valuing our

educators. I think the teachers in our classrooms need to be valued. I hate to see the, the, the volume of teachers that are leaving our district that are experienced and highly qualified, everything from music teachers to basic education to Speech therapists, uh, we're losing some really good people, and so we need to value our educators as well.

Speaker D **00:29:16**
Thank you.

Speaker H **00:29:18**
And the value is not just money, right? Because that's a comment I've heard from [Superintendent] is look at the money.

Speaker D **00:29:24**
Let's get the speakers so we can get your comments.

Speaker F **00:29:27**
Well, that is a value.

Speaker H **00:29:30**
I will add to that that the money is great, but The common response to that, what you just made, is that look at the money, look at the money, they're paid better than everybody else. But when you're treated horribly and run off by the district, it doesn't matter what amount of money it is.

00:29:47
The money is great, the teachers should be paid well, certainly, but you can't lean on that as being the treating the teachers right, is just the money. But that's very frequently— I mean, I literally heard it the other night.

Speaker B **00:30:01**
At South Hills. The money.

Speaker H **00:30:02**
That was the response.

Speaker A **00:30:03**
That was it.

Thank you for your comments. Anybody else over here? Behind.

Speaker B **00:30:10**

Yeah, uh, to, uh, piggyback on that, the, uh, teachers, uh, I think— sorry, okay, good question. What the most important value of the community is, Mr. Superintendent, most honored, is the teachers, uh, because that is— that played a huge role In my experience, and it is very unfortunate that my algebra teacher at my high school is no longer there and was supposed to educate my sister on the first day of, uh, or my younger sister was supposed to be educated by the same algebra teacher that I had, the best educator that I've ever had, and my sister arrived on the first day of class with her not there.

00:30:52

And she did not have a math teacher until Thursday of week 1, and no communication was sent out to the parents. And it is just— it was very disheartening knowing that the teacher that played such a huge, huge role in my life and many, many other people that I know across many years— she was there many, many years.

00:31:17

She was the leader of the NHS.

Speaker C **00:31:21**

At that school.

Speaker B **00:31:22**

She was— she did many things and cared about the students, but was essentially run off because of the treatment by the district. And it's unfortunate, it's very sad. And if we would have started there, to value the, the educators that have been there and have made an impact and have made a difference, that would have went a very, very long way.

Speaker D **00:31:47**

Thank you so much. We have one more. I'm gonna go back here to the corner.

Speaker H **00:31:51**

So, uh, my answer to number 3 is equality in programming, equality across the district.

Speaker C **00:31:59**

We have—

I mean, let's face it, the students are in the district because they most need to be in the district. They have to be in the district. They don't have a choice. And as was mentioned, as far as art and drama and music and, I mean, even sports in some schools, you know, they don't have the options because the way that the district is structured across the schools.

00:32:23

And I mean, we know, I sat on [a district committee] you know, certain schools have limitations, of course, but that's one of the things that the district, and I would say of a non-negotiable, that the district needs to get right. Because you have kids at one middle school that feeds into the same high school that didn't have the same options that the kids from another middle school had.

00:32:46

And if the district is here to serve all, which they're supposed to be, all of the students should have roughly the same opportunity. But I mean, you know, you know, we all know that if you look across the schools There's a wide array of options at schools just dependent upon where the kid lives and where they go to school.

00:33:11

So I think it's important that there's equality in programming. It's also important that there's equality in expectations of the students at all the schools, equality in terms of the expectations of what the schools are producing and the students that they're producing. You know, one of the things that, that we've you know, looked at lately that's come up is certain schools being given autonomy.

00:33:34

You know, that was a new thing that was surprised on everybody at seemingly the very last moment. All of a sudden you have 5 schools that are given complete autonomy to do their own thing, while another school like the one that we stood up here and talked about earlier with DL has an 86 and is known as a—

Speaker F

00:33:54

86.

Speaker H

00:33:55

Very good school, but does not have its own autonomy. I have a child at that school, and the reality is, why is one school just because— it's literally just because it's— you picked a number, was picked. You have an A, good, you all of a sudden are given autonomy. That's not equality. Set the same expectations for everybody.

Have the same requirements of everybody. That's the— if If you want a properly equal overall district, that's, that's just simply how you do it.

Speaker D **00:34:28**
Thank you, thank you. Let's go ahead and pass them. Let me go back over here, then we'll come back.

Speaker M **00:34:34**
Okay.

Speaker D **00:34:35**
Yes, ma'am.

Speaker L **00:34:36**
Okay, so a non-negotiable value for me is the freedom to read, and, um, students, uh, and, uh, leadership in libraries, um, having a way to make it possible for children to have the freedom to read the content materials they want to have access to, appropriate to their age and grade level. Um, another one is separation of churches and state.

00:34:57
That's all churches, any churches, any religion separate with a hard line that's non-negotiable, um, and kept out of our schools. And then whatever value would lead to instilling a curiosity in our students that lead them to want to choose things like mariachi class versus Japanese versus, you know, trigonometry. The curiosity, how do we instill that?

00:35:24
The value that would lead to that is a value that's a non-negotiable for me. It's true leadership at the admin and instructor level, I think.

Speaker A **00:35:34**
Thank you.

Speaker D **00:35:34**
Thank you very much for those comments. Yes, sir, if I can get back to you.

Speaker E **00:35:39**
I want to make a point about kids thinking. The kids with D that are looking up the

answers on Google or AI are not thinking.

Speaker B **00:35:48**
Is that all of them?

Speaker E **00:35:52**
Uh, yeah, because it's convenient. I would say people are naturally lazy, remember? And those kids will sit there and look up stuff and put it down, and they haven't thought anything. Like, that's one of the points this lady made, which is critical. It's critical to be able to have critical thinking skills. Do I want to take a tech class in being a master plumber or an auto mechanic, a grease monkey of all things?

00:36:21
But they're not college. You don't need to go to college for that.

Speaker B **00:36:26**
Gotcha.

Speaker E **00:36:27**
And they've been driven to go to college and they are Frankly, not college material. That's not something they can do. It's not something that's interesting. I don't, you know, you mentioned the Greeks' process of thinking, Socrates. Well, they talked and discussed and came up with ideas. They didn't just punch up and look at DuckDuckGo and say, what's this, and get an answer.

Speaker D **00:36:55**
Thank you, sir. Appreciate your comments. Okay, that's question 3. Any more comments to question 3? We do. Yes, ma'am, and we'll come back.

Speaker M **00:37:03**
I'm a little behind, but, um, I'm gonna say the value that the superintendent of our district must honor, I'm gonna say, is integrity. Honesty and integrity. I have been to a number of listening sessions. I've been to 2 of the superintendent sessions. And I will say the one thing out of the last 2 sessions that I walked away, especially the first one, that I heard him say was the word can't.

00:37:33
A comment was made about how we needed to get parents and families more engaged if

we want to see our turnaround in our students' academic performance. And the first thing he said was, you can't blame parents. And I immediately spoke up because again, that was something that was said previously. And I said, we're not talking about blaming parents, we're talking about engaging parents, educating parents on how they can become involved, how they can partner with teachers, because that's really and truly the only way that we're going to turn things around.

00:38:08

It's a village. We need to become a village again. And everything that was said was We can't do this, we can't do that, we can't go into their homes, we can't make them, we can't. And I wish I would have thought about it then and there, but I've always said, can't, never could.

00:38:27

And I say that whenever I can. So for a superintendent to have can't in his vocabulary is very discouraging because that filters down. And what did the students learn? So I would say just integrity, honesty, and true accountability for things that are not going right in the district. And rather than laying blame on someone else, and rather than saying someone—there was a valedictorian from high school that spoke up, and kudos to him, and he was talking about the errors in the slides and [Administrator] spoke up and said, well, yes, there are slides, but the slides are editable.

00:39:11

And someone said, well, why are the teachers having to edit what should have been done right in the first place? And the response from a leader, um, and I'm sure you can figure out which one it was, well, and it was, well, and the teachers aren't even doing it right to be, you know, when they are doing it.

00:39:29

And it's like Please, please have some respect, you know.

Speaker D

00:39:35

So thank you very much for those comments, man. We appreciate those. We're back over here, right? We have right here in the middle.

Speaker G

00:39:45

I got my water too, just so I can hydrate so I don't pass out tonight.

Speaker K

00:39:51

I would like to reiterate, uh, your comment about how the kind of non- non-negotiable requirement of our superintendent is that there must be a culture of respect for the educators themselves, the administrators and educators. I have a great kind of concern of the way in which our current educators are being treated and why the attrition within the schools of educators that are just not going to tolerate the kind of disrespect that they feel.

00:40:21

And these are tenured legacy They are in the trenches. They're not factory workers. Kids are not standardized. Cultural dynamics within schools are different. And I feel like the, the one thing I'm very disappointed— one of many things that I'm disappointed with— is just that the, the teachers that we know to be impactful are not being listened to, and the superintendent is talking over them and creating systems that are not reflecting their perspective or opinion.

00:40:49

And And it seems as though that culture of respect for the educator themselves, that kind of primary touchpoint between a scholar and their education, is somehow left out of the formula. I'm very concerned about that. I think that should be non-negotiable.

Speaker D

00:41:04

Thank you. Now we're back here, and then we've got one in the back.

Speaker F

00:41:08

I'll just add to what [Speaker K] was saying, and maybe in the broader picture A reassessment of the organization is in order?

Speaker K

00:41:23

What's that?

Speaker F

00:41:25

You know, because it seems, you know, like there's a tier where a certain assessment level is here, but then it's not here, and there's not a, like, a mainframe, if I may, like, like a consistent rail that everybody— an approach to an attitude, a feeling, a thinking, um, maybe, um, like a, a community, if I may, where a board of directors including the superintendent figures out what this school needs, what that What everything needs and reorganizes everything so that there is more success, success for every child.

Speaker D

00:42:19

Thank you. Thank you for that.

Speaker K **00:42:20**
Can I just add something to my—

Speaker D **00:42:22**
Yeah, yeah, yeah, go ahead.

Speaker K **00:42:23**
I do think it's important.

Speaker D **00:42:23**
And then we'll go back to the question.

Speaker K **00:42:24**
We know that the district has seen a great deal of teacher vacancy and attrition since the takeover, and I am curious where the public public information is about the exit surveys from those professionals.

Speaker F **00:42:37**
Oh.

Speaker K **00:42:37**
Have we polled the teachers that are leaving to ask them why they're leaving, and where is that information available to parents and the public who are attending these listening sessions, or volunteer leaders who are serving in a capacity to make decisions for the future of the district? That seems to be a critically missing component of how we evaluate what has happened in the past and what could happen.

Speaker D **00:42:59**
And thank you for that suggestion. And what we're going to do, as Jay said earlier, you know, we're creating a transcript of these, of these comments. We'll pull that question out and we'll get that answered for you.

Speaker K **00:43:11**
Thank you.

00:43:12

Okay, because I think that's an important question. Yes, sir.

Speaker G

00:43:15

Yes, I hear a lot on the internet and I see a lot of things going on and we get feedback from the PTAs. One of the things that I'd like to bring up is a lot of teachers are wanting respect from the superintendent and for the board of managers. And the thing is that this is one of the things that we had surveyed before the takeover.

00:43:37

We had surveyed that a lot of the teachers were having conflict with the communications with the principals. The principals giving them extra duties, things like that. And it was by verb— it was verbal. It was not done through emails, through Things like that where they can track it back and say, look, my superior told me this and I don't think it was right and things like that.

00:43:56

So they had conflicts like that and we addressed that. One of the things is I want to bring up is the— what we see now is a lot of teachers are online creating disrespect toward the superintendent and the board of managers, and it trickles down because the parents now, they echo it. All on the internet.

00:44:17

And now we have kids that are disrespecting the teachers because they've— the, the respect has broken down in Fort Worth ISD. So they don't respect the teachers, teachers don't respect the supervisors, the principals, and the superintendent, and the board managers. And now the kids are like, well, I don't— well, they don't get respect, I should respect them.

00:44:36

Because when parents don't, my teachers don't, nobody respects anybody. And so we're getting conflicts with behavioral problems now because of this.

Speaker D

00:44:44

Thank you. Thank you for those comments. Now we have one more comment, I thought.

Speaker A

00:44:48

Anybody?

Should we move on to question 4? There's one more comment. Yes, ma'am.

Speaker N **00:44:55**

I know there were the 800 teachers disappeared, and now they're wanting to use uncertified teachers to teach students, and I think that should be absolutely unacceptable.

Speaker B **00:45:07**

Thank you. Thank you.

Speaker D **00:45:09**

Okay, let's move on to question then. Uh, question 4: What are some things that Fort Worth ISD is doing for our students right now that are working and you want us to be sure to keep doing it?

Speaker N **00:45:24**

What's working?

Speaker D **00:45:25**

What do you all want us to continue doing?

Speaker H **00:45:29**

So I'm saying this in the scope of I think one of the things that Fort Worth ISD is doing that's working, not necessarily in light of maybe necessarily, I would say, the last few months, but in terms of things that the Fort Worth ISD is doing that should continue to be done, is allowing individual students to progress and grow at their own pace rather than at the pace of their peer who might might just happen to be sitting next to them in a class, or at the pace of what a counselor who's under a massive amount of pressure chooses to shove a kid into a class where there's a hole just simply to make a schedule work.

00:46:14

They have to take— I mean, that's their job, is to make sure that these kids are challenged and they are put in the environment where they grow the most. I mean, after all, I sat in [a district governance training] What's the important thing that was drilled into our head over and over?

00:46:32

You sat in my group with [CM] It's student outcomes.

Right.

Speaker H

00:46:36

Student outcomes is not students being equal cookie cutters getting stamped out of a machine. Student outcomes is that they're achieving what they can achieve themselves. That's how we get students who leave the district set the bar higher, make the district look good. And if we continue the way that— what unfortunately I have— there are multiple instances I can state at Pasco that I know of where students are just simply put in a class to fill a hole.

00:47:07

It's not even the class they should be in. It's not the class they requested. It's not the class from a course, from a, from a planned standpoint that they should even be in. But I mean, these counselors are overworked, you know. I mean, that's, that's also the sad reality of it is I get it in some regards.

00:47:24

They're trying to just get people spread around where they need to go. Leveling— we've talked about leveling lately, you know. Students need to be— continue in the 4th ISTE, we're continuing something— continue to be able to progress at their own pace and achieve what they can achieve themselves and not be held back.

00:47:43

By just simply a blanket statement that you're just in this and this is what everybody else is in. And that doesn't just go for individual courses that they may be in in terms of what they're assigned to be in, but it also goes for when they are sitting in a class. Kids, kids are not little widgets on a production line.

00:48:02

You know, they— their teachers need to have some freedom to be able— those students who succeed, you're an attorney. You're not an attorney because you were stamped out just like every other kid sitting in your class. You excelled. You're smart. You excelled. You went to law school because you had the capability to, and it wasn't because you were held back in a remedial English class with everybody else because that's where the counselor happened to put you.

Speaker N

00:48:26

You were—

you're where you are because you were given those opportunities. And if we, you know, if we don't do that for the kids today and continue to do what the Fort Worth ISD has done in the past, if we stop that, which appears to have rapidly hit its brakes here this year, we're, we're not doing what we're supposed to do.

00:48:46

We are not working towards those best possible student outcomes.

Speaker D **00:48:51**

Thank you for that. Okay, we have— let's go back here, Jay, back here, then we'll come back over here.

Speaker H **00:49:00**

Quickly.

Speaker E **00:49:04**

Quickly. All men and women are created equal, but it's their own effort and the effort of their parents. We all know, even though we can't get to the parents, but it's their effort to go and being held back because, well, the DEI stuff says we got to keep everybody equally [coarse] Well, that's how communism was Socialism works, and it doesn't work worth a darn.

00:49:29

We need to give the ones that can perform the ability to be the rocket and move it, and don't hold them back. Spend the money on them. They deserve it. Don't they deserve to excel?

Speaker D **00:49:42**

Thank you. Wait a second, let's go back over here and get the microphone. We can come back, we can come back, we can come back. Let's go ahead.

Speaker B **00:49:51**

Just like, please.

Speaker D **00:49:52**

Yeah.

Speaker B **00:49:53**

So yes, give the kids that excel.

Speaker A **00:49:56**

So remember though, I mean, I want you to respond, but just so we can reset after this comment, we're talking about what Fort Worth ISD is doing for our students right now that's working, and you want to be sure that we keep doing. So that's what we're trying to get to right now.

00:50:13

So we'll—

Speaker B **00:50:14**

Yes, give the kids the money that they need to excel. Yes, 100%. But at the same time, the kids that don't have the, I guess, rocket power to go off and jump off and go do everything, those kids also need the resources. And I hope that those actions by the district improve to give those kids opportunity.

Speaker D **00:50:40**

Thank you for that. Okay, let's move across over here, and we've got 2 ladies.

Speaker I **00:50:53**

I would say the Fort Worth after-school program has a lot of great success, you know, outcomes. Um, one of the things I would like to see is more of that, and I think that's what's happening based on the new RFP that's been put out for more partial providers for the Fort Worth After School Program.

00:51:13

But I believe that it would be more conducive to the district's goals if those programs were selected specifically not just for safe engagement, something to do after school that keeps them out of trouble, but more around reinforcing academic goals, right? There is a way that the kids can have fun and also learn and reinforce what they're being taught in the classroom.

00:51:42

So working with or pinpointing vendors like that, um, and then also vendors that push job readiness, you know, why can't the enrichment programs also be about job readiness? You know, some of the soft skills that we were Talking about, one of the things that she mentioned was about speaking. He mentioned confidence. A lot of these kids can't hold a conversation over the phone to make an important phone call when they get jobs after

high school.

00:52:15

That's one of the main complaints is that they can't pick up a phone and make a phone call. Some of these kids' parents are showing up to interviews with them.

Speaker D **00:52:25**

Okay.

Speaker I **00:52:26**

Um, yeah, the Fort Worth After School Program not just being offered, but let's push that more. Push the Fort Worth After School Program, push vendors that help with workforce readiness and also strengthening their, their academic skills.

Speaker D **00:52:45**

Thank you. Let's go up here. Okay. Yes, ma'am.

Speaker J **00:52:48**

One of the best things that Fort Worth does or has is the Terrell High School Arts School, and I, I think it shouldn't be limited to just that one high school. I believe that, that program should be spread throughout the district so that every child has an opportunity to engage with the arts.

00:53:13

The, the other, secondly, is I don't like to see how We have music. People say that you might— we, we do have band, but band is not the arts. And so, you know, my own son was directed to be in the band. That's all we had. Had he had an opportunity for orchestra, that would have been great, but there we just don't have that.

00:53:40

And, and that's a limitation that's holding some students back that may be creative and have the talent to go on in the arts.

Speaker D **00:53:50**

Thank you. Okay, we've got a gentleman in the corner in the back here.

Speaker G **00:53:56**

Okay, so I posted something on the Northside, uh, Facebook page, and so after attending

last night, uh, at the, uh, Diamond Hill, uh, school, uh, that's what she says. I'm a Pasco parent and no one has mentioned the, uh, that UT on-ramp, I'm sorry, on-ramp courses compete directly with the TCC courses. Why would anybody take their kids to go through hoops to pass the TSI exam, complete an application, complete application and divide the TC, or sorry, drive to TC to take a course when they could take a UT on-ramp campus course at the home state?

00:54:35

Campus that you also have AP options for the exact same courses. Uh, no one, uh, no one school is going to have enough students to fill up ATC sections if OnRamps sections and AP section for the same subject. Now we were talking about this last night, uh, was the Mr. [Superintendent] Superintendent [Superintendent] and we brought it up with the TCC people that were there, and we were talking about that.

00:55:05

And so here's one of the things also that I'd like to mention is that what I found out— see, my children went to Pasco and they went to Daggett Montessori, and we would get— we would ask Dr. [former Superintendent] whatever we wanted, we would get it. Our PTAs were very active and everything. We had high turnout.

00:55:21

We would fill up this room every time we had a meeting. Things like— not this room per se, but like we'd fill We'd have a lot of participation. And so what I would like to say is not all schools get the same. And so it's not a level field, especially when it comes to dual credit.

00:55:38

Dual credit is, for some, is difficult because we don't even have buses that will pick them up while some schools get those buses. And so that's an unfair advantage that some schools get. And And it's because where they live. And so that, that shouldn't be—

Speaker D

00:55:56

that shouldn't—

Speaker G

00:55:56

we shouldn't be facing that in 2026 right now.

Speaker D

00:55:59

Thank you. We have one.

If I can chime in on that real quick.

Speaker D **00:56:02**
Okay.

Speaker M **00:56:03**
As a parent—

Speaker D **00:56:03**
And we've got time, folks. You don't need to rush.

Speaker M **00:56:05**
Okay. As a parent and as an— okay, I'm gonna out myself as a teacher in the district.

Speaker A **00:56:11**
Oh.

Speaker M **00:56:12**
So as a parent—

Speaker D **00:56:14**
So can I use you as a speaker?

Speaker M **00:56:16**
My children went to Southwest High School. Okay, they went to Wedgewood and they went to Southwest High School. We live in the Wedgewood neighborhood. Um, the same time that they started at Wedgewood, I started teaching at [a district school]
. My kids went to Wedgewood and not to the school that I worked at, not because it wasn't a good school, because I would have pulled them there in a heartbeat, but because my school at the time didn't offer the advanced academics that Wedgewood offered.

00:56:45
And it wasn't that it wasn't an opportunity, an equity thing, or anything. When you looked at the numbers and where the students were academically performing, the numbers weren't there to have those classes. We tried to have a biology class, we tried to have an English 1 class, we tried to do all those same paths that Wedgwood and McLean and a couple of the other schools were doing, but academically the kids were not there.

So why were we going to put them in courses when academically they weren't ready? Over the years it's kind of waned. We've never been able to bring the English 1 class back. We do have biology, we do offer algebra, we tried geometry one year, but it just— it worked for one year and then it didn't because the kids were not there.

00:57:34

They not coming to us prepared to be able to follow those tracks, and that starts at the elementary school level. So to say that it's an equity issue within the district, that's not true. When it comes to the on-ramps to AP courses and the TCC courses, what they don't always tell you is when kids take those dual credit classes at TCC, it's one grade, and if the kids don't pass the TCC course, then they don't pass it for high school, they don't get the credit.

00:58:05

That now jeopardizes their graduation plan. Whereas with the UT OnRamps classes, it's 2 grades. It's— and it may not be the same, but when my kids were in school, it was 2 grades. It was the high school grade and it was the college grade. So they had the opportunity to get the high school credit for the work that was graded by the high school teacher and the college credit for the coursework that was graded by the professor at UT.

00:58:29

That was like the first year they did it. It was a rough process, I'm gonna tell you. It was very rough communicating with those professors, trying to get their TAs to do stuff. It wasn't always open. When it comes to the AP classes, I will say just from experience as a parent, because I've never taught AP, our kids in the district Do not learn.

00:58:54

And, and it's funny because the valedictorian last night said this: we need— our kids need to learn how to learn. When I was in school, I went— came up through the magnet programs when they were created in the district. We learned how to take notes. We learned how to write papers. In middle school, I wrote a 25— I forget how many source paper for one of my classes.

Speaker J

00:59:17

25 pages.

Speaker M

00:59:18

25 pages. It had to be— I had to have a certain number of sources. We had to do outlines, we had to do note cards, we had to read during the summer. I had to do all that at middle

school. We don't do that with our kids now. We don't teach our kids how to take notes.

00:59:32

We make excuses on why they can't do something, and over the years it's hurt them. So when it comes to those AP courses, the private schools are doing doing really great in AP courses, and those kids are getting college credits because they're learning how to study, they're learning how to take notes. Our kids— we don't teach our kids to do that in the district, and it's hurting us, and it's hurting us bad.

Speaker J

00:59:56

Thank you.

Speaker M

00:59:57

You know, and the whole AI thing— I am not a big AI person. I am learning how to do AI now for professional reasons. Um, my brother is teaching me how to do it. I am not a But for the why I'm having to do it, I can see where it'd be beneficial.

01:00:13

That yes, I agree with you, the kids need to learn how to do it, and it's no different than social media. Learn how to do it. Learn like what's legit and what's not legit.

Speaker D

01:00:25

So thank you, thank you for that comment. We have a gentleman over here, I think, who has a comment. Uh, I—

Speaker B

01:00:38

on top of that, we did the, uh, district— I want to get on back on the questions, but, um, yes, to that point, I have taken AP, um, dual credit, and OnRamps. So I, so I have experience with all 3 of those at my high school. So I feel like, again, I've been the most recent graduate, and it was For me at [my high school] where it is no longer available in the capacity that it was when I was there, simply 7 years ago— dang, that's a long time— but, um, sorry.

01:01:14

Um, it, it's— that I think is something that the district did really, really well, put like pushing that, and now And it— and I went into college technically as a sophomore, and I had credits from OnRamps, I had credits from AP, uh, I passed Bio AP. So like there I had, uh, English 1 credits.

It helped me immensely. I'm a first-generation student who did not have to pay for those classes because I was able to achieve those In high school. So that is something that—

Speaker A **01:01:56**
Continue.

Speaker B **01:01:56**
That Fort Ise did well. I want them to continue to understand that that worked really, really well and to put the resources into that because that is important and it does go a long way for many kids in the district who underserved, low income. Like, that is a ticket A ticket for families, for generations that frankly are just not pushed enough anymore.

01:02:25
My— and I'll keep going back— my sister is in the same school as me without these same opportunities. That is a regression. That is that simple regression, and that needs to be understood, that that worked well. It needs to come back.

Speaker D **01:02:42**
Thank you very much. We've got— no, I'm sorry, this gentleman here.

Speaker F **01:02:47**
It's all right, it's all right, you didn't see me. That's all right.

Speaker D **01:02:50**
We have one more.

Speaker F **01:02:51**
Anybody's curious, Oledo High School, class of '78.

Speaker A **01:02:58**
Well done, [Speaker F]

Speaker F **01:02:59**
10 years.

Speaker J **01:02:59**
Well done.

But now wait, so the question is, what's right, right? What's going well? And I'd say first and foremost, this.

Speaker I **01:03:11**
Yeah.

Speaker F **01:03:12**
Right? Just they— I hate them— are reaching out and they want to better understand the issues that are literally at hand. So that's a— that's the answer to what, number 5, is it? Or 4?

Speaker N **01:03:32**
4.

Speaker F **01:03:34**
That's the answer right now. What comes of it, that's the challenge. Yes, sir.

Speaker D **01:03:43**
Thank you for those comments, sir. Yes, ma'am.

Speaker N **01:03:46**
I have a granddaughter that's going to start kindergarten next year, and we would love to get her into Daggett Montessori. It gets high grades, and I hope that you guys will continue to let that exist and maybe Thank you.

Speaker D **01:04:01**
Gentleman in the back.

Speaker G **01:04:08**
Uh, yes, so whatever brought up the, the point that I was making earlier, but yes, that is one of the great things that we have is dual credit. I have 5 children and they all have college degrees, and my youngest is 20 years old getting her master's degree because of the dual credit.

01:04:21
And I think because growing up, a lot of Hispanics didn't not go— a lot of Hispanics and Native Americans did not go to college. And this gives them— dual credit is a pathway. And also for the economy, think about this: most Hispanics have like 3 children, and if all 3

children have college degrees, that whole household becomes empowered because of leaving poverty.

01:04:43

And they also don't get displaced because the city gives hundreds of millions of dollars in tax abatements for these corporations to come in.

Speaker D

01:04:50

come And that's a big issue.

Speaker G

01:04:50

here and for apartment housing to be here in South Side and North Side Hispanic neighborhoods. And if they don't have dual credit, then that destroys a lot of things that the city has and, and, and, uh, that's invested in the city with our tax dollars. And then that means those kids who don't go to college, they're going to be working, uh, factory jobs or whatever jobs they're going to be able to get, and they're going to be paying their taxes that the corporations got away with.

01:05:18

So that's that. But so we need to keep that dual credit thing going.

Speaker D

01:05:23

Thank you. Okay, that was question 4. Any more comments on question 4? Should we move on to question 5? Okay, let's move on to question 5. When you think about what—how Fort Worth ISD is educating our students, is there anything that you think is not working And that we should stop doing.

01:05:44

What's not working and what we should stop doing. Okay, let's stick to that topic and let's get—

Speaker K

01:05:50

My daughter is overtested and undereducated. The amount of classroom time that she spends being tested compared to the amount of instruction time is an absolute imbalance, and it creates a level of anxiety in our children as well, that they no longer understand which tests are truly important to their success, and the instruction time feels rushed, as it was mentioned earlier, and she's not able to retain the knowledge of the instruction because it is force-fed to them and tested immediately and force-fed and tested immediately.

And I think there's no assessment of retention of that knowledge, and these state-mandated tests that are combined with instruction testing that is standard practice for any educator are really leaving a great test fatigue in children. And so I would encourage the district to really look at the amount of testing that's done.

Speaker D **01:06:51**

Thank you, thank you for your comments.

Speaker H **01:06:56**

I'm gonna say, I concur. I would say that the testing piece is a little bit out of hand. I mean, obviously testing is important. We have state requirements for testing. Testing is done. I mean, but you can also gamify the system because the reality is, as anybody sitting in this room knows, if you drill yourself 1,000 times over the same subject, you're going to do well on a test.

01:07:24

test, but what is the purpose of doing well on that test? Simply to get a metric to say, yay, look at us, we improved? Because at the end of the day, what does that do? How many college kids' applications— how many ask for their STAAR test results? How many?

Speaker C **01:07:43**

None.

Speaker N **01:07:43**

None. None.

Speaker H **01:07:44**

That's how important it is. Higher-level educational institutions literally do not care They are not asking that question. So we're drilling them on something and spending a massive amount of time on something that is strictly— and I'm not saying that the tests aren't important, but we're drilling them on something, honestly and unfortunately, to satiate the needs and desires of the adults.

01:08:14

That's what we're doing.

Speaker F **01:08:15**

Yeah.

The students didn't take over the district. They're not in charge. The state did. The adults. That's not about the students, that's about the adults. Whatever the reason is, or if you want to say it's good or it's bad, it doesn't matter. The reality is, again, what was drilled into our heads in the [district governance training] that we sat in— student outcomes.

01:08:41

Student outcomes. The minute my son walks out the door at Paschal as a graduate Is anyone going to care about his STAAR test scores? No, we have to. It's great that— the reality is those tests were not meant to be something you gamify. Those tests were originally meant to be a generalized evaluation of how well the students in the district did.

01:09:10

It was not intended to be a How much can you gamify the system and get higher and higher and higher and higher scores? That's not the purpose, and it doesn't— that does not serve the ultimate goal we have all been told of student outcomes. So if that really is the real goal of this takeover, is improving those student outcomes, gamifying these tests does nothing for us.

01:09:39

It doesn't, it doesn't serve that purpose.

Speaker K

01:09:41

And I also think—

Speaker D

01:09:42

Thank you for that.

Speaker K

01:09:42

Let me just add to that. The students themselves will tell you that the tests are not a good indictment of whether they have the skills needed to apply the learning that they have obtained. They'll tell you, like, you'll hear directly from these scholars. I know things they never asked me, and the things I know where I'm not being tested on.

01:10:04

So the tests are seemingly less and less related to the actual subject matter of their learning, and then they don't have a way to validate for themselves their own retention or application of knowledge. The applied sciences are being lost in these standardized tests. The magic and the expression and the quality of art and arts education are lost in these

assessments.

01:10:29

And it seems like the tests are more directly related to school funding and school posturing than it is related to student outcomes.

Speaker D

01:10:37

Thank you. We've got 2 gentlemen in the back.

Speaker M

01:10:47

Okay, so what's not working? I have a few. So the first one, and the easy one, is we have to stop passing our children. We have to stop giving them passing grades if they are not passing. Um, somewhere we started, and I don't know, at federal level, state level, we can't give a kid a zero.

01:11:11

We can't give a kid— you have to give them a minimum of 50 whether they turned in a paper or not. You have to give them a minimum of 50. Well, then money came tied to it that if you have failing students more failing students you have, the less money you get. Well, guess what?

01:11:25

Students all of a sudden start passing. So we're passing kids and they figure it out. Oh, I don't have to do that work. Oh, I don't have to work during the school year because I'm going to go to summer school for 3 weeks and then they'll still pass me to the other grade and I don't have to do anything.

01:11:39

All the while they're not learning. And it's not that they're not capable of learning, they're just not learning. So when they're not learning every year, they're losing Mm-hmm. Something, and when they hit those state accountability tests, they start failing them because either they didn't learn what they needed to learn, not because they're incapable or disabled or anything like that, they just did not learn.

01:12:04

And we continue to pass them. So that's how I believe we ended up in the state where we're at, where we're graduating kids that can't read at grade level because they're not doing the work So I'm a math teacher, and this year I made a promise to my kids. I'm not going to tell you to show your work anymore.

I'm like, how does that sound to you? From now on, I'm not going to say show your work anymore.

Speaker K **01:12:28**

And they're like, yeah.

Speaker M **01:12:29**

I said, I'm going to say do your work, because doing the math is what's going to get you to learn. Doing the math is what's going to get you to pass. I taught a lesson today to 6th graders, a 7th grade lesson, area of composite figures. It's a short lesson. I had to do a DOL that, I'm not gonna lie, didn't happen because of the makeup of my class and everything else.

01:12:56

I lost track of time. I turned myself into the principal on that one. But as I think about it, it's a 1-day lesson that I probably should have had 2 days on. Let the kids learn it over 2 days and then do a quiz, do a short lesson test afterwards to see what they learned or didn't learn.

01:13:17

The daily DOLs do not work. They don't. I mean, they, they just don't because you can't get everything in. To do a little assessment after each lesson, I think would be a better rendition. It gives teachers time to make sure they can reach Reinforce whatever that lesson is about. Doing a test every Friday at the end of the week, maybe doing a 6-week test, which we're supposed to do, but consistently throughout the subjects, 6-week test would be fair.

01:13:48

And it reduces the number of daily assessments that just kind of— I had a kid today when he took in one of my other classes, he took the DOL. I know he didn't do the work. And he got 4 out of 5 right. How'd that happen? He's a good guesser. I should take him to Vegas.

01:14:05

But it inflated his ego that all of a sudden, oh, did you see that, Ms.? I got 4 right. I got 4 right. Okay, I'm good.

Speaker C **01:14:12**

I'm good.

I'm like, no, you're not. Not really. So those are the 2 things. We got to quit passing the kids. We got to start giving them the grades they earn and no daily DOLs.

Speaker D **01:14:23**
Thank you very much for those comments. We've got, uh, gentleman here in the middle, and then we've got 2 or 3 more.

Speaker K **01:14:30**
Okay.

Speaker N **01:14:30**
Thank you.

Speaker C **01:14:31**
Um, so mine, and this is just kind of my, my impression of what's going on in the current year with the changes with everything, and that is stop homogeneity.

Speaker B **01:14:42**
Like, I, I'm—

Speaker C **01:14:44**
everything I'm hearing is like these are scripted, like very cookie-cutter Model T approaches to education. We can't learn like that. It's just, it's just not a healthy environment to learn. So, um, I think it's a dangerous path forward and we should really avoid it at all costs.

Speaker D **01:15:06**
Thank you. Go back here, then we'll come.

Speaker J **01:15:10**
Okay.

Speaker N **01:15:11**
Okay.

Speaker G **01:15:12**
Um, I really, really wish she was my math teacher. Doing the work, I, I tell you what, I

would get the answers. But see, my thing was, I was growing up, I was thinking like, this is too easy, it must be a trick question, things like that. I'd overthink it and I'd sit there and be like, the last one.

01:15:31

And my teacher goes, I know you know this. Why? Like, I said, well, it's a trick question, isn't it? Is it? It's too easy, it's too easy. And she's, no, just put the answer that you think it is and move on. And I was like, all right. So I get hundreds and all that stuff, but I I was thinking, wow, why is it so easy?

01:15:47

It shouldn't be. I should be, I should be getting challenged anyways. Um, but one of the things we're doing wrong, uh, I'd like to address something that maybe, uh, a lot of people don't know is like, uh, sports. Um, a lot of things is, uh, going to the wayside is sports. And believe it or not, I, I've been a coach.

01:16:07

I've, uh, I, I was, I I played sports, things like that. So like my kids were all involved in sports, um, you know, I kept them busy to keep them out of trouble, things like that. And so, um, we, we need to do, do better, uh, with sports programs that we have, uh, at Fort Dice Dean.

Speaker D **01:16:27**

Thank you. Yes, ma'am.

Speaker J **01:16:33**

Uh, I'm not sure if this I don't know if this is a problem or not, but I am concerned how distracting students are if they have cell phones. Is that a problem?

Speaker M **01:16:47**

It's gotten better.

Speaker J **01:16:48**

It hasn't? That was one of my concerns, because if it's— if a cell phone distraction in the classroom is going on, then it's not healthy And, um, we need to get a handle on it. So I don't know if it's— whatever you're doing is working or if, if it still needs improvement.

Speaker D **01:17:11**

Thank you.

Speaker I **01:17:12**

So I don't know if this is in place or not, but it goes back to what she was saying, the teacher over there.

Speaker D **01:17:19**

I'm sorry, I don't remember your name. Um, Okay.

Speaker J **01:17:28**

No, you go.

Speaker I **01:17:29**

Um, it goes back to some of these kids are failing because they have substitutes that aren't teaching. They need to be monitored. The fact that the fill rate has improved does not mean that that teacher, that instructor for the day, has provided a meaningful instruction. So I actually used to work for a company, a national staffing company, um, and I worked with Crowley ISD.

01:18:02

At one point in time, I actually did sub for Crowley ISD, and I then I went and worked for corporate. I got to see both sides, and I knew that those teachers were not teaching. And so if, if yes, many of the the kids were passed. Sometimes they will come into the class not doing anything because they didn't expect to do anything.

01:18:24

They have 4 subs already and they didn't expect to learn anything. That was a, a big obstacle. I'm here to teach you, right? Um, anyway, the point is they need to be monitoring the subs that they're instructing. I don't know if that It seems like they probably already are changing that, but years prior, probably not.

01:18:51

I don't know, but it would make sense in terms of what the kids' grades are looking like because they're showing up there, they're showing up and being put 2 classes into 1 room or into an auditorium cafeteria, and they're learning nothing. Some of them not having any any math or science teacher all year long.

01:19:12

I'm not saying that about Fort Worth, but I saw that at Crowley.

Speaker D **01:19:17**
Thank you. Thank you for your comments. We've got—

Speaker F **01:19:20**
Ma'am, just to add on to what—

Speaker D **01:19:22**
I'm sorry, I'm sorry, I apologize.

Speaker F **01:19:24**
I'll pass it around. Um, maybe there needs to be a teacher assessment, a teacher organizational chart or way of thinking that Sort of, you know, I've got a friend that teaches at Pasco, and he said to me, you know, we'd love to have you, you know, because at least you bring something, an attitude.

01:19:49
And I'm like, well, no, they don't. After-school faculty, every— everybody hits the road unless they have to stay after for something. They And so is there some sort of teacher organizational path that would maybe help create a better balance of everything that she's asking?

Speaker D **01:20:14**
Thank you. Thank you for those.

Speaker F **01:20:17**
I thought that was right.

Speaker D **01:20:22**
Okay.

Speaker K **01:20:25**
I have a few things offered.

Speaker J **01:20:26**
I do.

I do want to chime in on the concern about substitute teachers not teaching and just being classroom monitors. That is a serious issue. My daughter, in her freshman year of high school, [a teacher was removed]

that was never replaced, and the substitute never taught.

01:20:47

And she's now in Spanish 2. She didn't get Spanish 1, was passed, does not speak Spanish, and I spent the entire summer in Duolingo trying to help her. So that's a mistake. It's a mistake, and it's kind of a failure of the system. So I think the monitoring of substitute teachers is important.

01:21:02

I will also tell you that I think the classroom environment should be inspired, and each teacher brings their own level of culture, personal interests, their histories that come from their professional experiences. They're represented in those classrooms, and there appears to be a prohibition of teachers decorating and creating creating classroom environments that are inspired by who they are as an educator.

01:21:24

And I think within professional boundaries and standards, that should be allowed. And I have great concern that there are teachers who have been reprimanded for inspired classroom environments. And I am also concerned about retaining educators that are culturally diverse and representing different perspectives in our society. I think there is this homogenization of the educator, that the educator is just a widget that pushes out information that's been forced on them by the state or the district.

01:21:57

And recent activities by the ISD must scare educators that are not the majority educator, that do not come from a majority religion or cultural perspective. And I have great concern about the education of our students if we are not learning from diverse peoples. And I think the ISD has an obligation to society to welcome classrooms of diversity, to professional diversity within the institution.

01:22:25

Those perspectives are shaping parents' decisions about keeping their children in the ISD, and it is detracting from the top talent in our community wanting to be part of the ISD. And I really think that some of the showboating that we see out of the current superintendent, these kind of glitzy media campaigns, are dishonest in their approach to parent concerns.

There is too much razzle-dazzle about how great things are and not enough honesty from the leadership about what real problems are being addressed and what listening sessions like the very honest one we've had today are being incorporated into strategy. These very polished news campaigns that I see do not feel authentic, and they feel as though they are propaganda meant to leave parents with the impression that things are fine instead of address parents' questions about what is being done to change what is not fine.

Speaker D **01:23:30**

Thank you so much for your comments. Now we have, we have, uh, he's been waiting for a while. Let's just go here in the middle, then we'll come back to you, ma'am.

Speaker B **01:23:40**

Uh, yeah, I just want to echo entirely what, what was said before me, but, um, it's gonna sound cliché, but like, actually, actually put the kids first in the education system and start from the kid and work your way up, which their, their educator should almost be just as, just as valued and important as the kid.

01:24:06

And in the current environment, what educator would want to be in that classroom? I like—

Speaker G **01:24:13**

I don't—

Speaker B **01:24:14**

I would not want to be in a classroom where someone from the district, from the state appointed, uh, administration is walking through your classroom and giving you a grade with a clipboard, that is not putting the kids first. The, the kid should be the first and foremost worry about the district, but it's hard to do so, to care about the kids in the district when the people that are supposed to be making decisions are not from the district.

01:24:48

And the, and the teachers are not valued, and the teachers are treated like it is some military system that they have to follow and stay in line and get this cookie cut— like, we keep going around this idea that it is cookie cutter because it is.

Speaker D **01:25:03**

It—

when you talk to a teacher, when you talk to a student inside the classroom, you hear the same thing. And then you speak to the people who have been appointed You, you hear the people that are supposed to speak for the district, such as [Superintendent] You, you hear numbers, you hear, you hear these, you hear all these different data points and this and that.

01:25:25

And start with the kid and care about this, the teachers and the educators that are there, and value them and give them the resources and make an actual effort to care about the people that have given their lives To be an educator. They are the most important people. They have been the most important people in my life.

01:25:46

They— I, [personal information] And teachers that cared have led me here. And I'll keep going back to it, the same teacher that my sister was supposed to have, she showed up to her first period and she was not there. That should be the goddess' name.

01:26:32

Main concern. He should have—

Speaker C

01:26:35

I—

Speaker B

01:26:35

oh yes, he's one person, but someone should have been in charge of that. If you really care about the students and not this, this facade that's coming down, if you really cared, the student and the educator would be put first and not, not Austin, not some agenda, not some something else outside of the classroom.

Speaker D

01:26:58

Thank you for sharing that with us. That's a very personal moment. And I just want to say before we finish up, and I'll say it again later, but thank you all for your honesty and for sharing those things with us. That's very special. We will not forget what you said.

Speaker A

01:27:17

Yeah, I mean, the vulnerability is appreciated, right? So, um, I'll do anything for this, this dude right here. So when he says that, I mean, you don't know me from a can of paint. He's telling you the absolute truth. So I appreciate the vulnerability, um, and the honesty.

Okay, one of the things I want to bring up as, uh, being a part of the PT Things like that. My children, [personal information] So one of the things I want to talk about is, yes, we have MAP tests, like we test the kids over and over all the time.

01:28:01

I agree, uh, but there are reasons, there are things that those— like your college, uh, is not going to hear about those, those scores. But let me tell you who is: CPS. Guess who else? The judge. When you're fighting for custody or when a child is not being taken to school on time, when those children fall, they, they fell through the cracks during the pandemic.

01:28:23

We, a lot of children were abused physically, sexually, and mentally. And so we need these schools not only just for that, just for to protect our children or other people's children too. So the things is that like, so that, that person that's Uh, that holding up the line when you're picking up your kid.

01:28:43

You don't know if somebody sent their boyfriend to pick up that child and that child's not— that person's not on the list. So we had to hold up the line because that person doesn't want to take off. And, or, you know, the kid is going to be like, what did I do? I, I, that's my mom's boyfriend, or whatever, and he's on the list.

01:29:01

So things like that happen. And these are the checks and balances also that we use. used for parents that are going through that, um, those situations where, you know, as soon as you— a lot of children are going through divorce right now. And so when those parents end up hating each other, uh, and the kids fall, like they start going down, the grades start dropping, those are indicators for the courts to step in and help that child.

01:29:30

So yes, we may not see the the benefits of those, but promise you, some of those, those kids were saved because of those.

Speaker D

01:29:39

Thank you. Thanks for your comments. We have a comment down here. Thank you.

Speaker J

01:29:47

Just, uh, on a personal note, uh, 2nd grade, my 2nd grade teacher— and I'm a graduate

from 1974, Triple Tech— Um, a 2nd grade teacher took our entire class to see The Sound of Music.

Speaker D **01:30:04**
Wow.

Speaker J **01:30:05**
That opened the whole world for me. I visited many countries since that time. Uh, well, a lot of it, well, since that time. So she, she was an amazing person and educator. I wish we could give the educators today the freedom to do things like that. Uh, back to the question though, uh, I would like to see, uh, our education system stop banning books.

Speaker F **01:30:36**
Mm-hmm.

Speaker J **01:30:37**
And I think we need to trust our certified librarians to make those decisions about what materials are available to our students in the libraries. Hopefully we still have libraries.

Speaker D **01:30:51**
Thank you. Any other comments? Well, before we close up, I just want to say something, and I started earlier to say thank you all very much for coming and for, for sharing your thoughts and being so open and honest with me and with us. It's been recorded, will be transcripted, it will be looked at, and it will be taken into very serious consideration.

Speaker M **01:31:15**
Thank you.

Speaker D **01:31:16**
I didn't tell you about myself, and I leave this at the very end because I want to tell you all, I am the product of public schools. I grew up in West Texas, out in El Paso. I went to the Sutter Independent School District, and if it had not been for the quality education that I received— and I graduated from Sutter High School, 1978.

Speaker F **01:31:39**
All right!

Speaker D **01:31:43**

It prepared me to attend higher education. I went to the University of Texas at El Paso, and that too is public education. And then I was able to attend the University of Texas Law School because of the preparation that public schools gave me, and that too is a public institution. I am, as you correctly stated, sir, I am a product of public education.

01:32:07

Without it, I don't know where my world would be. It is important to me personally for that reason alone. I look at our school district and I see thousands and thousands of our kids whose only opportunity is going to be what we give them in the school district. We owe them that. That's our responsibility.

01:32:29

Working together, I said earlier, we can get this done. Thank you all so much for your coming here, for your engagement, for contribution, and together we'll lick this. Thank you.

Speaker E **01:32:45**
Thank you.

Speaker A **01:32:46**
Thank you. Thanks for switching on.

Speaker H **01:33:06**
Hello, how are you?

Speaker M **01:33:16**
I'm just able tonight.

Speaker A **01:33:18**
I was gonna share it at the end, but it was—

Speaker M **01:33:25**
Listening tonight and going to a few superintendent sessions and just seeing—

Speaker N **01:33:33**
obviously, for me personally, I feel—

01:33:39

thank you so much, I appreciate it—

Speaker M **01:33:41**

as a teacher and my students, I feel like we're a pet project to the current cabinet that sits over our district that's gonna pad and

Tony Tinderhold Rep

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Speakers:

Speaker A - 27.42%

Speaker B - 72.58%

Notes:

No notes.

Speaker A **00:00:01**

Okay, so yes, the first one was, um, what should our Fort Worth ISD students know or be able to do? Um, uh, if you could pick only one or two of the most important things they need to know or be able to do, what would they be?

Speaker B **00:00:16**

I think it depends on how you look at that question. One thing I'd want them to know that is not knowledge is that they're safe at school and That it's a place of learning and it's not a place of politics. What do I want them to be able to do? I want them— if I could just pick one thing that I could have any student do, I don't care, pick a student from pre-K all the

way through 12th grade, I would want every single student as an individual to progress every month, every quarter, every year.

00:00:45

I know the question was probably looking at, oh, I want them to be able to do X, Y, or Z.

Speaker A **00:00:50**

Yeah.

Speaker B **00:00:51**

I want every student to progress and be better than they were last month or last year. Because I think at the end of 12 years or 13 years of school, they're going to be a significantly better educated person, and they're going to be able to actually progress in life better. You're teaching— you're not just teaching content, content, you're teaching the skills of learning and being better and becoming better.

Speaker A **00:01:13**

I love it. Good, good. That's great. Okay, great. The second one was Okay, what describes a successful graduate? If you could only describe one or two of the most important things that describe when a Fort Worth ISD student is a successful graduate, what would those be?

Speaker B **00:01:30**

I think it's two, and I'm probably going to answer a little bit different than a lot of people. I think one of the things I would want them to have would be self-confidence. It's a skill where I think it will help somebody be more successful in life, in their marriage, with their kids, with their job, with their education, with everything.

00:01:54

So when they leave, I want them to feel self-confident about themselves and their abilities, no matter what level their abilities are.

Speaker A **00:02:00**

Right.

Speaker B **00:02:00**

But I also want them to be able to do the 2 most important things that education should do. I think it should be, they should be able to read, write, and I'm sorry, to be able to read

and to write in English. Because without those skills, you can't be successful. And, you know, being on the school board, 3rd grade reading level shows the success at the end.

00:02:22

But I think it's reading level at every single level. If someone can read, they can do all of the— they can do all of the other things in school. If they can't read or write, then they're not going to be successful.

Speaker A **00:02:33**

Well, you know, there's an expression, whatever, up to 3rd grade, You learn to read, and after 3rd grade you read to learn, right?

Speaker B **00:02:39**

I agree with that.

Speaker A **00:02:40**

So if they don't have that, then it's hard to do.

Speaker B **00:02:42**

Right.

Speaker A **00:02:42**

Okay, great. Awesome. Okay, 3rd one. And this is now getting at these kind of what are the— what's the— what are the values of the community? What are the values that we want to make sure sort of regulate or constrain what we're doing, what the superintendent does? What values would the superintendent honor regardless of pressure or politics in accomplishing the work of the district?

00:02:59

What are your non-negotiables?

Speaker B **00:03:04**

Give me some context to that so I understand it a little bit better.

Speaker A **00:03:07**

So think about, for example, like it would be— again, we oftentimes will use somewhat silly examples. Under no circumstances can you get rid of the football team.

Okay, I got you.

Speaker A **00:03:18**

Under no circumstances should you, should you, I don't know, allow a child to be in a classroom that X, right? Okay, got you.

Speaker B **00:03:30**

I think my number one non-negotiable is, I would say that the superintendent and school board, regardless of politics, regardless of money, everything, is that student outcomes matter more than anything. I don't care about the politics. I don't care about any of the things in politics. Can a boy use a girl's bathroom? Take all that out.

00:03:55

The non— the number one most largest non-negotiable for me is outcomes for kids, that every single thing that the school board and superintendents do, it's somehow directly tied to quality outcomes for kids. And when I say quality outcomes, it ties back to my last question. Johnny might not be good as another kid named Johnny in the same grade, in the same classroom, but are they progressing?

00:04:20

And are they doing it at their level?

Speaker A **00:04:21**

Johnny better than Johnny was.

Speaker B **00:04:22**

Better than he was a month ago or a year ago. So, I think that's my number one non-negotiable is that everything is tied to outcomes. And I, you know, I think the other thing that I want, if I had 2, it would also be that, yes, we're teaching reading and math and stuff, but is the school district teaching people to be good people?

00:04:47

Are they teaching them to be American? Are they teaching them to be kind and generous and respectful? And are they teaching them self-confidence? When they look in the mirror, I want them to see what we see, not what they think we see.

Speaker A **00:04:57**

Yeah.

So I just, I don't think that the education system has to all be just about reading and math and the other. It's also about how are they as community people? How do they act?

Speaker A **00:05:10**

Great. Awesome. I love that. And that's, again, that is, you know, when we think about this, like what what is a public school education system to produce? It is good citizens as well as good readers and the like. Okay, last 2 are again kind of what you know of that you think is going well, what you think of, you know, the things you think are not going as well.

00:05:29

What are some things that the Fort Worth ISD is doing for our students right now that are working and that you wanna be sure we keep doing?

Speaker B **00:05:37**

You know, There's a million things that are working out. Even when a system is broken like it was, there's good things that are happening, right?

Speaker A **00:05:46**

Right.

Speaker B **00:05:47**

So the school district is turning out a high number of graduates. And I think some of that has to do with the quality of the teachers. It has to do with the quality of the system. One of the things, I think maybe some of it's selfish because I was in the military, I like ROTC.

00:06:06

I think that teaches kids how to be good leaders and how to be good citizens.

Speaker A **00:06:12**

For sure.

Speaker B **00:06:13**

And it also holds them accountable. So, I think it's the overall goal of doing things that create those 2 things that I said were non-negotiables, outcomes and good citizens. And so, I hope that they not only keep doing the amount that they're doing, that you find other avenues to continue doing that. It might not be ROTC, it might be this person's in band or this person's on the football team.

And I want to be clear, I don't think that those are the primary roles for a school district. That's extracurricular. And if funding— it comes down to funding cuts, those are the types of things that get cut because outcomes matter. But my hope is that they keep doing things that help people be held accountable for their education and become better citizens.

00:06:58

And for some kids it's football, some of it's ROTC, but programs like that.

Speaker A

00:07:04

Good. Okay, great. Last one is kind of the flip of that. Are there things that you— and when you think about what Fort Worth ISD is, how Fort Worth ISD is educating our students, is there anything that you think is not working that we should stop doing?

Speaker B

00:07:17

Let me give you a generic answer, and I'm not gonna give you a specific one item. Yeah, don't spend money on things that don't have to do with outcomes. Now you can probably tie a lot of things like football and stuff into quality outcomes because the coach holds them accountable for their grades.

00:07:31

But if you, if you can't find a direct correlation on quality outcomes, don't fund it. Don't spend money on it. If you can't find a place where this type of teacher or assistant creates better outcomes, cut it and spend the money somewhere else.

Speaker A

00:07:46

Reallocate it.

Speaker B

00:07:47

I just, I think that I wish more people would look at a school district or any government agency like a CEO does, or like I own my own business, like I do my own business. Is it profitable? But in school district, profitable means quality outcomes. And if you— if what you're spending on doesn't create quality outcomes, I think you have to readdress that and possibly cut it all out and spend it somewhere else, or cut part of it out and see if it changes it.

Speaker A

00:08:15

Good. I love it. Good. Okay, perfect. That's what we need.

Texas Wesleyan University

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No notes.

Speaker A **00:00:00**

I've been working in nonprofits and those sorts of things over the years. So that's my connection to the community. What, uh, just put it there. What we try to do in these sessions is just sort of have a discussion about these questions. And so let's kind of have that. It's really informal. I'll stand here, I'll sit here.

00:00:25

We can visit about these things. These questions are uniform questions we've asked in

every session, so that's how they get categorized. That's how we'll use them in this process I just described earlier. So the first question we ask is, what should Fort Worth ISD students know or be able to do? If you could only pick one or two of the most important things they should know or be able to do, what would they be?

00:00:50

And I'm particularly interested to hear I hear from you folks that you're involved in education. So tell me, what do you think Fort Worth ISD students should know or be able to do?

Speaker B

00:01:01

If you have to narrow it down to one or two, they have to be understandable, very broad, right? It can't be algebra and geometry and calculus.

Speaker C

00:01:10

Right.

Speaker B

00:01:13

I do think read a whole novel. Would be pretty high on my list. I'm sure that's a criticism that— I mean, that's really a TEA criticism because—

Speaker A

00:01:24

That's right.

Speaker B

00:01:25

You know, like, they're the ones that are like, no excerpts, because that's what's on the STAAR test. And maybe we'll get to my disdain for the STAAR test and how it's the basis for all this or not, but, um, they should be able to read whole novels. The amount, the scope, how that works, sure, should vary based on level and AP and, you know, the whole bunch.

00:01:50

I think that's one absolutely thing. Students should be able to read and comprehend an actual whole book. The other things, it's hard not to just drift— if we're trying to just say one or two things, it's hard not to drift into the abstract and just say things like— Learn to love learning. or something like that.

00:02:09

Like, again, otherwise it's like they should learn how to dissect the frog. I mean, like, it's

too specific to say one or two things, right? Um, I don't care if they learn to take standardized tests. I know that is framed in a positive way, right?

Speaker A **00:02:28**
Right.

Speaker B **00:02:28**
I, I don't care if they learn to tolerate AI slop. slot shows, right? Like that— those are— those would be negative, like not on the list. So I wouldn't include that, but I would say read a whole novel and, um, not hate learning. Maybe those are my 2 goals.

Speaker A **00:02:47**
Yeah, thank you.

Speaker C **00:02:50**
So I want students to be able to think at a high level with critical thinking skills. One, not to memorize and have the standardized rote. I think they need to be taught to problem solve and to have critical thinking skills to be able to tackle real-life issues and that are relevant. And so, you know, again, I think if you teach them to be critical, uh, thinkers, then they can adapt and, and get to those higher levels.

00:03:34

So that would be my thing.

Speaker B **00:03:36**
Yeah, I don't want to change my answer. Yeah, yeah, critical thinking, absolutely. I mean, because that would encompass—

Speaker C **00:03:42**
Yes, yes.

Speaker B **00:03:44**
Lifelong learning.

Speaker A **00:03:45**
Sure.

00:03:45

Reading a book or whatever. Yeah, I— yes, I think, I think critical thinking.

Speaker C **00:03:49**
Yes.

Speaker B **00:03:50**
Yeah.

Speaker C **00:03:51**
But it means that then the teaching has to adapt, okay, and teachers have to have the freedom to be able to implement instructional strategies that allow students to problem-solve and think critically.

Speaker B **00:04:09**
Yeah, it might even mean you're going to have to start pairs and into groups or into circles without getting chewed out.

Speaker C **00:04:17**
And for our emergent bilinguals, they should be able to do that in 2 languages.

Speaker B **00:04:22**
I agree.

Speaker A **00:04:24**
Yeah, you know, here on campus I've seen we have a little taxonomy of learning, right? And we start off as memorization, and then we kind of move up to the apex is—

Speaker C **00:04:37**
Self-analysis, critical thinking.

Speaker B **00:04:40**
Teaching. Yeah, yeah.

Speaker A **00:04:42**
So keep that in mind as far as the taxonomy of how we learn. And I'm glad to have 2 folks involved in education who are not necessarily employees of a school district give us those insights. That's why I wanted this session here at Wesleyan, is to be able to have other

folks who know about education or— Give us your insights on, okay, That's what, as educators, we might want to see.

00:05:11

And what you just mentioned is just— that just brought to mind that in my classroom here, we have this taxonomy of learning, and you just go, okay, where are we as an instructor? Where am I?

Speaker B **00:05:22**

You know, what do I need to do?

Speaker C **00:05:24**

Am I receiving knowledge? Am I applying knowledge? Am I creating knowledge?

Speaker B **00:05:29**

Am I being forced back down the taxonomy in the other direction? That's a guardrail I'd be interested in discussing.

Speaker A **00:05:38**

And that kind of gives me a framework to work from as a member of the Board of Managers. And we start talking about where do we want to be. I mean, that's pretty well recognized. It's not something that is a radical idea some broken-down old lawyer came up with. It exists. And I think if we— give us a framework to where with, it might be helpful to us to be able to frame what we're discussing in a more academic sense, you might say.

Speaker C **00:06:09**

Okay.

Speaker A **00:06:09**

So anyway, thank you all very much for that comment. Question 2, what describes a successful graduate? If you could only pick 1 or 2 of the most important things that describe when a Fort Worth ISD student is successful, what would those be?

Speaker B **00:06:27**

You gotta go first this time.

Speaker C **00:06:30**

Well, for me, a successful graduate meets the goals of the program. So the, the mission

and the goal, I think, of education is to have literate learners, to be able to read and write and communicate effectively while interacting with a variety of and diversity of people in respectful ways. I mean, that's me.

00:07:00

I think you can know a lot, but if you can't communicate effectively and you can't interact collaboratively, then that knowledge is just held. It's not shared.

Speaker B

00:07:13

Yeah.

Speaker C

00:07:13

So I think— so there's some soft skills, and then there's also some very literacy skills. And again, because I work with bilingual educators, they should be able to do that in both languages to make them very marketable. But also in my field, yes, marketable, and people say you'll always make money. And for me, to help and to serve your community by using those linguistic skills in ways to empower the, you know, the people that you work with that may not be literate.

00:07:54

You know, we have a lot of first-generation college students, and so, you know, I kind of feel like my role here is a leader and an instructor, but also to empower them to go back into their classrooms and to do the same with their students who, you know, might be, you know, sons and daughters of parents who don't speak the language, you know.

00:08:19

And so to me, it's twofold. It's you've got to have these skills, and a graduate, it's just the beginning level, you know. I want to, you know, you need to go up and of course come to, you know, the university. But once you get those degrees to make you a successful person that you can survive and make a living, you really need to give back to the community and kind of help with that cycle.

00:08:46

So that's my mission, my vision when I work with my students here at Wesleyan, which most of them are first-generation women. And so there are some that are immigrants that, that came as teenagers and some that came as children as undocumented. And so they've been affected by the, the DREAM Act that's— that has halted.

Speaker A

00:09:14

Yeah, yeah, thank you for those insights.

Speaker B **00:09:17**

I think, yeah, I think circle back. I mean, I think a basic level of literacy and I think critical thinking, these are like high-level concepts that That should be universal goals. But beyond that, I think, and I'm sure this has been a consistent refrain in your listening sessions, Fort Worth ISD is a big district with a diverse population who have different goals and abilities.

00:09:42

And so I do think successful graduate depends on the goals of the program, and which is a high school diploma. So we have standards for that, we have basics for that, right? But I mean, Fort Worth ISD has, um, you know, special needs, you know, special education kids. They, they almost, you know, obviously a lot of what we have is geared around college readiness and college success rates and college acceptance rates and all that, you know, like some college-bound students, but You know, students headed for vocational work and students headed for service industry.

00:10:20

I mean, that's— they, they don't need the same set of goals. And so, like, we're not shooting for the same level of, um, you know, SAT scores or whatever, right? So it does need to be defined by the school and the program and the background and the capacity. Um, But I do think grading on a curve, right?

00:10:46

Not with like the same, you know, standardized test outcome. Literacy, basic math, basic sort of civics, you know, some basic standards. But a successful graduate is one who's meeting the goals that they have, right?

Speaker A **00:11:06**

Yeah.

Speaker B **00:11:06**

So if your goal is to work in the auto body shop, that's great. And that's, that's a, that is an honorable goal, but that isn't going to be the same. That shouldn't be measured the same way that it is if your goal is to go to Harvard, right? They have different goals.

Speaker C **00:11:24**

So then I think what you're saying is they need to be individualized.

Yeah, very much. Yeah, at the, at the individual student level and at the school level and the cohort level and You know, the pyramid level, or, you know, whatever level we have.

Speaker C **00:11:40**
There should be options.

Speaker B **00:11:41**
Absolutely.

Speaker A **00:11:42**
Yeah.

Speaker B **00:11:42**
Yes, yes. This is— which, again, I mean, that's the argument for Montessori schools and applied learning schools and language schools and bilingual schools and, um, programs of choice that they just call magnet schools. And, you know, I mean, this is why they have them. So there's And, and so why do you have honors, AP, capstone options at some of the big schools, right?

00:12:07
I mean, that's why we have that. And they really— there should be some basic levels, and, you know, and there should be some basic, uh, fundamental guide rails. You know, I don't think any student deserves AI slop, but like— And I think all the teachers deserve Respect. But again, maybe one classroom is at the memorization level, right?

00:12:36
And as awful as it is and as bad a pedagogy as I think it is, maybe paired desks looking at slideshows for timed intervals is a valuable way to memorize things. I'm still skeptical, but like theoretically. But in a, like, AP English class, you shouldn't get yelled at for circling up to have a seminar-type Socratic discussion, right?

00:13:04
Like, just to give 2 not relevant— you know, like, 2 very relevant and obvious examples.

Speaker A **00:13:12**
Right.

Speaker B **00:13:13**

At the practical level. And I know we're on guide rails, but like, a guide rail to be to the end of a successful graduate is not to put everybody in, not to treat them all the same.

Speaker A **00:13:26**
You know, we've heard that same concerned voice in many different ways.

Speaker B **00:13:31**
I bet.

Speaker A **00:13:31**
By many different individuals in our community, teachers or parents or even some folks who say, you know, this one-size-fits-all is not going to work, which is a very shorthand method of saying what you just said. It's like you cannot have, you uniformly for everybody the same way, because they're not all the same way.

00:13:49
And I think that is a criticism, it is a comment we keep hearing by many different people and at different levels and expressed in different ways. But hearing it expressed the way you all have expressed it, I think kind of gives it again a little bit more uniformity and gives it a little bit more focus.

00:14:09
And I appreciate that.

Speaker C **00:14:10**
That's very good.

Speaker A **00:14:11**
We'll go through this and I think we're gonna—

Speaker B **00:14:13**
One size fits none is what has been implemented, in my opinion.

Speaker A **00:14:18**
And that's also what's— what has been expressed by teachers and parents, is that it doesn't— it's not actually achieving the outcomes that we had expected because of the byproducts.

Depends on what outcomes you expected. They would be the outcomes I expect.

Speaker A **00:14:37**
Well, you know, the child would actually be in class learning and it would actually be advancing in his understanding of reading and those other skills.

Speaker B **00:14:46**
Right, right.

Speaker A **00:14:47**
The byproduct of all the timing and the stress and all the methods is sort of overwhelming the process towards not being successful in that sense.

Speaker B **00:14:59**
Yeah, my kids, you'd be hard-pressed to come up with Yeah. And so you can say, can't go back to the old ways, look at the numbers, can't go back, change is hard, can't go back to those. But like, my response to that is, my, my children's education has gotten worse. And there's a fundamental deep-rooted— like, I think our goals are different, right?

00:15:25
Like, I care about their education and the task of the imposed takeover is to get the STAR test up. But, and those things are, I think we, you probably have debate on how often they're in conflict.

Speaker A **00:15:41**
Right.

Speaker B **00:15:41**
But I would, I would tend towards the almost always in conflict, which maybe is almost certainly not the, would not be the stance of the TEA, people at TEA, points for certain things. But, um, but they definitely are sometimes. And, and I think the TEA's imposed stance is always going to opt for one, and I think parents and teachers and students are always going to opt for, you know, like better education.

Speaker A **00:16:07**
Right.

Speaker B **00:16:07**

And so I, I think my children— not as drastic as some, and, and we've been lucky in some areas. I have some at an autonomous school, slightly less bad. But I think I can make a pretty strong case my children's education has gotten worse in the last 6 months. Like, not neutral, definitely not better.

00:16:29

Not like as bad as it could be, not as bad as it seems to have been for some. I thank God I don't have a kindergartner coming into this, but worse. I mean, inarguably worse.

Speaker A **00:16:42**
Yeah, thank you.

Speaker C **00:16:44**
Yeah.

Speaker A **00:16:46**
Question 3, should we move on to that?

Speaker B **00:16:48**
Sure.

Speaker A **00:16:48**
Question 3. Now this is an interesting question because it really goes to our community values and the role that we play in setting guardrails and goals for our superintendent as a board of managers. 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, and what are the non-negotiables?

00:17:21

I think you were prepared to say something.

Speaker B **00:17:23**
Well, I mean, I think the community has— would place a high value on Well, being in charge of our children's education, and the state has already— like, that, that [profanity] is sick, right? So, um, I think it's a long-standing national value that local communities are in control of their, you know, through layers, uh, have a democratic say in the governance of their local school districts, whether that's the county model or the ISD model, right?

Um, I think that's quite valuable. Not really in play here. So that hugely important community value was a done deal. Um, I think Having conceded that, or not having a choice about that, um, I think that an important value to me is listening, really listening to the voices of all the stakeholders. Teachers are so burned out.

Speaker C **00:18:51**
Like, I—

Speaker B **00:18:52**
my kids' teachers Teachers, people who I have friends with, who I'm friends with who are teachers, it is universal. They don't listen to us. They don't care about us. This is terrible. I know better. This is bad. Like, I, I think that's just— that refrain is just echoing, right? And the examples that they give Back it up, you know.

00:19:22
I, I know people talking about, hey, we're getting lectured on when we can go to the restroom.

Speaker A **00:19:29**
We're—

Speaker B **00:19:29**
we know it. Get rid of those mini fridges, that's going to get those STAR tests up, right? No indirect lighting, no circle time, you know, like—

Speaker A **00:19:40**
Yeah.

Speaker B **00:19:41**
Badly written AI slop lessons with 12 fingers on the kindergartner trying to learn to tend, right?

Speaker A **00:19:48**
Yeah.

Speaker B **00:19:49**
And like the teachers have learned or just been too scared from the jump to question. And I know stories of teachers getting chewed out in earshot of the students for the audacity

of like a unit review, right? And obviously those teachers did not stick around. And as so many others have abandoned, right?

00:20:16

And we look at Houston and I see a fiasco. I guess if you have a financial stake in a charter school system, you view it as a success. That's only a couple people, but I think everybody else looks at Houston as a disaster. And it's like, okay, maybe they got— you squint, I mean, those letter grades, it's like, okay, well, there was some improvement here.

00:20:37

And this many failed, or this many got a C. And you can massage the numbers. Incremental STAR test results are meaningless to me versus the quality of the education. And so, um, I suppose what I would say is the individualization is a, is an important value to me. It's not one size fits none, top-down, my way or the highway, especially when it's bad.

00:21:01

Like, again, we can get— I think especially an education expert to maybe— they can debate, is this actually going to help the STAAR test or not? But I mean, even before you get to that level, of course it can't help everybody, you know. Um, so listening to stakeholders, individualize, more individualization, less one-size-fits-all or done, um, sort of instruction.

00:21:25

I think those are like deep values for me. Beyond the lost opportunity for local control, like Apple.

Speaker A

00:21:36

Thank you. So—

Speaker C

00:21:39

You're not an educator, but I think that that comes from the heart.

Speaker B

00:21:44

Yeah, definitely. I have strong feelings.

Speaker C

00:21:46

Yeah, yeah. Well, I, I guess I produce teachers, right? We train them, we get them certified,

and You know, especially my Latina educators, they want to teach in Fort Worth because they were born and raised here and their families live here.

Speaker A **00:22:03**
Yeah.

Speaker C **00:22:03**
But they see what's happening. And so I guess I would say, you know, listen, listen. I think that's very important. But also these are real people with real lives. And I think that needs to be respected, and a way is to listen. But I think to standardize these standards to a point where everybody's on the same page and you can't do this, you really rob teachers of their individuality and their freedom.

00:22:46
I think when you do that, you disregard research and what research has found as effective practices, instructional practices. So, I mean, I get, Dr. [Speaker C] you know, I know you teach us this, but we go and they say you can't do that. That it has to be, I have to read a script, or like we were learning how to write lesson plans, you know, where you have an objective, the assessment has to match, and you have to have the TEKS, and all that?

00:23:12
They said no, they want us to read this script and we don't have to write lesson plans. And so I guess what they're seeing is that how they're being trained is not what it's like to be in the classroom and that everything is formalized to the point where it's affected morale. And so if you think about working in a system where everything is dictated to you and the morale is not good, I don't think you're going to get the best of those teachers.

00:23:47
And, you know, teachers should be seen as resources. Again, and I'll give you one example. One of my students contacted me. She's been teaching 10 years. She's an exceptional teacher. She's gotten her designations. And she was She was told Friday that she was going to be— that by Monday she needed to be at this school because it was a high-needs school and she was needed.

00:24:11
And you're going, well, okay, good. But she had the week— so she had to spend the weekend moving to a new school. And so she had been at that school for 10 years, and I think she had a kindergartner in that school. So now even the family dynamics have shifted. Sometimes those, those changes are necessary, but, you know, I think it disrupts

the momentum of maybe what she had already started at a school.

00:24:42

And, you know, students, I mean, they see you as the teacher, and if you leave, it's like starting all over. So what are you really doing? You're regressing the progress that you've made. So anyway, I just— So when I read When I read this, you know, what are the most important values? I just think that, okay, the takeover has happened, right?

00:25:02

That ship has sailed. But what variables can you control? And I think this, you know, I've seen a lot of yelling and people demanding, and I think that's not going to accomplish anything. I think we need to listen, but we also need to value the The resources and the experience that teachers make and that we need to somehow increase or help them morale, that they're valued, that they're really cared for, because all you hear is they don't listen, they don't care, they tell me what to do and how to do it.

00:25:37

And so, you know, we talk about retention, so here we We've invested in a teacher and then they're going to leave or they're not going to do a good job because of everything going on. So I just think that it's happened. How do you deal with it in a way that still takes into consideration those effective instructional strategies to optimize learning?

00:26:11

And to differentiate based on the different abilities. Yeah, so, so it kind of goes hand in hand with not only the students but also the teachers who are a really important part of, of, of, of what needs to be done.

Speaker B

00:26:27

I think just to piggyback off a couple of those things, I think that what you're describing, that sort of Read the script, watch the timer.

Speaker A

00:26:40

Yeah.

Speaker B

00:26:40

Pair desks 6 inches apart, get the ruler out. You're in big trouble if you don't do it. That would be demoralizing even if it was good. But I don't think anybody with a straight face— now again, be careful how I say this— people are saying that this is optimal, this is the way, this is going to get test scores up.

Look how amazing it's working in Houston. Can they do something equally bad, right? Or they do something similar, right? You wouldn't say bad if you were defending it. I don't— I mean, again, I, I think it's just— that's terrible pedagogy. That's like bad teaching. It's a bad way to teach. The reason you don't teach them to do that is because it's not the best way to teach.

Speaker C **00:27:22**

It's offensive.

Speaker B **00:27:23**

And so— but like, it's like doubling down. It's like, okay, that would be a bad way to To administer, even if you were like— like in a different example, if, if you were as the professor were dictating, it's like we need to have a lesson plan and we need to have goals and outcomes and, and, and so forth, right?

00:27:43

That's the right way to do it, but you know, lining people up and like demanding outside of the classroom like that, that would still be the hard thing to deal with.

Speaker A **00:27:54**

Right.

Speaker B **00:27:54**

Now, I think it would be a better thing because it would be effective, but this is like— making them do it is hard. Making them do it poorly is ridiculous, right? And again, I know that there are people saying it with a straight face. The fact that they're saying it with a straight face is definitely not helping the community buy-in.

00:28:19

Let me just put it that way, right? Because, because we come and we hear it, and it's like, I'm not, I'm not a conspiracy theorist, at least at the local level, uh, about like the goals here. Ostensibly, we are trying to— again, despite my disdain for the STAAR test and the whole fundamental like sort of issue there, I, I don't think that the people here are trying to hollow out the district.

00:28:45

district to justify the vouchers or to drive people to charter schools where they'll get a kickback for advising or whatever, anything like that, like we can see somewhere else elsewhere. But the alternative is almost worse because if you look me in the eye and say

this is the best way to teach our children, well now given those 2 choices, I don't know which one is worse.

00:29:07

Like, you know, like, it's like, uh, well, would I rather think that You're doing it on purpose and you know what you're doing, or would I rather think that you really think you are in charge of my children's education and you think this is the best way to do it? So, so there's that.

00:29:22

And I think a not completely unrelated issue— I have, I have a teacher friend had a very similar situation. Taught at one school for years and years and years, great teacher, called in on a Friday Hey, we're moving you. It's a grade you've never taught. I don't know if this is a different campus or the same campus.

00:29:43

Uh, prepare for that over the weekend. It's like, well, I was doing other stuff over the weekend. I'm taking my kid to college over the weekend. Like, I, you know, I think an important value that the community likely has is competence, right? So, and that's a, that's a board of trustees type of guardrail that can presumably be set is a basic level of, hey, if we fire too many speech pathologists despite the community asking you not to, and then a few weeks later you're going calling those same ones that were fired and saying, hey, actually, could you come back?

00:30:20

We don't have enough speech pathologists, as we were told. That didn't— that's, you know, community trust is gonna be like, okay, well, We told you and it was obvious and you did it and of course it didn't work, right? So, or, hey, we're fully staffed. We got all the teachers we need. And then 3 weeks in, we're moving them around.

00:30:42

Well, then you didn't have a plan, right?

Speaker A

00:30:46

Yeah.

Speaker B

00:30:49

Or coming in hot, guns blazing, how dare you, have a desk lamp. Obviously experienced teachers leave, so when we get back to full staffing, we have all these uncertified teachers.

I'm wondering who's going to give the STAAR test, because there's a really terrible, in my humble opinion, TEA rule that you've got to be certified to protect the sanctity of the STAAR test.

00:31:20

Because, because, you know, you might cheat if you could only go to jail, but you definitely won't cheat if you go to jail and lose your certificate. So, but like, my kids have dealt with this. My kids' kindergarten teachers who don't take the STAAR test would be pulled out and a substitute would be put in the class, which is inarguably worse, right?

00:31:37

I mean, not a lot worse in kindergarten. A substitute can handle it 3 days in kindergarten. But we would get an email saying, hey, I'm in the building, but we're gonna have a sub. And I would ask, why is the sub— I You don't need any skills to get to the start.

Speaker A **00:31:47**

You just—

Speaker B **00:31:48**

you know. And the answer was? They have to be certified. To protect the sanctity of the test. And so again, inarguably, this is not debatable, it's better to have the certified teacher than a substitute, right? Like, that's not really debatable. The choice between better education and the STAAR test. Again, not to get better STAAR test results.

00:32:15

The choice was made, and that wasn't you guys.

Speaker A **00:32:18**

That—

Speaker B **00:32:18**

I mean, that's the TA, right? So that was the—

Speaker A **00:32:20**

that—

Speaker B **00:32:21**

those were the elected trustees that, you know, allowed that to happen. But again, when I

look at the district and I think, well, we have so many— like, I know what will happen. I mean, I think I know the answer. It's— that's gonna happen, right? Every kindergarten— every certified kindergarten teacher Every librarian, every PE teacher, every art teacher is going to get pulled out of their class to go stand there and proctor this thing because the teacher in the classroom can't do it.

00:32:48

But to me, hiring that many uncertified teachers— not that there's anything— I mean, you've got to— I'm all for the uncertified pathway, but this is, this is a self-inflicted wound. We ran off the certified teachers, had no choice but to replace them with uncertified teachers. They won't be able to administer the test, which means actual learning will suffer.

00:33:11

That's a competence issue to me.

Speaker C **00:33:13**
Yeah.

Speaker B **00:33:13**
So I think competence is a core value. You made me think of that with your—

Speaker C **00:33:19**
Well, but if you look at the research, the research says that an uncertified teacher, students lose 3 months. We don't have time to lose when you're working working with students who are already starting behind.

Speaker B **00:33:33**
Assuming that slideshows are not the best way to teach.

Speaker C **00:33:36**
But that's what I'm saying. So these decisions that you're saying that need to be made with competency need to be undergirded with empirical research that states that we need to make this consideration. Because I thought the same thing too. So, you know, I had friends that said, no, Fort Worth is saying they hired all these teachers.

00:33:58

And so I thought about that and I thought, well, I bet they're not all certified because

there's a difference between having a body and having a certified teacher.

Speaker A **00:34:08**
Right.

Speaker C **00:34:09**
And so sure enough, you know, 3 weeks later, you know, and so then it makes you think, what was the reasoning behind hiring and doing Doing a PR on it when really in Texas you have to be certified. And isn't that what we want? Don't we need certified teachers to help move the rod forward?

00:34:30
So I don't know, that was a little, you know, we do a lot of research on perceptions. The perception was that there was some incompetency there in hiring teachers that were not certified. the reasoning behind that. So when you, you know, I always tell my students perception may not be reality, but it's real to people.

00:34:56
So when you're having these listening sessions, there's many, many erroneous misperceptions, but what they see just feeds it.

Speaker A **00:35:07**
And to your point is that's, you've had many of these listening sessions, I've sat I've sat through many of those listening sessions. And what we get are perceptions. What we get is what parents think. And then folks questioning like you have, well, it doesn't make logical sense what happened. They don't have the background you have, both of you have, to be able to see it in terms of professional competency because they're not at that level.

00:35:35
So I, again, I value your I appreciate your insights because it comes from a different place and it comes from a different level, and it really does kind of capsulize many of the comments that they will hear throughout this auditorium, saying anecdotally what they perceive.

Speaker B **00:35:53**
Yes.

Speaker A **00:35:53**

But it all points to something that they can't really explain why. You've given us that explanation, and I appreciate that. Question 4, what are some things that Fort Worth ISD is doing for our students right now that are working and you want to be sure we keep doing?

Speaker B **00:36:14**

It's her turn to go first, I think. Okay.

Speaker C **00:36:18**

What are some things? Well, I think they used to do a lot of things that are really done differently now.

Speaker A **00:36:24**

And we'll get that to, uh, I guess the next question can ask That are not working, what we should not be doing. So we can, we can ask, you know, variation of both.

Speaker B **00:36:33**

We're trying to get kids in the district. So I mean, I, I may be more direct on the— So I think that the, um, well, there's been some loss there, so maybe these are connected. But I, I, if we're going to try to stay positive for question number 4, I think from my vantage point, I don't know a whole lot about all of them, The programs of choice are, are working well.

00:36:58

Now, at the district level, it's a very fair point. And I mean, I had— this was my— I had similar— I grew up in an area where similar things happened, um, in terms of, again, back then they were called magnet schools or whatever. And so I definitely understand if you're at a, you know, like a C campus and you look at the programs of choice, you're like, well, If all the kids that were zoned here were here, our scores would look better, right?

00:37:23

So I do think at the campus level, like, even if we're talking about the district, we got to be fair and like get all that account. Because if those kids weren't at Programs of Choice, again, they may not be as successful, but they would presumably be successful students, generally speaking, right? I mean, most of our Programs of Choice are not— you don't test in, but there's at the very least there's some self-selection for like parental engagement.

00:37:45

engagement and/or willingness. I mean, you don't go to a STEM school if you're not a fairly serious student, right? Which probably is a good indicator towards successful standardized tests and college aptitude and so forth, right? But I think the programs of choice are good,

and I think I have valued that the district has had a variety, right?

00:38:11

So there's a Montessori option. I think that's a cool way to learn. It's probably not for everybody. I think it's great that there is a public Montessori school in the district, right? I'm a strong proponent of the applied learning program. Honestly, my personal opinion, that should— it's 180 degrees opposite from the direction that we've been pointed, but I think the applied learning model should be the And I— my understanding, which again, I'm not an educational expert, is that some evidence to back that up, right?

00:38:44

Again, as just a parent with like my brain and logic, I think, yeah, why didn't every school work like this? But like applied learning, pretty great. I think it's a travesty what happened to those kids who were promised a complete applied learning school, and on day one that was yanked out from below them, right?

00:39:01

That may be a competency thing, right? Don't make promises or don't make decisions until you understand, and don't admit like, we didn't even know what a program— what applied learning was, and then we showed up and decided we didn't like it. Like, you know, maybe like let's like not do that. But I love the applied learning programs.

00:39:19

Oates-Carlson is a feather in the cap of the district. I think J.T. Stephens had a moment where it was headed that direction and then it fell apart. I think we're Riverside was probably overachieving based on what they had to work with. I think it would have been better for those kids who had to leave Riverside if they had actually gone to a total— you know, I mean, I hope they still come out ahead, but like, I think they'd come out more ahead if the school, the whole school, invested in that program.

00:39:46

Because again, I've been through it both ways, uh, where it was like half applied and totally applied, and it's— it makes a difference. I think young men's and young and women's are incredible. World Languages is amazing.

Speaker C

00:39:58

It's amazing.

Speaker B

00:39:59

I am— Terrell is unbelievable. Like, those 4 schools are— 3 of those 4 schools are like nationally ranked, right? So, um, I think those are things that are being done well. I, I'm less familiar with like the programs of choice with like the programs of choice within the— like, I know every single has AP electives.

00:40:22

I think it's a great concept. Like, I love that you can go to this school for culinary stuff, you can go to this school for like, go ahead and get that associate's in tax or whatever. I think it's great that you can go to Pasco or Benbrook and take an AP capstone, kind of, you know, accelerated thing.

00:40:39

I think those are things that are successful. Um, I think those are all really good. And I hate to see them. And that, I guess, that sort of rolls right into number 5. I mean, it terrifies me what's happening to them, right? Because those models broadly— again, trying not to take cheap shots— but because they are a better way of teaching, I think they're antithetical to some of what seems to be being imposed.

00:41:11

In terms of like timers. And now I know that the autonomy thing is a thing, um, I would argue it doesn't go far enough. Like, I think, I think the autonomous schools at every level need more autonomy, and that's mostly based on, uh, let's see this very carefully, um, well, I'll just indicate everybody I think that the community, at the moment, the levels of trust or distrust are such that the more distance from the district leadership, the better that's going to be perceived across the board.

00:41:56

Now, that's not fair, and that's not you know I mean there there there there are some things that like have to be managed at that level right hiring. that, the calendar. And I mean, obviously, right? Of course. And I think there are probably maybe some wins that I'm unaware of, you know, in the last 6 months of, you know, I know we get buses, you know, actually here, like, whatever, you know.

00:42:19

Um, but like, um, I think it would be viewed positively by the community at each step, the whatever level we can get distance-wise, just because of the level of trust.

00:42:31

Speaker A

Absolutely.

And I'm not saying that wouldn't have been the case like 3 years ago. Now I think we were heading in a positive direction. I'm not sure it would have been the case 1 year ago, but like 3 years ago, I think people would have said the same thing. Like, okay, the less district involvement, the better, right?

00:42:46

Which doesn't say a lot about the district as a leadership, but, but I think that's— I think that's what parents just said. I probably should just speak for myself. So I think The levels of autonomy should grow as far as they can grow. And I think the barrier to each level of autonomy should be reevaluated.

00:43:05

Like, why is it 5 years of an A score? Why isn't it 4 years of an A score? Why isn't it 1 year of an A score? Why isn't it 1 year of a C score? Now, again, some of that's just based on my opinion of what they're getting. It's a harder case to make for a school that is—

Speaker A **00:43:20**

Right.

Speaker B **00:43:20**

Failing. Again, even if you don't respect the STAAR test, as I don't— I, I get that's a hard argument to make to someone who's been tasked to bring the STAAR test up, is to like, well, leave that school alone. Well, no, you can't leave that school alone.

Speaker C **00:43:30**

Right.

Speaker B **00:43:31**

But I mean, like, and I, I set a high bar. Like, I want higher bars. I want better than that. But again, why can't a C school be completely autonomous? Why does it have to be an A school? You know, and I, I, my assumption about the answer would be like, well, why would you set the parcel limit?

00:43:50

You said why. And then my response to that is like, well, we're using a bad metric, who cares? Like, you know, like the state's already agreed that the STAR test is a bad metric and we got to get rid of it, and yet we're still making these big important, you know, decisions based on it for some reason.

But okay, maybe not a C school, what about the B schools? And then again, why 5 years? Why not 1 year? What— that's completely arbitrary. I don't want to— again, I think that slideshow— like, kindergartners should not be sitting for 5 hours watching slideshows, right? I mean, I just— that AI-generated hallucinating slideshows, like, I just— full stop.

00:44:28

No matter how poorly they did on the STAAR test last year at their school, like that. So I don't want to leave them behind. I think all the teachers deserve mini-free Yeah. And direct light and the ability to do their own lesson plans, like, no matter what level school it is. But I do think that, um, I, I do think that a school that got an A last year has demonstrated that they don't need that.

00:45:03

Assuming anybody does, which they don't. And so they shouldn't have to do that. They got an A last year, exemption.

Speaker A

00:45:11

Yeah.

Speaker B

00:45:12

Right? They got a B last year, exemption. I might go as far as a C or a D, or I think everybody should get exemption. But I mean, you know, but again, you'd have to negotiate that. So what about a B school? They might be overachieving, you know, to get Bs. Like, the teaching might be awesome.

00:45:29

Like, the Nobody thinks these standardized tests are— I shouldn't say nobody. I don't think these standardized tests are actually a very good evaluation of the quality of teaching. And I feel like that's established. I mean, you could correct me if I'm wrong, but I feel like that's pretty well backed up empirically because you would have— there are plenty of examples of teachers who win an award for their test scores one year and then the next year it goes down.

00:45:55

It was the students, you know. Um, but anyway, I think the autonomy should be expanded.

Speaker A

00:46:03

Yeah.

You know, when I think about what Fort Worth did really well, I think about history. I think about— there was, especially in the area of, um, bilingual and ESL, You know, there's, you know, I've been in education 40 years, and so I've seen this evolution. You know, you didn't have rights, you didn't have materials, you know, and then you get them.

Speaker A **00:46:31**
Yeah.

Speaker C **00:46:31**
And then, you know, you start getting leaders that are educated, and then there's laws passed, and you make progress. You develop a department of competent individuals who understand language development, developmentally appropriate practice, and they're leaders, and they work with the schools and the teachers to help improve instruction. And you've got all these, you know, great curriculum writing, you've got this— you have staff development, you're in, you know, and, you know, things are just, you know, so there's this progress.

00:47:16
And, you know, if you know history, sometimes we were denied rights. Now you get them, but you don't know about them, so they take them away. It's almost like the pendulum effect, you know. But so I think Fort Worth is really known for, for really leading the way in these areas that were maybe not as developed in other or similar urban school districts.

00:47:48
And so I think with this takeover, there was a lot of change. And it's my understanding that the Newcomer Center was closed.

Speaker A **00:47:57**
Okay.

Speaker C **00:47:58**
You know, that was a school dedicated for helping students. Then it's my understanding that the whole Department of Dual Language was also disbanded. And I guess my mind goes to the history. We had nothing. There were court cases, right? There was, you know, people that fought the fight. We got good curriculum. It was in both languages.

00:48:28
We got assessments. We got teachers that were certified. And then I feel like now it's, I think it's mostly just compliance. Are you following the law? So when I think about what

y'all were doing good, y'all were leaders. I mean, in that area, and it was making an impact. I was in a meeting earlier this week where they were showing the scores of last year and they disaggregated the data based on ethnicity and programs.

00:49:01

And I was delighted, and I'm sure you could— you have access to a lot of other data, but just look at the comparison between, you know, the students and the EB, the emergent bilinguals, and they're up. And in most cases, they brought up the You know, the scores overall. And I'm looking at that and I'm thinking, what a difference progress has made.

00:49:31

Now, you know, it used to be that our students were blamed for bringing test scores down, right? And what I'm seeing now is they're bringing up the scores.

Speaker A

00:49:42

And why?

Speaker C

00:49:42

I think it's attributed to the things that were in place with hiring certified teachers who were utilizing good instructional strategies and were working, you know, and training teachers. And so now you've seen the progress, and I was thinking earlier with the takeover, how is that achievement of a group of students who was historically underserved and under— and they underachieve, is it going to go back?

00:50:16

So I'm thinking of this whole pendulum effect that through history, you know, we've evolved to today and we have all the resources, we've got training, we've got everything, but now it's been disbanded. And so it makes me wonder, how is that going to impact the progress that has been made? Will it— will those scores not look like that anymore?

Speaker A

00:50:46

The actions you refer to disbanded the dual language department.

Speaker C

00:50:56

Yeah, that's right.

Speaker A

00:50:58

Now the teachers and folks who were involved in that They were supposed to be deployed

into different campuses.

Speaker C **00:51:10**
Yes, that's my understanding.

Speaker A **00:51:11**
To provide the same or better level of support to the emerging English students. That's the theory.

Speaker C **00:51:22**
That's the theory, exactly.

Speaker B **00:51:23**
That's the theory.

Speaker A **00:51:25**
And that's the redesign, right? It's gonna make it better, we'll provide 'em. I've seen those statistics that show that the students who were in main— you know, mainstream campuses, that they were doing well.

Speaker C **00:51:42**
Mm-hmm.

Speaker A **00:51:43**
And that was used as an argument that, well, that's why we can place students in mainstream campuses and still succeed and they can still do well. If you provide— if, capital I, capital F— if you provide them with the support that they're currently getting and you enhance it. That was the promise, that we were going to enhance it.

00:52:08
So let me ask you a question, because this is an issue that's dear to my heart. I know, I know. Is how do we How do you on the board track whether that is actually happening?

Speaker C **00:52:25**
Well, that was going to be my question to you. So now that this action has been taken, how are you monitoring to ensure that it indeed is working and that it was worth it, I guess is my point.

What indicators do I look for?

Speaker C **00:52:43**
Well, I think you start off with listening. listening to the teachers, okay? You're here, you're working, what are you seeing? What are you doing?

Speaker A **00:52:50**
Right.

Speaker C **00:52:51**
How, uh, so how are you measuring that? Through benchmarking? Are you doing it through a certain assessment? Are you— is it being addressed in the PLCs? I mean, you know what I'm saying? There's— there needs to be some type of formative, um, midpoint kind of, um, a measure to say we, we took this big decision to disperse and to place, but how is it working?

00:53:18
And again, I think there's several measures that you can look at, but my— yeah, in terms of accountability, how would that get to the board, right? And how will you measure— how will you determine whether it's effective or not, right?

Speaker B **00:53:31**
Yeah, I think it's those teachers, right? So the argument is you you can look at other places and, oh, look, they integrated and the test scores go up or whatever, right? Again, I don't know.

Speaker A **00:53:44**
Yeah.

Speaker B **00:53:45**
Pretty low opinion of the test scores, the standardized test scores, but, but high opinion of the teachers and their input. And I think you've got, you've got the teachers who were doing it in, in, in the, you know, self-contained areas, right? And so presumably they are out somewhere, and I I know they shared their thoughts initially, as did the community, for a long, long time.

00:54:10
Um, but we, we know who they are, right? Or, you know, I mean, you know who they are.

Yeah, we do.

Speaker B **00:54:17**

And so I would say their input would be really valuable, right? You used to teach here at the Newcomers Academy. Now you're trying to implement those programs at Eastside or Pasco or, you know, wherever it is, right? Yeah, Dunbar, wherever they got put. Um, but the majority of the Morningside, I guess, probably.

00:54:37

Um, how's it going? Like, are your students— are those students succeeding? So I think that would be where I would start, is like the input of the teachers doing that specific instruction, but also I think the input of the teachers absorbing those students into the— into more integrated system, I think that might be valuable too, right?

00:55:06

So you might ask the teacher who used to— given the physical locations of these schools, probably already— and who these— who I think— who I suspect these— where these students are ending up, right?

Speaker C **00:55:19**

Yeah.

Speaker B **00:55:19**

They've probably already had a pretty hard row to hoe. Right? And so adding emerging English students to their classroom may be going great, and it's like, no, they're getting it. And then, you know, the, the supplemental instruction is making a difference. Or it might be like, I know, it, it's, it's not only are they, those new students, not doing well, but the other students are disadvantaged because now I have to repeat myself more often.

00:55:47

I have go back or whatever, you know, where, where— and they're spread out, right? So there's less community. And like, or I could be wrong, right? It could be like it's been an amazing addition, or honestly hadn't known a diff— haven't noticed a difference or whatever. Like, I, I don't know. I don't have an opinion on that.

00:56:03

I, you know, like the rest of the community, I have an opinion on closing the Newcomers Academy, but that, that ship has sailed. But like, you know, because again, I, I get what was presented as thing, but I also would love to see the metrics. But I think the teachers—

I think the teachers who teach bilingual education, and I think the teachers who don't but who have students who used to get bilingual education uniquely but now they don't, because they ought to have a feel for those students too.

00:56:30

And they can say, he— it's been great, is just the, the theory is working. He's around peers who only speak English and And that has just ramped up, you know, as it does. That is inarguable, I think. But like, and it's— and we can see it academically. Or he's terrified, he sits in the back, keeps his mouth closed.

00:56:52

He was more comfortable elsewhere. Yeah.

Speaker C **00:56:53**

So what I think what you're saying is, so, you know, when we do research, there's 2 types. There's qualitative.

Speaker B **00:56:59**

Yeah.

Speaker C **00:57:00**

And quantitative.

Speaker A **00:57:01**

Yep.

Speaker C **00:57:01**

So if you're gonna measure something quantitatively, you look at test results.

Speaker B **00:57:06**

Right.

Speaker C **00:57:07**

But for me—

Speaker A **00:57:08**

Which is what we're gonna be getting.

Right.

Speaker A **00:57:09**
That's what we're gonna get from this.

Speaker C **00:57:10**
But for me, the most valuable piece is when you talk to somebody, which is qualitative. It takes more time, but then you get the true essence of what's occurring. When you look at the data, you see numbers, but you don't have the context. That qualitative piece where you talk to people, talk to teachers, can add that context To those numbers.

00:57:32
So, I mean, I just, you know, I think you probably would need to figure out how to do that best, but just by looking at numbers won't give you the total picture.

Speaker B **00:57:45**
Especially if you— some people have some questions about the validity of the measure.

Speaker A **00:57:54**
Sure.

Speaker B **00:57:55**
Just not to But like, that would be true even if you had a really good reliable, like, this tells you how much learning is happening metric, which I don't think the STAR test is, right?

Speaker A **00:58:07**
Right.

Speaker B **00:58:07**
And neither does the state of Texas, right? And so, uh, or at least going forward, right? But, uh, yeah, the quality— yeah, I think it dovetails really nicely with what I think you're hearing a lot of, which which is seek out the opinions and the knowledge of the teachers. Ask the teachers. That covers so much of this.

00:58:31
And so that's the way you're gonna find out, would be my guess.

00:58:36

And parents too. We hear a lot from the parents.

Speaker B **00:58:37**
Yeah, yeah, yeah. Parents for sure.

Speaker A **00:58:39**
You know, it's like, I think those are 2 of our main sources that will actually tell us if it's working. The metrics that the school district will measure and present us are part of the story, but they're only part of the story, and I'm concerned about what is lacking.

Speaker C **00:59:00**
Exactly.

Speaker A **00:59:01**
And we're making some really, really serious decision goals, guardrails for the future budgets, and that's going to inform our budget, by the way. That's a big thing. Our budget is going be based on goals and, you know, what we say is how we're going to allocate the money and where the money is going to be allocated and what programs are working and what are not.

00:59:21
And we're going to have— be asked to do this based on certain data, right?

Speaker B **00:59:28**
Right.

Speaker A **00:59:29**
And I'm okay with that, you know, but I grew up during the Taunt era. You understand the Taunt? And the key phrase then was, you know, trust but verify. And verification means not just saying, tell me how many nuclear weapons you have. I want to go count them.

Speaker B **00:59:47**
Yeah.

Speaker A **00:59:47**
That's just my generation. I'm sorry. It's just my generation.

00:59:49

That's what we think. I think a lesson that, again, from the outside— my wife and I have been relatively engaged and involved. And she's come to a lot of these things, school board meetings and all that sort of thing. Read the news reports and so forth. I think a lesson from the listening sessions—not from the answers to the listening sessions—but from the what how the listening sessions have been going—is that getting that feedback is going to have to be really intentional and strategic.

01:00:29

So. So we do that too, right, the surveys. But when I survey, you know, like my population, I have to account for, uh, did they get what they want or not, right, in terms of like how do you feel about it. Because it's really— I've, over years of supervising, I have noticed that my sweetest, kindest, gentlest advisor, student, no matter who they are, eventually a student will complain that they were mean to me.

01:00:59

And then when you look into it, it's like, no, they told you really gently something that you didn't want to hear, right? Like, they told you no. They weren't rude to you. And hopefully this doesn't happen often, but my theory is the inverse is also true. If you have something— you want something and I give it to you rudely, well, you got what you wanted and you're happy, right?

01:01:18

And so you do have to be strategic with your qualitative—

Speaker C **01:01:21**

Yeah.

Speaker B **01:01:22**

But again, it doesn't help to ask me, or it doesn't help to ask the population likely to be the most engaged and willing to get the email, read the email, click the link, I'm guessing, to get results on this specific topic.

Speaker A **01:01:39**

Right.

Speaker B **01:01:40**

Because if the kids are emerging learners, probably the parents are too, right? Or recent immigrants or whatever, right? And so they're not here.

Yeah.

Speaker B **01:01:52**

Like, and I know that you have been hearing this and you can see, you know, like it's been brought up, right? Like, like these communications weren't necessarily initially— I saw we have it, this is in Spanish now, but like they weren't all necessarily communicating in Spanish. And my corner, you know, I wouldn't have gotten it or understood it anyway, but like, um, 6 o'clock on a weeknight it's going to get a certain demographic, right?

01:02:19

Um, we— I have kids in the district. My kids aren't zoned— I don't live around here, right? But where, where is this? Where's the Stop 6 people, right? You know, and, and so I think of parents, like even the survey, which I'm glad you've got 1,000 results or whatever, but like it's not getting the emerging, it's not getting the—

Speaker C **01:02:39**

Yeah.

Speaker B **01:02:39**

parents of the newcomers academy. Right.

Speaker C **01:02:42**

So that was going to be my question. Like I said, when I did my dissertation, I, you know, that's when all the effective school, you know, research was coming out. So I took those and I created questions, and the school says, oh yes, we have parental engagement. Yes, we, you know, we count them in when we have to make important decisions.

01:03:02

And so my research was about actually going and talking to the parents, and most of them did not speak English, so the interviews were mostly in Spanish. And so, you know, I would tell them in Spanish, you know, the school says that they made this important decision and they got your feedback. Can you tell me a little bit more about that?

01:03:19

And they're like, no one's ever asked me anything. And I said, no, you know, they did this and they said— what I found out that in you know, that really they were not walking the talk, you know, they were saying they were. But then it made me want— so really what it— and I got— and I interviewed parents in urban school districts, suburban, and rural.

And what I did find is that in large urban school districts, there's usually personnel that speak Spanish that can reach out. So I found that in large urban school districts, really parents have more of an opportunity to get their voice heard because of the resources. That did not occur in the rural areas, of course.

01:04:06

And then in the suburban schools, which, you know, we have a lot of them around here, they were very strategic in that they would look at what the urban school districts were doing and they would pick up the practices that were working so they didn't make some of those mistakes. So I just found it very interesting, but the point is most of my research was done in Spanish.

01:04:30

And so I guess my question is, are you guys doing any of these in Spanish with the parents?

Speaker A

01:04:39

We intended to. And you're talking to the person who intended to do that. I speak Spanish.

Speaker C

01:04:44

See, yes, so do I, but sometimes you kind of need another person so you the message or whatever.

Speaker A

01:04:49

And there's another person on our board who speaks Spanish as well, Rosa Verdeja, Rosa Maria Verdeja. We're the only Spanish-speaking board members. And I will tell you, just as an aside, and I guess it goes to question 4 and 5, so we're still staying on topic. But that was top of my list.

01:05:11

That's what we have to do. And it came from having sat through graduations from Northside High School, Polytech High School, and Diamond Hill High Schools. And I looked up at the graduations and I look at the stands and I see—

Speaker C

01:05:27

50%—

Speaker A

01:05:27

The folks that I have been working with, families I have been working with for many, many years who are Spanish-speaking, many of them are immigrant population. I said, these are the kids who are graduating. These are the kids who are in the school system. And yet we don't see them. We don't hear them.

01:05:48

So that was a big thing when we started saying we're gonna go out and talk to the population. We need to go out and talk to these folks and get what their input is. What's going on with them? Tell me what's going on with your kids. And it's gotta be done in Spanish.

Speaker C

01:06:00

It has to be done.

Speaker A

01:06:02

What we have not done well is is that aspect of it. And that was— we— I planned certain meetings in certain neighborhoods with certain groups that I intended to be able to reach some of those neighborhoods, some of those people. What I found out is I did it all wrong. I confess to you right here, and I confess to them, but I did it all wrong.

01:06:26

Those neighborhood associations, those people do not really have contact with that population. Last night I had a listening session at a church, Catholic church in Fort Worth. I had visited with the priest, and I've attended Mass there sometimes. And I had a sense because they have a Mass that is entirely in Spanish and is attended by the migrant population.

01:06:49

Father, that's who I want to talk to. And I'm not going to advertise for the community to come. I want them to come, he'll say, if we advertise for the community, then—

Speaker C

01:06:59

They get scared.

Speaker A

01:07:01

Yeah, it scares them away.

Speaker C

01:07:03

Absolutely.

Speaker A **01:07:05**

Okay, fine. They didn't come. Who came was other folks from the pop— from, from the church. And so we had this discussion because I asked that very question, what did I do wrong? What did I do wrong?

Speaker C **01:07:19**

You gotta find a spokesperson that they—

Speaker A **01:07:21**

that has built the This is what I was told. This is what I was told, and I've heard it, and I knew it, and I just— I feel like I messed up. The Mexican-American population, neighborhood associations, people who have been here, who speak English, do not have contact with the migrant population. They just separate themselves.

Speaker C **01:07:41**

Separate themselves.

Speaker A **01:07:42**

And this gentleman has now said to me, he said, no, they're gonna come. Why? We don't talk to them. What do you mean don't talk to them? You come to the same church, you're the same religion, the same color, we talk the same language. There's a difference. Yeah, there is. And I know that.

01:08:00

I've known that. I know that. And it's like, why didn't— you know? And so I spent some time talking to them. Okay, how do I reach them? How do I talk to them? I talked to the priest. the same way. Same thing up in the North Side Catholic Church, same thing, a lot of migrant population.

01:08:19

And it's been a lot of talking to the deacon, and he says they won't come. So we had a work session on what to do in the event of ICE, that kind of stuff. And I know because the law school participated in providing them some of the legal basis helping them. And he says, nobody came.

01:08:43

We had very few people come. It was safe. It's a sanctuary. It's a church. It's directed. We went out into the community. They did, these folks who were working at the law school in a fellowship with migrant population in the North Side, went door to door and knocked on doors and passed out information in Spanish.

Speaker B **01:09:03**
Yeah.

Speaker A **01:09:03**
All of them speak Spanish. I mean, I'm a first generation.

Speaker C **01:09:08**
No trust, yeah, there's no trust.

Speaker A **01:09:13**
We have to do better. And question 5 and question 4 comes together. What are we doing well? Well, we recognize perhaps that we need to do better. That's all the kudos we get. We should do better. What are we doing wrong? doing it right. We're not reaching the folks who are attending our schools.

01:09:34
When this survey is completed, we do have the survey is broken down by zip codes, so we know who's responded. And y'all have seen that the zip codes that we're talking about are not responding.

Speaker B **01:09:44**
Yeah.

Speaker A **01:09:44**
Even though they're in Spanish and we're going to tell them. Those schools, those zip codes where we did not get high responses, the board members on a hot afternoon, afternoons, Went out and passed out in Spanish.

Speaker B **01:09:58**
The car line.

Speaker A **01:09:59**
The car line, okay. And I was excused from doing that for a variety of reasons, 'cause I'm

[personal reasons] So you don't have to go. So it was okay, it's okay. But I know we are recognizing, I'll give us credit for that as a board, we recognize that we have to do better.

01:10:19

What we haven't done is done better. We have not reached that population. We have not reached the parents of the kids that are attending our schools.

Speaker C **01:10:28**

Sure.

Speaker A **01:10:29**

Because the majority, majority—

Speaker B **01:10:31**

I, I think one group of people might, might or might not be able to bridge that gap. Are the teachers.

Speaker A **01:10:48**

Yeah.

Speaker B **01:10:49**

Because they come in contact with the parents, right? At different levels, right? Maybe not at the high school level, right?

Speaker A **01:10:54**

It's true.

Speaker B **01:10:55**

But like, it's true, at the kindergarten level, they're gonna know that teacher and the teacher's gonna know the family. And especially in the, the communities that are less English proficient.

Speaker A **01:11:07**

Yeah.

Speaker B **01:11:08**

I suspect that, you know, especially the well-trained, experienced Elementary and, and,

you know, uh, and I guess middle school, high school to some extent. Yeah, because they, they know kids. And those— and the counselors maybe, right? And some of the long-standing principals, although again there's been a lot of turnover everywhere, right? But they might be able to bridge that gap.

01:11:29

And I think specifically, like, again, I was just sitting there thinking, if you email out, hey, how did the transition away from the Newcomers Academy work in an email to a group of immigrants from across the world who are refugees.

Speaker C

01:11:46

You have to know your audience.

Speaker B

01:11:47

Some of them are undocumented, some of them are refugees, some of them, you know, are highly educated, and it just, you know, it really is just a transitional thing. But like, they're not checking their email, they're not responding to an English, even maybe even a Spanish email of like, click here and take this survey, because they're not looking at a desktop.

01:12:08

I hate doing those things on this, but I sit in front of a computer all day long, right? And, and so that's— and I do that. I send out surveys to college students, right, to graduate students. Like, I work in that world, you know.

Speaker C

01:12:23

There's not trust.

Speaker B

01:12:24

Yeah. And, and I'm not scared. Yeah.

Speaker C

01:12:27

You know, even like at The beginning of the school year, you know, I saw where people were sending messages on social media of don't drop your kids off this morning because there's, there's, they're picking up. And even at this level at the university, I had a student that says, Dr. [Speaker C]I'm not going to be in class today.

Speaker B

01:12:49

And I'm thinking, oh, she's ill, she's sick.

Speaker C **01:12:52**

She says, and I may not be there next week. And I'm thinking, Okay, why are you not coming to class? She says, because I don't drive, my mother drives.

[immigration status information] and she's afraid that if she gets stopped she'll be deported, and then I, I'm going to be stuck here. And so, so, so if I fill something out, you're going to know my name, or you're going to know where I live, you know, and, and you're going to come get me because I can't trust you.

Speaker B **01:13:20**

Unfortunately, The Board of Trustees is not going to be able to, um, solve federal immigration policy. I understand. I, I— if that were the case, man, I might feel differently about takeover. But, um, we have to look— we're having to work within what we— yeah, yeah. I work with people who are totally legally present and they're scared to travel.

01:13:44

Yeah, yeah. So like, that makes total sense to me. But, but just If we're going to be solutions-ish oriented and sort of like brainstorming for, you know, like positive effect, I think, um, I think one avenue worth trying would be, um, you definitely can get the ear of the teachers who— I, I would say this writ large, right, to the populations in the zip codes around here.

01:14:13

But at a granular level, at the like emerging language program that has been dissolved, right? So like, you know who those teachers are, assuming any of them stuck around.

Speaker A **01:14:23**

Fine.

Speaker B **01:14:24**

And so you could track those teachers down and you know where those students were placed and you can say, help us get to the parents of your students, right? And that might be a way to do it. But again, large, right? Because they're not all Hispanic Spanish speakers, right? Like some of them are from Afghanistan or Liberia or wherever they came from, right?

01:14:46

But I do think that a similar principle might work. And I should not be telling you guys how

to do this, but I mean, I think, I think that you talked about you have to find the leader that has earned the trust. Yes. Maybe at a granular Again, not big picture, but at the classroom level, hopefully, God willing, the kindergarten teacher has the trust of that class.

Speaker A **01:15:15**
Sure.

Speaker B **01:15:16**
And so maybe, yeah, you got to win them over by listening to them and asking for their input and saying, help us get to the parents of your students because we're gonna hear from the parents in affluent areas where both parents are educated and both parents are high income, and/or one parent is high income so that the other parent has the time in the day to organize and show up and turn out.

01:15:48
And, and, and so, but we're having a hard time getting here because of trust or because of communication or because of work schedules. Yeah, economics. Economics.

Speaker A **01:15:58**
Huge.

Speaker B **01:15:59**
And, and so we're looking for ways to do it. You're a teacher, you know a lot of things, even though we haven't been acting that way, specifically on this and hopefully on a lot of other things. How can— tell, give, share that information.

Speaker C **01:16:13**
So I have a book. Do you have a budget when you have these community input?

Speaker A **01:16:19**
This is all volunteer, and we don't— we have, you know, the, the budget is I guess there was a, uh, there was money that was donated to us to help support the flyers.

Speaker B **01:16:35**
Oh, okay.

Speaker A **01:16:35**
The young man who's been helping us, yes, to organize it.

Okay.

Speaker A **01:16:40**
As, as our— because we're all— yeah, that has our staff, so they help organize and provide the flyers and all the support we need to put it out.

Speaker B **01:16:50**
Yeah, okay.

Speaker A **01:16:50**
And so that That's perhaps the question.

Speaker C **01:16:53**
The reason I was going to say, in all my years of working with Latino, the Latino community, whenever you have a meeting, you need to have some food. You know that. You know that.

Speaker B **01:17:05**
I'm not sure that's a specific cultural thing. That works for everybody.

Speaker C **01:17:09**
But especially for them, because many of them, if they're making the time to attend because of economics, maybe they're coming from work or whatever. But all I can say I mean, you know, when I was a teacher, [?] you know, I think McDonald's used to donate the, you know, the, the, I don't know, like, they're like coolers where you get that orange Kool-Aid.

Speaker B **01:17:30**
Okay.

Speaker C **01:17:30**
And then we had another, we had got a, we had a little grant, and we did hot dogs, and then we bought, you know, chips, and we would tell, and so if we had it at 6 o'clock, which is really Kind of around dinnertime, you'd say, come to the school for a meeting, whatever, and, you know, hot dogs will be provided.

01:17:51

Man, they were there with all the kids, you know.

Well, as I'm sure you know, it works for college students.

Speaker A **01:17:57**
Absolutely.

Speaker C **01:17:58**
Pizza? Or pizza. Yeah, that's what I was asking you. I mean, that's a little— but that's just something when— and then there is something about the culture That when you're sharing your food, then I'm, you know, I'm starting to trust you. So I'm going to open up to you.

Speaker A **01:18:16**
You hit upon a very important part is what we don't have now is trust.

Speaker C **01:18:20**
Yeah.

Speaker A **01:18:21**
The gentleman I spoke to last night and his wife, like he works at ISD and his wife does too. She's a teacher. And he says, I saw you all when you were appointed. And I don't know you, I don't trust you. I said, it's okay, don't worry about hurting my feelings, it's okay.

Speaker B **01:18:41**
But it's like, I don't trust you because I don't know you.

Speaker A **01:18:45**
And we started talking, and after a while he says, well, you know, this helps because I now have had a chance to visit and I have a better understanding of who you are. He says, but the community doesn't.

Speaker B **01:18:57**
Yeah.

Speaker A **01:18:58**
And you're going to have to work— really, really hard to be in the community, engage the community where they are, and build that trust. Yeah. So, you know, get back to things that we're not doing. That's what we need to do.

I think that that's important. That'll help. And again, I mean, we're stuck with this for probably a really long time. And so like, we kind of just have to get to where we can get to. I do think there's I think honestly, I think acknowledging the fundamental break of parents care about their children's education and the TEA cares about their test scores.

Speaker C **01:19:35**
Yeah.

Speaker B **01:19:36**
Uh, and, and then I think just— and acknowledging and not like just gaslighting that like, no, no, those are the same thing. Like, if you tell me that, then I, then I definitely don't trust you. Like, then I'm just like, okay, then never mind. Because that— you're not— that's nonsensical, right? And so just acknowledging that these things are going to come in conflict, and every single time the TEA will choose the STAAR test, and every single time parents, teachers, students will choose education, right?

Speaker A **01:20:08**
In a broader sense, education means more than just test scores.

Speaker B **01:20:11**
Yeah, love of learning. Yeah, not hating going to school. I think art and PE and like, yeah, all of those things are education, but even like reading and math, I would argue even reading and math aren't necessarily all— are not synonymous with the STAR standards.

Speaker C **01:20:32**
So there's a book, there's a children's book that I think Dr. Seuss wrote, and it's called Hooray for Diphthong Day. Are you familiar with that book?

Speaker B **01:20:39**
I don't know that one.

Speaker C **01:20:40**
Well, I read it to my students, and it's It's basically about 2 schools, and in this school everybody does things this way, and they look so sad. And again, it's a, it's a Dr. Seuss book. And then on this, this other school system, the teacher is creative and she teaches them many things.

01:21:00

And again, it's a cute children's book, but it has a message. But then in the middle of the book, the principal comes in and says, things have changed. You're going to have to take a test, and this test will determine, you know, how things are going to be done. And so, you know, the students that have had this great creative teacher says, oh no, no, we're going to fail.

01:21:22

And the teacher says, don't worry about it, you know, don't worry. I've taught you this, I've taught you that, so you know how to think. So it doesn't matter what test you'll take, you're going to pass.

Speaker A

01:21:31

Yes.

Speaker C

01:21:31

Why? Because I've taught you how to think. So if you get a chance, look Look it up. It's a— I don't know if it was one of his last books before he passed away, or— because I think it's in conjunction with somebody else, but it's called Hooray for Diefendorfer Day. And you don't have to look— and the message is we have to teach kids how to think.

Speaker B

01:21:49

Definitely won't go over that. Yeah, I think just because I know we've gone on here, but the thing that I keep thinking about, especially when And I hear, can't go back to the way it was. Can't go back to the way it was. And the response that— and I've seen this response in print, you know, the parents will say, yeah, no, we're not, we're not glorifying, like, we're not like, that's not what we want.

01:22:15

And I think about, well then how does that— and so I've been thinking about this for a couple days, and I think like my issues with previous iterations elected Fort Worth ISD leadership were not listening to teachers enough, overemphasizing standardized testing, and, um, over— being overly rigid and top-down. And, and those things have not— those things have gotten worse, right?

Speaker A

01:22:48

Yeah.

Speaker B

01:22:48

Like, we just— like, we doubled down on the wrong things. And so you say change is hard,

but no, you didn't change. You leaned into the parts I don't like. Yeah, you changed some things there, like again, mini fridges and microwaves and rows of desks, right?

Speaker A **01:23:06**
Little things.

Speaker B **01:23:08**
And so in terms of like the, like, not working, stop doing it, that predates you. Like, I think we have overtested and overemphasized testing the whole time. And again, those are bigger— you can't solve that. That's a state thing, and there are federal mandates on this, right? I think we haven't listened to our teachers well in a long time.

01:23:35
I mean, there are plenty of teachers who were not— there are definitely plenty of teachers who celebrated when 2 superintendents ago was fired, right? And, and there were probably some who were like, yeah, okay. Like, I heard from teachers as the decision was being made going, yeah, I definitely don't trust the TEA, I don't want this takeover, but then I look at how I'm being treated now and I'm like, could it get worse?

01:24:01
And that— they would answer you now, yes. But, but, but at the time they were just kind of like, well, they don't listen to me now. I don't get to teach a novel now because I've been handed excerpts. I have 36 tests during the year. When am I supposed to teach? You know, like, they don't value my input.

01:24:17
And so, like, I think beyond the current scope, and we think about guide rails and goals and so forth, I think for question number 5, I mean, that's the thing that 4th ISTE should have stopped not 6 months ago when you guys took over, but like 10 years ago.

Speaker A **01:24:35**
Okay, it's a good point. Thank you. Thank you. Thank you, folks, so much for being here. I can't tell you—

Speaker C **01:24:42**
we appreciate you taking the time. I'm just, uh, on my way.

The Welman Project

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Speakers:

Speaker A - 33.05%

Speaker B - 14.11%

Speaker C - 3.03%

Speaker D - 5.56%

Speaker E - 2.39%

Speaker F - 2.28%

Speaker H - 2.04%

Speaker I - 11.85%

Speaker J - 8.42%

Speaker G - 3.05%

Speaker K - 0.7%

Speaker L - 2.42%

Speaker M - 9.42%

Speaker N - 1.67%

Notes:

No notes.

Speaker B **00:00:01**
Get ready to pass it around.

Speaker C **00:00:17**
Hello?

Speaker D **00:00:20**
Hello?

Speaker A **00:00:23**
Hello?

Speaker E **00:00:24**
Hello?

Speaker A **00:00:25**
Hello? Hello? Welcome, everybody. Thank you for coming out on a Saturday afternoon. [Speaker K] thank you, Wellman Project, for hosting this.

Speaker F **00:00:55**
Thank you.

Speaker A **00:00:56**
Yeah, absolutely. You think in our small room we wouldn't need microphones, but— and I want to ask if everyone is okay with this, and if you're not, when you're answering a question, we'll turn it off. But we do plan to record. Now, Lori George— let me start with introductions first, but I've gone over some of the ground rules.

But Lori George.

Speaker F

00:01:23

Hi.

Speaker A

00:01:23

is one of the school board members, as am I, Pete Guerin. And our practice in these listening sessions— and I'm going to talk a moment later about the purpose of the listening sessions and what we hope to accomplish— but we do record it. And if you have an objection to that, I— and when you speak, we're glad, glad to turn it off.

00:01:45

But we— Lori will will take notes, but the methodology that we have for this exercise— the goal is to inform the board and also tangentially the staff, inform us about what the community values and vision are for the Fort Worth ISD. And there's 5 questions that we go through, and I'm— I've done many of these, and we end up talking about other things, but our goal Is in addition to the other things we talk about, that we ask as many people as possible to speak to each of these questions.

00:02:25

And we're doing listening sessions all over the city. Next week, I think we have 7. And we are eliciting input on these questions, and we're gathering it and transcribing it. And then we're also doing surveys. And we're getting that information, and that'll inform the board in the development of goals and guardrails for the district.

00:02:55

The, the elected board went through an exercise similar to this, and some of y'all may have participated in it, but it was district-led. The board sat in the audience, and the district asked the questions. Y'all may have seen that Dr. [Superintendent]is having his own sessions, and those are really focused on operations, and this is entirely different.

00:03:19

So the goal of these meetings is to get input on as many of these questions as you can, as we can, and from that, we hope to inform ourselves sufficiently well To develop goals that reflect the values and aspirations and your expectations for the district. Let me mention this QR code, and many of y'all have a QR code next to you.

00:03:52

In addition to these listening sessions, this survey is critically important. You know, we will

reach, I don't know, 1,000, maybe 2,000 through these listening sessions. And some people speak and some people don't. We hope to reach multiples of thousands with the survey. It's the same questions, but we know for all sorts of reasons there are people that could fill out the survey that wouldn't come to one of these or can't come to one of these.

00:04:22

Trying to have them at all times of the day and days of the week, but this survey is so important. And we track survey responses literally daily. We track them by high school pyramid, we track them by zip code, and I'd like to ask all of you, one is fill out this questionnaire yourself, but I'd like you to help us spread the word and get others to participate in filling out the survey.

00:04:50

It's very important. Right now, as a Heights kid, I hate to admit this, but The Paschal Pyramid's killing everybody as far as filling out the questionnaires. We have some zip codes where we've only had 5 or 6. We've got 3 pyramids that also have very, very low percentages. I was out at O.D.

00:05:13

Wyatt this morning passing, passing these out. Next week, board members are going to be at carpool lines in the O.D. White and Dunbar pyramids passing these out. We're working as hard as we can to reach people that, that we haven't done a good job of reaching, and nearly all of the outreach up until now has been digital.

00:05:36

It's just kind of the default these days. The district has put it out on ParentSquare, principals have sent it out, but we know different people get their information differently. So if I could ask all of y'all to think about ways to— I'd like to ask every one of you to get 100 people to fill this out.

00:05:58

Put it on your Facebook or your social media, and if you can find people that don't live in 76109, all the better, because that's— we're overrepresented in 76109. So Please help us, help us with this. We need to hear the voices of people all over this district, and these sessions obviously are an important part of it.

00:06:28

You know, the— I've spoken to it already, but just to summarize it again, the board started this about 6 weeks ago, nearly 2 months ago now. And we're reaching out across the

school district, and we're trying to get answers to these 5 questions. We will complete it by the gathering of information by September 15th.

00:06:55

We'll start assimilating the data and, you know, breaking it down into, you know, this issue, this issue, this issue, this issue, and then the board will get together for a full day and go through this on September 26th or 9th, whatever that Saturday is. And then we will develop a draft of goals and guardrails for the district, and that draft will be brought back to the public at a board meeting, and we'll invite more input and more comment at that board meeting on those proposed goals and guardrails.

00:07:32

And then we'll go back to work And our expectation is that we will actually present the recommendation of the goals and guardrails either at the last school board meeting in October or the first one in November. It's starting to look more and more likely like it'll be the first one in November. But those are the steps, and this is a key part of that.

00:07:57

So any questions about that? about the process or the purpose.

Speaker H

00:08:05

Okay.

Speaker A

00:08:06

Again, thank all of you for coming out and participating with us today. Our first question, and you see the 5 questions up here, and we invite everybody to speak on all 5. Oh, pardon me. Yes, ma'am. Would you actually If you speak in that, the only reason I'm— well, but you won't be picked up on the recording, that's the problem.

Speaker B

00:08:33

I'm just asking you to reintroduce yourself. I was going through books.

Speaker A

00:08:37

Yeah, my name is Pete Aaron and I'm president of the appointed board. Lori George is a member of the board. My day job, I've worked in education philanthropy for 16 years. with the Sid Richardson Foundation. And my— particularly the last 10 years, the focus of my work has been literacy, literacy, literacy, literacy.

We support preschool programs, after-school programs, early childhood programs, summer programs, night programs, but hyper-focused on the issue of literacy. So that's my background for my day job. Um, Laurie, if you want to, uh, tell your— introduce yourself.

Speaker C

00:09:23

Yes, so I'm Laurie George. As Pete said, I'm a member of the board. Um, my background is in education. Um, well, first I'm a parent in Fort Worth ISD. [personal information about a Board member's family] ISD and a 3rd [personal information about a Board member's child] Um, I started out in education in language acquisition, teaching refugees and asylees, and then went back to school based on [personal reasons] to dive into disabilities [personal information about a Board member's family]

00:09:58

And so I'm currently finishing my PhD in that, and my focus is on— excuse me— neuroaffirming intervention for students with autism. So that's me.

Speaker A

00:10:13

And you have children at [district schools]? Okay, I'm glad you asked that. Any other questions before we get started or comments before we get started? All right, first question: What should Forth ISD students know or be able to do? If you could only pick one or two of the most important things Fort Worth ISD students should know or be able to do, what would they be?

00:10:47

Now, [Speaker I] you've been at several of these, but I'm not sure you've answered that question, so I'm going to put you on the spot to be our icebreaker.

Speaker I

00:10:57

As a Fort Worth educator, I think some of the most important things that Fort Worth ISD students should be able to do is— I think the first thing is probably to think critically. To think critically means to ask questions. To be able to ask questions, they need to be able to have the time and the professional in the room to be able to go down rabbit holes with them.

00:11:29

That only comes from building relationships with students. That only comes from the breadth and the depth of knowledge from a highly qualified educator. That only comes from high-quality instructional material. That only comes from curriculum that dives deep, um, which right now we just don't have. So I would say critical thinking skills in our

students.

00:11:57

When you have critical thinking skills, you can apply them in math and in reading and in science, but also in social skills. You can apply them when you are online and you can say, hmm, this feels like AI. Hmm, maybe this Nigerian prince really doesn't need my money. So critical thinking skills can help us in all aspects.

Speaker A **00:12:20**

Now you're a math teacher?

Speaker I **00:12:21**

That is correct, I am a math teacher. So critical thinking skills, I think, is the number one important thing that our students need to be able to do. You probably won't hear me talk about math when we're talking today.

Speaker A **00:12:35**

Well, I just think of math as one of the disciplines that really does develop critical I agree.

Speaker I **00:12:41**

And because— but when I say that I'm not going to talk about math, you're not going to hear me say they need to know their multiplication facts, right? Because I think there are lots of more important things that you need to know than your multiplication facts, because I think critical thinking skills helps you learn your multiplication facts, right?

00:12:58

I'm thinking overarching for all the kids in all the schools, really in all of Texas and all of the United States.

Speaker A **00:13:05**

Okay.

Speaker I **00:13:06**

Right, so I think it's bigger than in my math class or in a math class.

Speaker A **00:13:10**

We're thinking— No, I wasn't trying to pigeonhole you, but I'm just—

I'm just saying, if I answer a question, you wouldn't know that I teach math, is my— is what I'm getting at. You wouldn't know that I teach math. I'm not going to talk about like what math students need. I'm talking about what humans need.

Speaker A **00:13:25**

I appreciate that. Again, I wasn't trying to pigeonhole you. So critical thinking skills. Okay, what else? Question number 1. Yes, ma'am. And would you hold the microphone, please?

Speaker J **00:13:38**

Hello, how are you? I'm [Speaker J]Um, one of the things that we need— we can coexist with the scripted programs. We've done that in the past with Open Court, some of our math programs. But the children need specialized time periods During the week, in the month, where they are allowed independent thinking, problem thinking, and learning how to identify problems.

00:14:08

It's one of the things that the children at Alice Carlson and soon-to-be North High Mountain will be doing. Um, they need time to write and think, um, to have Perhaps brown bag programs where you have speakers coming in during their lunch hour and they can talk with people in the community. At Ellis Carlson, they have a program in the Friday mornings where parents volunteer their time, print art and bring in their skills and expose the kids to them.

00:14:43

They need to be exposed to those things that we cannot afford to go on field trips. Because we can grow that from our own parent population. The most important thing is recognizing how many different communities we have here in Fort Worth that need to be approached individually and find out what their needs are.

00:15:05

The parents are your biggest support.

Speaker A **00:15:07**

Yeah, let me follow up if I could though. I thank you very much for those insights, and you and I visited earlier. I know you're a longtime teacher And retired. And when you think about all of those inputs and how important they are, when you look to what does that help a child know how to do, or what's the impact of a child that has the benefit of all the sort of educational experience that you've described, and, you know, the question, what do we want them to know?

And what you've described is a proven way of teaching children things and broadening them. But if you think, you know, when the child— at the end of that process, what do you want the child to be able to do? How will that help the child do what you believe is important better? Do you have a thought on that?

Speaker J **00:16:04**

I do. I know that we need skills that that our businesses use. Back in the day, we taught talents, we taught SCAMPER, we taught 6 Thinking Hats, and we coincided that with what our businesses wanted to see— a vision. So we created Vitalink. The kids need to be able to recognize a problem in math, reading, in the community, become involved as a community person to understand their self-worth is going to be recognized because they're involved in a process that helps their community.

00:16:42

But the community is not only the school, it's the community around them. It's the recognition of those special needs that children don't always get in a pure scripted program. We can have it together, But we have to allow time for that program to reach out to the community and bring in resources. We can teach that math, we can integrate that writing, we can teach integration of reading because they're being exposed to many multiple sources within our community.

00:17:20

Our business community is critical.

Speaker A **00:17:23**

Yeah, thank you.

Speaker G **00:17:24**

I just wanted to say one thing to build on what she said, because I wholeheartedly agree that those exposures are very important. And there's some research—

Speaker A **00:17:34**

Could you hold the microphone closer? I'm sorry.

Speaker G **00:17:36**

I don't love microphones, so sorry. Um, there's some research out of an economist at Harvard that I find really interesting about how when female students are exposed to female inventors— it's specific, this research was specific to females— but they actually have a higher likelihood to become an inventor themselves. themselves. So by being

exposed to different careers, different opportunities, I think my children, who also attend Alice Carlson, um, will have a much broader understanding of career paths than I might have even had in high school, just because they have been exposed.

00:18:06

And I also have seen the way that they have trained them to solve problems on their own in such a unique way. So, and I think it comes from actually what both of the two people who contributed before, the critical thinking Skills and the exposure to people who have different career paths and bring different knowledge than what's provided in scripted lessons.

Speaker A

00:18:25

You know, and thank you for those observations. And later we're going to talk about what a graduate should be able to do, and then we're also going to talk about things that the schools should be doing. Don't, don't pass the microphone yet. I'm going to ask you a question. But what you just described and the exposure to different career paths is huge.

00:18:49

But if you think about those inputs and when you think about what you believe our children should have learned from that, what should they be able to do? So if you can help me think beyond just here's the many educational experiences that are valuable, But what do you, what do you want the child to come out of that experience knowing or being able to do?

00:19:16

You know, critical thinking, we've heard problem-solving.

Speaker G

00:19:20

I think it's the critical thinking. And then personally, I love that my— not to put you on the spot, I wouldn't have— didn't know I was going to talk about her— but that my 10-year-old thinks that she can change the world and save the world. And I think she's pretty confident in that because her school environment has taught her that.

Speaker A

00:19:36

Yeah.

Speaker G

00:19:36

And I think she probably will too.

Yeah. Okay. We're ready for that. Can she hurry up? Yeah. Thanks.

Speaker H **00:19:52**
Okay.

Speaker A **00:19:54**
Sure.

Speaker G **00:19:55**
Okay.

Speaker F **00:20:00**
I think what it comes down to, we want them to be contributing members of society, and that comes through the critical thinking and the depth of knowledge that comes with having that extra time to fully understand the concepts, not just rushing through them.

Speaker A **00:20:16**
Mm-hmm.

Speaker F **00:20:18**
When they develop those critical thinking skills, when they have that breadth of knowledge, then they're more fully able to be functioning and contributing members of society. If we're just rushing through, they don't get those opportunities, and some students are left behind.

Speaker A **00:20:36**
Thank you. You know, [Speaker K] if I could put you on the spot here, you know what you've accomplished, and I know probably several of the people here know what you've accomplished, but you're [a community leader] and y'all, you and your [Community member] and your partners came up with an idea to help teachers, help our environment.

00:21:03
What are the skills that you believe— what are you able to do that is enabling you to create the enterprise that you've created? sustaining and growing? And are there things in our education system that you would like our youth to be prepared to do what this lady said about making the world a better place?

What would you want our children in school to learn to be able to do?

Speaker K **00:21:42**

I attribute all of this directly to growing up in the Fort Worth ISD and having teachers that gave us the freedom to dream and learn and imagine and build those critical thinking and problem-solving skills. That it was— we, we did so many, you know, projects and lessons and, and And a lot of, you know, I don't remember the times where we were learning from a textbook.

00:22:15

I remember the times where we were up and moving around and doing these really cool learning things, like my 3rd grade classroom, like, that was a space station, like, that was built out of cardboard. So I think that's really critical is to have just freedom in a classroom I'd think that the Wellman Project is almost an applied learning product.

Speaker A **00:22:47**

So, okay.

Speaker B **00:22:48**

I have something. I think one thing for me, I'm an educator, 20-something, I have no idea, 20-something years. I think what's important for me, because I teach at the other end, I'm at the high school end.

Speaker A **00:23:01**

And where do you teach?

Speaker B **00:23:03**

I teach at a local school district. Yeah, but I think what's important for me, because my students come into the high school and not all my kids are gonna be the research scientists, not all my kids are going to be to play in the NFL despite what they think, but I think what's important is not necessarily what they need to know or what they'd be able to do.

00:23:24

That's one thing that we can say it's this. It's that we've got to be able to allow our students to find who they are and encourage them. Not everybody's gonna love my subject. I mean, they're wrong, but they're not all gonna love my subject, but they should learn to appreciate it and, and take that and see how they can use it for themselves and teach that respect for education, which I think we are lacking a lot of, is that respect.

respect for qualified educators. I come with a vastly different background than the other people I teach with, and therefore I teach wildly different than what they do. And allowing teachers to, like you said, express themselves unique in their way, because then you're going to have a kid in your classroom who wants to be a research scientist, and they're going to see this weird old lady walking around with her fancy German dead animals that y'all gave me one year.

00:24:19

Um, and they're going to get excited about it. But the kids who want to play in, I don't know, whatever sports team they want to play in, are going to learn that respect, that it's okay to be different, it's okay to think different. And I think we have to learn to encourage that as opposed to producing cookie-cutter kids where they all know the same thing and they all can do this.

00:24:39

Because to say I want my kids to critically think, well, what do you want them to critically critically think about.

Speaker D

00:24:45

Yeah.

Speaker B

00:24:45

You know, I have one grandson who wants to be an astrophysicist and another who wants to go to college on a scholarship, on a soccer scholarship. And I'm not gonna go, well, this one's right and this one's wrong because I don't know how to kick a ball. But encouraging that and helping them find themselves by putting them in front of different people who are trained and educated themselves themselves to be able to find that in their child and pull that out and find whatever it is that's going to help them be their best through the study of what I teach.

Speaker A

00:25:19

Thanks. How— on the critical— pardon me, I spent time looking over there. In order to develop the critical thinking skills, how important do you think literacy is, grade-level literacy? I guess I'm confused by your question. Okay, let me repeat it. If you have a classroom that 70% of the children don't read at grade level, in order to teach critical thinking, Would an investment in literacy for those 14 out of 20 students be an investment that's important?

Speaker I

00:26:10

So I think your question is implying that there are people here that think the opposite, that think that literacy is not important.

Speaker A **00:26:22**
Please don't think I'm implying anything. Yeah, may I ask it again? I mean, we're hearing that critical thinking is very important, and I couldn't agree more. But when you're thinking about, in order to prepare children to do that, if you're going to start with a child that's in the 5th grade that reads at the 2nd grade level, what would you—

Speaker L **00:26:51**
how would you approach Can I, can I say something about that?

Speaker A **00:26:56**
I mean, well, I hope it's pretty straightforward. I'm not trying to hide the ball.

Speaker L **00:27:02**
I mean, no one's saying literacy isn't important. It is very important, and we do want all our children reading at grade level. Truth is, a lot of them aren't. Some of them have learning disabilities that are wildly underdiagnosed and not supported. supported in Fort Worth ISD. I've had so much trouble trying to have my kids get the help that they need through Fort Worth ISD.

00:27:25
It is a nightmare. And literacy level— critical thinking and literacy are 2 different things. They do work together, but just because someone is behind in literacy does not mean we shouldn't be pushing them for the critical thinking.

Speaker F **00:27:42**
Thank you.

Speaker L **00:27:43**
Right, exactly.

Speaker A **00:27:44**
They— yeah, no, it isn't like we say—

Speaker L **00:27:46**
this is from a parent, not from an educator, and maybe I'm not saying it as well as maybe

[Speaker I] or [Speaker ?] could, but literacy, yes, it is important, but it's not the only thing. And we can address both at the same time, and it's not one without the other.

Speaker A

00:27:59

And your last point is so great. I mean, we have the children 7 hours a day. It isn't we can only do critical thinking, but we do in our district We do have a literacy challenge. We do in the city of Fort Worth, all 12 school districts. We do in the county, all 19 school districts.

00:28:17

And I— so I wanted to just ask you all, I wasn't implying anything. I really was— when you're talking about these different things we want a child to do, if we're dealing and we're trying to make something work for the school district that that we're working for. And so, and I mentioned that my day job, in my last decade of my day job, has been literacy.

00:28:44

So, I mean, I do have a bias towards that subject. So I wasn't implying anything. I was really trying to see how you all think when we figure out how we spend the 7 hours of the day, how important how highly you would rate an investment in literacy intervention. So that's it. I wasn't really trying to imply anything or suggest that you didn't think it was important, but we gotta think about all the building blocks.

00:29:16

Critical thinking, what do we have to do along the way to prepare a child to critically think? So I, you know, I had— I think that's a great question.

Speaker I

00:29:25

No, I understand what you're saying. I want to remind you that critical thinking, we can really think about that as the goal of school is to learn how to learn, right? Like, everything you learn in school is not going to be applied to everything in your life every single day.

Speaker A

00:29:39

Absolutely true.

Speaker I

00:29:40

Now, the goal of school is that you learn how to learn, so when you encounter a problem, you're like, oh, I know what to do when I encounter a problem. I have learned the steps I need to do A, B, and C. True.

You know, you and I've had this conversation a lot. I understand that. I'm just, you know, if you can't read at grade level—

Speaker I **00:30:02**
So now you're having 2 different conversations because literacy and reading at grade level are 2 different conversations.

Speaker A **00:30:07**
Okay, let me—

Speaker I **00:30:08**
we talk about— I don't want to have a conversation about grade level, but just, you know, if you use— you use the 3rd grade STAAR test a lot to talk about reading at grade level, but it's recorded, it's really documented that this 3rd grade STAAR test is written at a 5th grade reading level.

00:30:24
Well, right, and the state of Texas has been in trouble for under-identifying special education students.

Speaker A **00:30:30**
Absolutely.

Speaker I **00:30:31**
And ISD is in trouble for not giving accommodations to special education students. So we have all of this data, and I understand, do we have a reading problem? Yes, but it's not a Fort Worth thing, it's a lot of Texas thing. It's actually a nationwide literacy crisis.

Speaker A **00:30:45**
Absolutely.

Speaker I **00:30:46**
So we need to be talking about, like, what's happening in our homes, what's happening in our cities, what's happening in our schools to create this literacy problem, not what's wrong with our teachers to create a literacy problem.

Speaker A **00:30:58**
Yeah, I didn't say what's wrong with our teachers, and I'm glad that you brought up the

special ed. Nobody had mentioned that. And, um, in my in my day job, I work a whole lot with that issue. So I'm glad you brought that up because nobody had mentioned it in the questions— I mean, pardon me, the different listening sessions I've done around the city.

00:31:21

Occasionally we have that brought up, but I know it's an underdiagnosed problem, under-resourced problem, and I'm frankly glad to hear you bring it up. I wish we would hear it around the district more, more often than not.

Speaker M

00:31:37

So yeah, I'm, I'm a little confused and I want to make sure I understood correctly. So you're saying that reading is a prerequisite for critical thinking?

Speaker A

00:31:47

I'm not saying anything. I just want to make sure I asked the question how important you would rate reading in developing critical thinking skills. That was—

Speaker M

00:32:01

I asked the question of, um, so the question should actually be, because critical thinking comes first, you start to develop critical thinking. Even my 2-year-old nephew who is trying to climb on the thing to get a candy, he is at his level problem solving, critical thinking. How am I going to get the candy that I want from the shelf [?] put it at that I want to get to, right?

00:32:22

And he doesn't read, so it's critical thinking is a prerequisite for reading, or it helps you to read. Because how do we correct our reading fluency? You read something, you're like, oh, that doesn't make sense. That's critical thinking, analyzing that. Like, why did that not make sense? You go back and read the sentence again because you misunderstood something.

Speaker A

00:32:40

Yeah.

Speaker M

00:32:40

So it's the other way around from where you stated it. So your question should really be, how much should critical thinking help us to get kids to read? And what all of these people have been expressing is that there's a problem with the curriculum Teaching critical thinking skills currently, and we will not have kids reading on grade level unless we fix all

the prerequisites that it takes to develop.

Speaker A **00:33:03**
And we're going to get to that question later. I'm glad for you to share your opinion on it now, but what do we need to be doing we're not doing? What do we need to quit doing? But right now, and I— maybe it's time to move to the second question, but what should a What should a Fort Worth ISD student know or be able to do?

Speaker D **00:33:23**
So definitely my thoughts have touch points with what everyone is saying alongside critical thinking, but just having a desire to learn, to be able to teach yourself skills and things that you're passionate, desiring. And I just can't help but think about, like, you know, myself, if I was a younger kid, the stricter This very strict scripted curriculum would be my worst nightmare.

00:33:50
I'm a very creative person. I love learning. When I was a kid, I did not like reading because I was handed a book and told to read it. Now I love reading because I'm able to pursue my path. And I mean, this is— I struggle with this whole survey because I'm like, these are so abstract.

Speaker A **00:34:08**
Yeah, well, I do want to hear what we're doing that we need to quit doing.

Speaker D **00:34:12**
Well, but still, I want kids to be able to be interested and passionate about learning. The more scripted we are, the more strict, you know, these teachers are being forced to be.

Speaker L **00:34:27**
Kids—

Speaker D **00:34:28**
that does not, you know, ignite a desire to learn for kids.

Speaker A **00:34:32**
Yeah.

Speaker D **00:34:34**

So I'm just very, you know, all these things are talking about the critical thinking block is giving that freedom for kids to learn in ways that works for them. You know, I struggle with standardized testing. I have [health information] So just the way things are is a nightmare for a huge amount of kids, and they don't have that freedom to learn in the way that works for them, and it makes them look like a failure even.

00:34:57

So yeah.

Speaker A

00:34:58

I'm glad you also brought up special ed issues, because I, again, my day job, and I believe I see it in this job, it's across the state. It's an underdiagnosed, underrecognized, and under-resourced need that we have all across the state of Texas. And I've been really pleased in Fort Worth, we've had some leaders have stepped up and are making a difference on that issue.

00:35:23

The city has. So, you know, I think that if we prompted that question more about special ed, I think in these sessions we would have heard more about it. So I'm glad you brought that up.

Speaker D

00:35:36

And I think it's just important to also acknowledge that most accommodations for a lot of those special ed needs are going to benefit all kids. It's not that, you know, a kid happens to officially get a label that then they are going to have a certain track, that these are all principles that all kids would benefit from and learn from.

Speaker K

00:35:57

Absolutely.

Speaker A

00:35:57

Just that Tier 1 learning experience. And, you know, our nationwide projections are that 15% of our kids have dyslexia, and we diagnose about 5%. So we're not getting it done. And then the ARD process is very, very challenging. Okay, are we— you want to speak to one before we go?

Speaker B

00:36:20

Yeah, number one. I think what I hear you asking is what are the pieces of things they need to learn? Yes, they need to be able to read. By the time they graduate from high

school, they should be able to read at bare minimum a 12th grade level. They should be able to do a certain level of math at the very basic Algebra 2.

00:36:42

They should be able to get through and understand the scientific world in chemistry and physics. physics, and they should understand a basic understanding of the history that got our country to the— we'll just say state that it is now. That's obvious. That's what they're in school for. That's what they get the credits for.

Speaker A **00:37:03**

Mm-hmm.

Speaker B **00:37:04**

But to say what should they be able to do, they should be able to carry on a conversation about those things. Knowing those things and checking those boxes, can I walk up to a senior in the building and ask them to sing me the periodic table song? Can they calculate the mole? Can they, can they diagram a sentence, which is a stupid thing they don't teach anymore?

00:37:22

But basic skills that they have is not important. It's can they take what they've learned and apply it to their world and use it? And I understand that you come from a literacy background. I'm one of those that [family member]
. And I'm like, dang, I do the same thing, but I was taught, suck it up, buttercup, do your job.

00:37:47

And now we get to help our kids not have to just fight through it. And we have to be— as far as what should they be able to do?

Speaker A **00:37:55**

Mm-hmm.

Speaker B **00:37:56**

Whatever it's gonna take to make them successful when they leave our halls, when they wear that graduation cap and cross that stage. I don't care if they know the periodic table. I don't care if they know calculus. I don't care if they know all 50 states and all the countries and their capitals and all the other stuff.

Can they think as young adults that they have used their knowledge? I tell my kids all the time, I don't expect you to become a—

Speaker J **00:38:25**
what I teach.

Speaker B **00:38:26**
I expect you to use what I teach to make you a better person. So I don't think it's a matter of what do you want them to be able to do as a checklist. I think it's a matter of what, what your teachers and your educators, hopefully certified educators, would, with the background, to be able to say, I'm going to teach you this information to help you make you a better person and able to take care of yourself and leave high school.

00:38:54
And when you're 20 years old, you can take care of yourself and you can pay your bills and you can not be a horse's [mild/coarse language] around the world because you have learned all those things. You've learned the history and you've learned all those things. So it's not a matter of will they be able to read?

00:39:11
Well, obviously that's why they're in school. So that's an obvious one, but I don't think it's a matter of those checklist things. I think it's a matter of taking all those things and being able to use those things to help their life and the people around them better.

Speaker A **00:39:27**
So learn those things and be able to use them, not just learn.

Speaker B **00:39:30**
Yes, it's not a matter of a checklist because your question says, what do you want them to know? Well, I would like for them to be able to tell me who Avogadro is, you know, but I know that one person just went, who is that? Doesn't matter, you know, way to go. But You know, that's what I think is important, but not all 200-something kids that I had this year are gonna care about that 3 years from now.

00:39:55
But did they learn how to apply the topics that I teach in a way that can help them be a better person when they go off into the world to take care of the next generation?

Yeah.

Speaker B **00:40:07**

That's, to me, that's the what should they be able to do. They should be able to apply all the science, sciences, but they should also be able to apply the things they learned in athletics or music or art or choir or the speech and debate kids or the robot nerds and all those things.

00:40:27

What did they learn in those things that helped them become a better person? That, you know, we don't all go back to our 10-year high school reunion and go, oh my gosh, let's sit down and talk about algebra. We talk about how we use that stuff to become who we are, and that's what I think is the most thing they should be able to do when they leave school.

Speaker A **00:40:46**

Well, I appreciate that, but when you think about the building blocks to be able to do all those things, it's— you're presuming that these building blocks happen. You're assuming they're going to happen.

Speaker B **00:41:02**

The building blocks are what education is. The whole point of school is to be able to read fluently, to do math basic, to have a basic understanding of science and a basic understanding. And that's what school is.

Speaker F **00:41:14**

And to say—

Speaker A **00:41:14**

The building blocks, you believe that we should teach the building blocks and then what we've learned there, be able to—

Speaker B **00:41:23**

But in every grade level, there's a different set of building blocks.

Speaker G **00:41:27**

They—

Speaker B **00:41:27**

I think they should have building blocks set when they walk into a kindergarten classroom. I have a grandson who's in kindergarten. He has building blocks that he has that were put there by his parents, and we're not talking about that, but we're talking about what does the schools need to do. But to say they need building blocks, you're wanting us to go back to your, your strengths of literacy.

00:41:50

Yes, they need to, they need to appreciate books when they get into school, but when they go from kindergarten to first grade, there's a different set of fundamental things they should be able to do. I have had kids in my high school class who couldn't read when they started my class, and we had to work through that.

00:42:05

That is not— I did not drop the ball on that. Somewhere down the road it did. Yes, those things need to be taught. That's, that's literally what school is supposed to do. And to say, well, the only thing we need is literacy— well, whose literacy are you picking? Because if I have my kids write a a science paper, that's a different literacy than them writing a poem or other stuff.

Speaker A

00:42:28

I mean, does that make sense? I'm not saying that the only thing they need to do is literacy. I'm asking how, as far as priorities, how high would you rate that? And we happen to have a school district where 4 out of 10 kids read at grade level, where 3 out of 10 How does that compare to the rest of the area, to the state, to the nation, sadly to other countries?

00:42:55

Let me answer your first question, the state. We have the lowest levels of any urban school district in the state of Texas, below everybody. So, but let's go to the next question if we could. What describes a successful graduate? If you could only pick one or two of the most important things that describe when a or an ISD student is a successful graduate, what would those be?

Speaker B

00:43:19

Since I'm high school, I swear I'll pass off the microphone here in a second. Again, I think a successful graduate, they've met all the requirements, they can do your fundamentals, they have the basic reading level, basic math understanding, science, history understanding, and can cross that stage and know what they're going to do with their life next.

Because I have watched kids who cry, and you go up to them, why are you crying at graduation? You're done. And they go— they look at you and they go, I have no idea what I'm going to do. And that just breaks my heart because that kid is done with what he's been told for 15 years, 16 years, what he was supposed to be doing, and now doesn't know where to go next.

00:44:03

And I think high school graduates need to have some understanding of how to apply 15 years' worth of school into where they're going. So again, it's not a matter of what do they look like, checkbox. It's a matter of what have we put them in place to be successful when they leave our buildings.

Speaker A

00:44:23

Okay, somebody else. Thank you very much. I appreciate the details and the broad view. you, the context you put it in. Yes, ma'am.

Speaker D

00:44:32

This kind of is an expansion of what I was saying earlier, but just a desire to personally continue learning, a desire for certain subjects, interests, wanting to continue their education past high school, just personally, whether that's going to college, whether that's getting, you know, joining organizations based on what they are interested in.

00:44:52

And I think all of that is cultivated by having freedom to choose the way you learn and what you're learning about throughout your earlier education. Just, you know, so that they have things that they're excited about, that they're learning about throughout school, and that they're able to continue that after they're done. And even if that's not their career, but it may be a hobby or another passion that they can continue to pursue outside of their day job, but just that excitement to learn and continue just growing as individuals in the way that works for them and that excites them.

Speaker A

00:45:28

Lifetime, lifelong learners. This lady, ma'am, I'm sorry.

Speaker J

00:45:33

I wanted to go back to one, and I know what you were alluding to. You were talking about real-world learning, okay? But I'm a trained Reading Recovery teacher, and we go into In those days, we scaffold the kids. We find out their reading levels. The structures we set in, in the district, define the special ed child, children with disabilities, and what lights their

fire, as you were talking about, what makes them interested.

00:46:08

At Alice Carlson in first grade, they are literally stuffing classroom libraries into Backtracks every single day, sending those home to get the kids interested going to the library. You can't do it all in school. We've got our tutors, but we have to scaffold. Our structures in Fort Worth ISD are critical for literacy.

00:46:30

How do we get that child past the point where they want to learn? And we have to do the scaffolding, we have to do some structure. Down at the bottom. Down at the bottom. You cannot build the foundation of the house without some structure, but we also need the freedom at the end point, at the end of the week, to choose some programs.

00:46:51

Literacy is probably one of the most important things, and math, right? Writing, being creative comes along with that, but we have to identify those kids. Our program in special education, and I have 5 certifications, is we are too slow in our process to identify these children. And then we are stopgated by it, stopgated, stalled by this or that time elements, and they get out of the first grade without ever getting the program that they needed, intervention.

00:47:26

So it comes down to the school district. How are you structuring our literacy and math structures to capture these kids and give them the opportunity to have some independent creative education. I'm sorry.

Speaker A

00:47:44

Thank you.

Speaker C

00:47:46

Yeah, I just wanted to speak to that really quickly. Um, if you— and everybody in here may already know this— but

[personal information about a Board member's family] and you don't have access to high-quality preschool, um, you are holding on for dear life until you can enroll your child in pre-K, public pre-K, right?

00:48:18

Um, and so to your point, I think there are some necessary things that need to happen

when we are enrolling our pre-Kers to pre-screen, whether it's ages and stages or whatever, to put it on the radar so that we can accurately staff and identify, etc. I'm getting out of my lane as a board member.

00:48:36

I want to be very clear about that. That's not my job. But I just— to frame it for people who may not be dealing with students with different learning needs if you cannot see the disability and it's not identified, or you don't have access to high-quality healthcare or a pediatrician that you see regularly, you may not know what's going on.

00:49:00

You may have been kicked out of several daycares if you are able to afford them. And so then we get to the first year of public school and we have a slog— or is that the right word?

Speaker L

00:49:12

A backlog.

Speaker C

00:49:13

Of unidentified children. And so that's what we're dealing with, right? And to Pete's point, Tier 1 instruction, at least there's that. But yeah, we can't get to them fast enough, and those parents are just— they're counting on us. They're counting on us because you don't have to accept a child with a disability in your preschool.

00:49:34

You just don't. And those parents need our help when they get there. Thank you.

Speaker A

00:49:41

Thanks, Lori. Okay, if you were writing a goal for the district, and just going back to this question, what describes a successful graduate? I've— we've heard regularly a graduate needs to be able to think critically. Um, if I could just ask you one Before we go to number 3, if you were writing a goal for the district when it came to what a successful graduate would look like, the state of Texas has the college, career, military ready.

00:50:20

That's a goal that the state of Texas has set for graduates, and they use different standards to measure that. What goal, if you were actually going to write a goal, For the Fort Worth ISD, what do you want a successful graduate to be able to do? What qualities? Help us write that goal.

I would say that a student who— a graduate who could use all executive functioning skills to make their dreams come true and being able to use what they learned academically to be what they consider to be successful for themselves.

Speaker A **00:51:02**

Thank you. Help me write a goal. Anybody else have an observation on that? Yeah.

Speaker L **00:51:10**

I think it's important for them to have an attainable postgraduate plan and the support to reach that goal. It's not college for everyone. It could be a trade. It could be a job, it could be a path, just a set of objectives of where they're gonna go so that they're not crying thinking, I don't know what I'm doing next month.

Speaker F **00:51:30**

Yep.

Speaker L **00:51:31**

I don't like my job, you know, just an excitement for their future, whatever it might be, an attainable goal and the support from the school to see those different avenues and how to get to them. to get through them and how to pay for them.

Speaker A **00:51:51**

Yeah, thank you. Let me, um, follow up on that a little bit. And I'm— pardon me, you told me your name. I know your daughter's name, but I can't remember your name. You talked about being exposed to different career opportunities. So you do graduate and you have a sense of, you know, maybe I can do this, maybe I can do that.

00:52:11

An organization that we work a lot with is Girls, Inc., in my day job, and it's intentional about exposing girls to career opportunities, mostly in the STEM fields. But, you know, they believe that early exposure to what the possibilities are, not only to decide what you take in school, but how you think about How important do you all think exposure to career opportunities are in that kind of a conversation with a, with a child along the way to prepare that person to be the kind of graduate that y'all have described?

00:52:58

How important is that?

I think it's very important. I love the opportunities for Girls, Inc. and other organizations like that. Unfortunately, most of those are after school, and at times some of the children can't stay because they're relying on the bus transportation, and so they're left out. If we were to incorporate stuff like that into the classroom where they're exposed to more with— I don't know, just I think that would be more helpful because after-school activities are not always attainable or Do you all think the counseling that's offered in schools is meeting that need?

Speaker H **00:53:38**
No.

Speaker A **00:53:39**
Others had an ex— I beg your pardon? No.

Speaker H **00:53:43**
No.

Speaker A **00:53:43**
Okay, so it's— how important do you think that is, exposure to career opportunities over the course of middle school and high school years?

Speaker I **00:53:52**
Didn't Fort Worth ISD defund the Girls, Inc. program?

Speaker A **00:53:59**
No, Tarrant County did.

Speaker I **00:54:00**
That was somebody else? Well, you guys used to— Girls, Inc. used to have a partnership with Fort Worth ISD. I know because Girls, Inc. used to be in my campus and it's no longer on my campus, and it was a powerful program.

Speaker A **00:54:11**
So you think that's important?

Speaker I **00:54:12**
It's extremely important. And so I know how powerful it is because I've witnessed it firsthand. And so those programs I think you've heard them all say like kids need, students

need, a graduate needs a plan. All of these positions where we were meeting with students to help them make a plan, all of those positions have been cut.

00:54:36

The outside programs that were helping kids like Girls Inc. or My Brother's Keeper, like all of that like has been cut. So we need— if the Fort Worth ISD is not going to have those positions, then we need to be looking at outside programs back into the schools to help us. You know, in elementary school we have career days.

00:54:54

We need career days in high school. Like, what senior shouldn't be exposed? We've heard about that multiple times. Why are high school seniors not exposed to career days? Why are they not going on field trips? Why are they not being bussed around and looking at all of the amazing businesses?

Speaker A

00:55:10

But your point is you believe it's important?

Speaker I

00:55:12

I believe it's more than important. I believe it's vital.

Speaker A

00:55:15

Okay.

Speaker I

00:55:15

I think that you, you should know, you are doing all of this work, why people should be coming and seeing what you're doing. Do people know that starting a nonprofit is an option? Do people know that they have the ability to go and be a philanthropist? I didn't know that until I was a grown-up.

00:55:32

So do you go and talk to the students at high schools and say like, hey, this is what I do, and here are the building blocks of what I've done, and if that sounds like something something you want to do, here's how I did it.

Speaker A

00:55:42

Like, well, let me, let me— okay, but you believe it's important? But answer to me personally, yes, I do. I've spent a lot of time meeting with youth and talking about careers.

But so anyway, I, we're hearing that you all do believe that's important and something that will help prepare a child to make decisions when he or she graduates.

00:56:05

Okay.

Speaker L **00:56:05**

Can I follow up on something you said? You asked if the counselors were not doing that for our students.

Speaker A **00:56:10**

Well, as you know, I said, are you feel like the counselors are currently filling that role?

Speaker L **00:56:15**

Oh no, because my understanding is that their job description is something other than exposing them to all the different possibilities that the world has for them. Yeah. So will the district be hiring more people to take on and help with their workload? Because I know at our school they're just busy fixing schedules.

Speaker A **00:56:53**

Yeah, well, in one of the organizations that that is under contract with the district to try to take some of the other responsibilities off of counselors is Communities in Schools, which y'all— some people may be familiar with. And again, my day job, that's one of the programs that we support. So, okay, would you like to say something else?

Speaker D **00:57:14**

And then— Yes, I just want to tag along with the discussion of like career days, and like that was a practical way that so many kids can get and excited about careers. I'm an informal educator, and one of the things I've done is a lot of career days and things like that. And from my understanding, all the Elevate campuses now cannot have any outside vendors for things like that, correct?

00:57:37

So no career days and stuff at Elevate campuses?

Speaker A **00:57:41**

I'm not aware of a policy on career days at the Elevate campuses, but I have heard that clarification about vendors.

I personally would not refer to a career day, a parent or professional coming as a vendor, so I guess we don't have the answer.

Speaker A **00:57:59**
Yeah, I don't know the answer to that.

Speaker D **00:58:01**
I just can speak— I just know a lot of people who do normally participate in career days have been under the impression that they are not allowed to go.

Speaker A **00:58:09**
Okay, so you think it's important, really?

Speaker D **00:58:11**
That's what we want to hear. The more that we can get leaders in our community, actual people in those professions in the schools, and allowing teachers, schools the freedom to bring these professionals into the schools to, like, be an example to the kids, get them excited about whatever subject, yeah, that is critical.

00:58:32

And yeah.

Speaker A **00:58:33**
Yeah, thank you.

Speaker D **00:58:34**
Definitely things like career days, because yeah, I mean, a counselor can explain things to kids, about career options, but that does not compare to them being able to interact with people.

Speaker A **00:58:45**
The Girls, Inc. experience, as an example. Yes, ma'am, in the red, please.

Speaker J **00:58:52**
We really do not have enough counselors in our schools to actually teach children social skills and how to get along in the classroom and outside in the community. So caught up in the documentation. We have wonderful programs, wonderful counselors going out every week faithfully trying to teach these, but they're caught up. And we need in some

schools floating counselors that can make it 1.5 presentations a week from a counselor, or even 2 in some classrooms.

00:59:29

And so we need to look Look at our counseling structure and make more money for these people because this is our society we're developing.

Speaker A

00:59:38

Yeah, thank you. Okay, number 3, we have spoken somewhat to number 3 because so many of the things that y'all have raised really have to do with values, but 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.

01:00:02

And I'd like you to think about it in 2 ways. Again, some of the things you've already said about what you want to see in the classroom is values-based, but I'd also like to think beyond just what's happening in the school. What are values that are just part of the heart and soul of this community that you want to make sure that your school board understands, and these are just rock solid.

Speaker M

01:00:32

These—

Speaker A

01:00:32

this isn't— it might guide how you vote on a budget item, but it also could guide how you vote on a policy. And if, you know, you can talk about what's, you know, happening in the classroom, and I want to hear that. But if you could also talk more broadly about the values of the community and how you want to see our school district comport with those values.

01:01:04

And we've— so those are mine.

Speaker M

01:01:08

Yeah.

Speaker G

01:01:09

I think this would still meet what you're saying. My value I would focus on is respect.

Respect for the people in the building who don't need to live under a system that is so full of fear and micromanagement right now. And I would want to see that as a community, not just in this space, but specifically here.

01:01:27

The people who work in our schools, I believe, deserve respect for their education, their experience, and they should feel trusted. And then that goes to the respect of the children and students in the building. I believe school should be a joyful experience, and to me, showing respect and honoring children means that we don't take that away by giving them a rigid 7 hours of their day.

Speaker A

01:01:58

Okay, so respect. I meant—

Speaker J

01:02:03

pardon me, I'm The children need ownership in their school and in their involvement. It's highly critical for their self-worth to be recognized as not only the solution to the problem, but maybe the creator of the endgame in these things. And children that own their school, even if they don't have parent support, but they participate as a community in making decisions for that school community are more able to grow up into a respectable adult that can problem-solve.

Speaker F

01:02:40

Yeah.

Speaker J

01:02:41

Whether, you know, and we do it through the content areas— our math, our reading, our science— teaching these kids to interact with other children, but ownership of their own learning and their school community enriches them, and they go into the community and volunteer after school. They do all sorts of things. Ownership is very important.

Speaker A

01:03:05

Yeah, thank you. Let me ask it a little differently. And if you think about the values that you want your political leaders to embody, what you how— what you would want your neighbor to embody, your aspirations for a community. And every big organization— well, actually every single one of us, but every big organization, state agency— is all part of shaping the values of a community.

01:03:49

If you— the kind of values that whether you're talking about the city or the county or your United Way, your elected officials, what are some of the values that, well, you would teach your children? And how can— and maybe that are unique to Fort Worth, maybe the values in that you aspire for in Fort Worth are different than if you lived in Chicago or if you lived in Los Angeles.

01:04:22

So, you know, I'm glad to talk about— in most of the discussion on this in the listening sessions that I've been a part of really focus on what's happening in the school, but community values that you want to make sure that our district embodies. And so, yeah.

Speaker M

01:04:46

Okay, I will start with kindness as the first one. So I think, and not to misinterpret nice with kind, but I think kindness is very important and it's a community value. And so I think that the first day of school, not allowing— part of that is allowing parent access to the classroom. I think separating, segregating some schools and other schools.

01:05:10

Some, some parents have the joy of walking their kid to the classroom the first day of school, meeting the teacher. They had already met maybe the teacher on the Meet the Teacher day, maybe they didn't. See what the classroom was set up like, walk their student, say their kid, and say, hey, oh look, this is such a great place place for you to stay, you're going to learn.

01:05:32

Others had that completely removed. They were not allowed to go into the school building to drop off their children into the classroom. So that is cruel, actually, because you're taking away something that is rightfully a parent right to walk into the classroom with their kid. And so, um, so kindness.

Speaker A

01:05:56

Kindness, I appreciate that.

Speaker M

01:05:57

The second one would be—

Speaker A

01:05:59

Let me talk about, expound on kindness for a moment, because all of us, the world we live in right now, I would say the public square hardly practices the act of kindness. And I think

that's a value that I agree with you. on that. I mean, 100%. And it's not— it is what happens in the school building, but it also should be what happens in interactions in the public square, everywhere.

01:06:32

So I'm glad you brought that up. In all the ones that we've had so far, nobody has brought that up as a guiding principle. And so, no, I— Kindness has pretty much been vanquished from the public square these days. Do justice, love mercy.

Speaker M **01:06:58**

And I also think like kindness towards teachers, kindness towards educators, administrators, you know, your neighbor, just kindness.

Speaker A **01:07:07**

Neighbor, that's a great one.

Speaker M **01:07:08**

Community, parents, everybody.

Speaker F **01:07:13**

Nice.

Speaker C **01:07:14**

Could you talk to me a little, or could you, 'cause I'm thinking about that, how do you, how do you see the difference?

Speaker M **01:07:23**

How do I see the difference? Okay, so I can be kind and maybe tell you something that's difficult, right? So y'all been having these listening sessions and I may say something like, I think it's very disrespectful to teachers that you took away at the end of the calendar— and I say you because board of managers voted— um, took away the day of teacher prep day at the end of the school year, expecting them to close the year for free with unpaid days.

Speaker E **01:07:59**

That—

Speaker M **01:08:00**

I said it nicely. I've before not said it so nicely, right?

Speaker C **01:08:04**

Thank you.

Speaker M **01:08:05**

But it's still kind, right? Because I'm being kind to the teachers. I'm thinking, I'm being kind. So niceness, some people are like, oh, that's a mean thing to say, but it may be the kind thing to say, right?

Speaker A **01:08:20**

Thanks. Now you had a second one, and I asked you to elaborate on kind.

Speaker M **01:08:24**

Yes, the second one is diversity, both all levels of diversity, cultural, So I went to the session on Thursday at Diamond Hill— I think it was Thursday— to Diamond Hill with Dr. [Superintendent] and his team. And I'm a speech therapist, and so I am the expert in language development. And I found it very concerning.

01:08:50

Several things that they said at that meeting were very concerning to me, but one of them is just the lack of Everybody has to do it this way, not including diversity. And I'm not just talking about racial diversity, ethnic diversity. I'm talking about skill diversity. I mean, they're talking about their. This is from their words.

01:09:10

I mean, they actually said this: They're going to teach. The teacher is going to teach, and the students who advance get moved into another room, and the students who stay behind will stay with the teacher. And I'm like, so you just. segregating constantly the good kids, the smart kids, you know, the kids that get it fast versus my kids that I usually work with, right, that are delayed in some way, so, or have some form of communication difficulties, right?

01:09:37

And so I just don't see how, how that is respecting diversity and diversity of culture also. So like the The— we don't know. You know, the reality is there's so many rumors, uh, I have no idea what's true and what's not true, and I hope you do know what's true and what's not true.

But one of the things is the schools used to do this, uh, instead of Halloween, they used to do a book festival, book fair thing where they would walk with their favorite book character parade. You know, everybody has a different term for it. It's a fun day for the kids. Um, the rumor is that they won't be allowed to have fun things like that, right?

01:10:14

Those are cultural to the school community, and actually it's cultural to the whole community because community from across the street would go and watch the kids, you know, do this parade and look at the fairy characters and talk about literacy and, oh, this is my favorite character when I was a kid, right?

01:10:30

And getting community involved. And so diversity and respect for that diversity and valuing the diversity and creating a system of education and community where we are just embracing that diversity.

Speaker A

01:10:46

All right, thank you. All right, other ideas on values? Ms. [Speaker H]

Speaker H

01:10:58

Good afternoon, President Garrett. Nice to see you. I wanted to riff off [Speaker G]here just a minute. Respect is a big theme that I've been hearing as well, respecting teachers primarily. I think the reason that's coming up is because I keep hearing about the opposite, that teachers don't feel respected right now. It's not that other priorities aren't important, but that's something that's important right now.

01:11:21

What you said at the end, [Speaker G] about not being rigid, I just wanted to bring that up as a value as well, that flexibility and non-rigidity. Rigidity could be a value as well. As an example, even though I respect and agree with literacy being a main focus, you know, my 4th grader doesn't need help with literacy.

01:11:43

Just as an example, he's doing really great in that area. So if our whole focus is on literacy, you know, are we— we're losing out on these other things that kids also need. And there are some kids that really really don't need literacy support. So even though we can make that a focus, and I agree with it, we need flexibility for our principals and our teachers that for kids who need other things, they have the flexibility to give them what they need.

Yeah, well, thank you. And again, literacy, it's a 7-hour day, and so to say that we need to do more in the area of literacy doesn't mean that we don't do anything else. But I appreciate that. I understand your point. Thank you. Okay, values.

Speaker I

01:12:35

I'll keep it to one. I have one, one that I think is really important to me, and probably because I'm an educator, is accountability. One thing I talk to my students and my children about is consequences to actions, natural consequences to actions. Everybody has consequences to actions. So the board of managers and the superintendent have, have had lots of decisions so far, and there have been lots of consequences.

01:13:04

At a recent board meeting, there was discussion about the budget, and there was celebration about all of this money saved in all these different departments, and they joked about how it was a competition and curriculum won because they saved the most money. They cut the most positions. And here we are later, consequences to actions.

01:13:34

They were not held accountable. Nobody asked, hmm, I wonder what's going to happen with all of these positions lost. And now here we are, and I know that everybody in here has seen pictures. Everybody has— you guys have seen the pictures, you guys have seen the curriculum. We have first grade students being shown pictures with 12 fingers.

01:13:56

We have rulers that are missing numbers. We have algebra students that are being— the number lines are wrong. We have AI slop all over the place. It's happening in math, it's happening in reading. Accountability for actions— accountability has to be in your guardrails. It has to be a piece that you are holding the superintendent to so that he can hold his board to, because right now there is no accountability for actions.

01:14:29

And for him to say this in the superintendent listening session I was at, for him to say these mistakes are done by the teachers— that's what he told us— is completely incorrect. And there's no way that the teachers are making these mistakes. So people have to be held accountable for their actions. Hard stop.

Speaker A

01:14:49

Accountability. I appreciate that. Thank you very much. Yes, ma'am.

Hi, I'm actually having a hard time answering number 3, and perhaps I am the only one who feels this way, but I think trust hasn't been earned enough for me to think that the superintendent will honor the things that we're saying, because I have seen from Fort Worth Star-Telegram and reports of when the community shows up en masse to support INA, they're not listened to.

01:15:32

I saw how the superintendent, Fort Worth ISD, caved to political pressure with the principal at [a district high school] So I personally, I have 3 children in Fort Worth ISD. And trust is a two-way street, and he hasn't earned it because the— on day one when he came and he interviewed on TV, he came very red-faced, war-type language.

01:16:05

These mediocre teachers, ship up or get out, shape up or ship out. He set a bad tone. So I think that goes with what [Speaker M] was saying about kindness. He's not projecting kindness. He's trying to project strength, and he's not winning the parents of Fort Worth. He's not winning me, and my name is [Participant 2]

Speaker G

01:16:31

Thank you.

Speaker A

01:16:32

Yes, ma'am, the letter. Pass the— [?] pass the—

Speaker J

01:16:35

850 teachers that have quit.

Speaker A

01:16:39

Good, I couldn't hear you.

Speaker J

01:16:40

850 teachers that have quit, and we made a statement that we have filled all the vacancies with non-certified teachers. We know as teachers that the behavior management in these classrooms is going to take a while to impact the classroom successfully because they need these teachers that have come in, college graduates, to have the same process that we went through in training.

Speaker N

01:17:14

It—

Speaker J **01:17:14**

why didn't we make an effort to save those 850 skilled teachers? I'm here because of a 2nd grade [?] teacher, [?] classroom, a child, a Hispanic child, That quit because there was poor communication in the school, and they were left— the teachers— trying to fill in the gaps, and was reprimanded for trying to fill in the gaps because management was not getting the word out fast enough, having poor training, parent presentations.

01:17:51

We need to do something to save the teachers that we've lost because it's going to be a very very dysfunctional school district this year, taking a lot of these non-certified teachers and boasting we covered all our jobs. We haven't.

Speaker A **01:18:07**

Mm-hmm.

Speaker J **01:18:08**

And those teachers that left should be given a chance to come back in and say, listen, let's meet, let's talk. We've had misunderstandings. We need to save some of these, like this 2nd grade [?] job. I taught was self-grown, a Hispanic child that [Staff member] back in the day as a Reading Recovery teacher and later in the bilingual department fought to bring in books for Spanish students, fought to get those teachers trained.

01:18:43

Why let our skilled teachers go without saying, all right, we've had enough Misunderstanding. We want to save some of you.

Speaker G **01:18:53**

Okay, values.

Speaker A **01:19:03**

We, we have kindness, diversity, accountability, trust. Could you please let others answer because you've already answered this question? We'll come back to you, but if others could, uh, do others have a value that they would— oh, pardon me, flexibility. Okay.

Speaker D **01:19:22**

Um, I would say I'll keep it brief, but along with diversity, just equity. You know, no matter

what school you're at, you have equal opportunities, or, you know, it's equitable so that, you know, kids are given the opportunities that they need no matter where they're at, what their family's like, anything like that.

01:19:39

Um, I lost my train of thought.

Speaker H **01:19:41**

My other one—

Speaker I **01:19:41**

Oh, transparency.

Speaker D **01:19:44**

Um, just like the parents not being able to walk their kids to the classroom. I mean, that's a very unreasonable expectation for your kids, to just send your kids into a building not knowing what their classroom's like. Um, transparency to all us parents about what's going on in the district, because we all feel gaslit and just lied to.

01:20:07

So there's just zero transparency about what's going on.

Speaker A **01:20:12**

Yeah, equity. All right, transparency. So yes, ma'am.

Speaker F **01:20:18**

And I have something to add about the equity. It is not fair through leveling that they level based on total enrollment of a grade level and not by program. Schools that have dual language classes and regular program classes, if there are 60 students, they get 3 teachers. But it may be— it's been the case where there are 15 students in the RP classes and 27 in a dual language class, or the other way around.

Speaker H **01:20:53**

Yeah.

Speaker F **01:20:54**

So that is not equitable. You know, it's just not— it should be done differently.

Yeah, thanks for making that point. The leveling matter has just come to the fore, and appreciate that insight. You know, let's go to number 4 if we could. What are some things that the district is doing for students right now that are working? And it doesn't have to be be just this moment, but programs overall that you think are important and you want to make sure they're preserved, continued.

Speaker I **01:21:41**

I appreciate you making that distinction because when we had this conversation over the summer, people had some really really powerful and specific ideas that they had for you guys. They had, like they said, you know, our fine arts programs are winning awards. We had I Am Terrell go to state for the first time.

01:22:05

Our football is doing better. We had some really good ideas over the summer. I work for a program of choice. I see some— I know I hear some other parents that are in a program of choice because this year programs of choice mean nothing. So right now, this year, what we had been doing last year that were really good for our students, we don't get to say those same things to you this year that are doing really good for our students.

Speaker H **01:22:34**

Okay.

Speaker I **01:22:34**

So when our parents sign up for their kids to do something that they think is different, sometimes our kids that learn differently need something besides a traditional classroom. Well, this year it doesn't matter because now we've all been told we're gonna do everything the same for every single, single child in every single classroom regardless of anything.

Speaker A **01:22:52**

I think you're jumping to question number 5.

Speaker I **01:22:54**

Well, well, I want to tell you— what I want to tell you is that we used to have a lot of diversity in our schools and in Fort Worth, and we were really proud of those kinds of things.

Speaker A **01:23:04**

I think you're back at number 5 again.

I know. can I tell you?

Speaker A **01:23:07**
So when you bring up number 4— Will anybody speak to question number 4?

Speaker I **01:23:12**
And let's move to number 5.

Speaker B **01:23:13**
You can say just not at the moment, stuff that we've done.

Speaker F **01:23:16**
I mean, there are things that have been in place.

Speaker D **01:23:18**
Exactly.

Speaker F **01:23:19**
Last year, these are the things.

Speaker I **01:23:21**
These were the things last year. We had great things.

Speaker D **01:23:24**
I'll come.

Speaker H **01:23:25**
I—

Speaker D **01:23:25**
my kids are at a school choice, so I'll tag off of what you're saying. My kids are at Daggett Montessori, which I was so excited to join that we got in that school, I'll tell people about, and they're like amazed. They're like, wow, public Montessori is an option? Like, that's awesome.

Speaker A **01:23:39**
So Montessori, the Montessori program, do you believe— you think there should be more

of that?

Speaker I **01:23:46**
I—

Speaker D **01:23:46**
we love it. It's so early in the school year that I really can't speak to what this year is like. Yeah, so I'm— if you want to say I'm giving it a 5. That has been wonderful, and we loved our experience there last year. The school year just started, but I would just ask that these school of choices, that we can continue to be implementing those programs because parents have been enrolling in those for a reason.

Speaker A **01:24:15**
So the schools of choice—

Speaker D **01:24:17**
So the schools of choice and being catering to certain types of students, learning styles, Styles has been a great option. Obviously, I want all schools, you know, across the district to have great opportunities, but for my family, the Montessori school has been wonderful. I want those teachers to have the freedom to continue practicing Montessori method because it's been awesome.

01:24:43
Again, I will see what this year holds, but that has been this past year a great experience. experience for us. So I would love for those schools to continue to have the freedom to teach in those methods.

Speaker A **01:24:55**
Thank you.

Speaker J **01:24:57**
Um, okay, from the applied learning structure, applied learning schools, they work, ladies and gentlemen, they work. Those concepts need to be continued. Yes, they have taught the scripted programs But they've also had become school of choice to craft their school into something that the kids and the parents owned. And when you can own it, you want it.

Speaker A **01:25:27**

Okay. Montessori, applied learning. What else that we think is working and you'd like to see it continued or see more of it?

Speaker F **01:25:41**

I mean, just in general, the college career classes— like Northside has their culinary, the automotive programs, all of those. Not every student is going to go on to college, but there are other programs that we have that should not be cut that are CTE, that are career readiness, and those programs are very beneficial.

01:26:04

We need to continue And continue to grow those and offer them at different schools.

Speaker A **01:26:10**

Thank you. So the P-TECH, the programs that prepare our youth for jobs, the college, career, military readiness, the career where a child can leave and immediately go into a good job. What else?

Speaker G **01:26:29**

Okay.

Speaker A **01:26:31**

Now we've covered number 5 over the course of the day, but let's, let's go back to this. When you think about how Fort Worth ISD is educating our students, is there anything that you think is not working and that we should stop doing? Yeah, wait a minute, let the mic get to you.

Speaker M **01:27:01**

We get into curriculum and how [coarse] it is and all of that, and so teaching students with the [coarse] curriculum is terrible, and that should be changed immediately. But the other thing I was thinking about was I have a problem with uncertified people teaching students, and, you know, and you were there when I asked— well, when Dr.

01:27:26

[Superintendent] was asked by us writing questions on a card when his certification would be completed, and he had no idea. He hasn't even started to be certified as a superintendent in Texas, and he had no idea how much time he had to do that. And I think not knowing how much time it takes for you to be certified and actually be had the certification necessary to be a superintendent in the state of Texas for a Fort Worth ISD school district, it makes me doubt that they value certification of teachers, adequate certification of

teachers.

01:28:02

And so having so many teachers that left the school district, I know we don't have zero vacancies because there are currently classrooms that have up to 40 kids in them. So I know there's no way we have zero vacancies, zero teacher-certified vacancies, which was the goal, not just to fill a room with a person who is not qualified to teach.

01:28:28

So I think not having qualified people to teach and certified, and also a [coarse] curriculum, needs to end immediately.

Speaker A

01:28:37

Thank you.

Speaker C

01:28:39

The certification. So certification is a— I think for superintendent it's a 5-hour test. Um, you register online, so it's, it's just the exam. So I don't, I don't know. I guess it would be more about blocking out the 5 hours to take the test. And y'all know this, I think, probably as well with teaching certification.

01:29:03

Um, any of you could go online and become certified in special education today if you pass the test. Some subjects are more difficult, but that's just the test, it's not the training. So certification, it's an exam. Training, separate.

Speaker A

01:29:21

Thank you.

Speaker B

01:29:22

Yeah, I know this one, only because— whatever. To become a teacher, the first thing you have to pass is your pedagogy test. So you have your basic test, and then most of us have a content area test that we have to take. Like, I had to take 2 tests. And then to become a principal in the state of Texas, you have to have taught for minimum 3 years before they will even approve you to take your principal's exam, because I had taught 3 years when I took my principal's exam.

01:29:57

And then you have to be a full-time principal for a minimum of 5 years before you're allowed to sit for the superintendent's exam. So it's not a matter— and I understand that they can, like, if I wanted to go in and get certified in something boring like English, love y'all, but I could sit and I could study and I could take the classes, and test it, but I might, you know, somebody off the street just can't walk in and take a certification test.

01:30:30

There is a whole program you have to go through. My teacher program was, I think it was 2 and a half years. I know that there are alternative certifications that can be as short as a year and a half, but there's still a process you have to go through to get that. So it's not just a matter of just go in and take a test.

Speaker E

01:30:47

test.

Speaker B

01:30:48

There's a lot of background that teachers have to do and work through and know. And now teachers, to become certified, have to do a year-long student teaching, basically an internship under a certified teacher to qualify for their testing. So, you know, I wish that—

Speaker A

01:31:07

That were true.

Speaker B

01:31:09

Actually, some of the alt-cert programs don't require that clinical training, but But you do have to go in and do an internship because one of, one of my teachers I've worked with who then became a principal, they went in and did the alt certification. And when they get their certification, they have to report back for 1 to 2 semesters depending on the program.

01:31:31

And that's also true of the alt cert principals ones because we had a principal at a former school I was at who was doing the alt cert certification for principals, and he had to have someone come to the meetings with him, and he had to— I mean, there's— it's not just a matter of just, hey, I want to be a principal tomorrow and going and take it.

01:31:51

Like, it's a drawn-out process that they have to do so that they know the fundamentals of how to take care of their teachers. And so that's what that certification is. No, I appreciate

that. is designed to be.

Speaker A **01:32:07**

Yeah, on just day job observation quickly, one of the things that we've worked on for 15 years is trying to raise the standards for all sort of alternative certification. And what you describe is on the higher end, but it's minimum. You don't have to have that clinical experience. And, uh, biggest alt-cert program in Texas, you know, recently got, got suspended.

01:32:30

It's we, we need to up the standards statewide for alternative certification, in my opinion.

Speaker F **01:32:39**

But, um, well, yes, so a lot of them, the alternative certification, you get hired and your first year is like probationary. That's your student teaching experience, and you either take the coaching or you don't. My brother went through You know, a training program, and he did not get certified because they have to get signed off by the principals.

01:33:03

And you're basically learning all of your classroom management things on the fly as you are going. And some teachers will do a great job with that and will take coaching and have good support and mentor teachers. Not all will.

Speaker A **01:33:18**

Okay, what do we— you know, you— were you going to speak to What do we need to stop doing?

Speaker F **01:33:31**

If we're hiring uncertified teachers, then there needs to be support to grow those teachers, and not all of them are going to have the skill set to develop those classroom management.

Speaker A **01:33:48**

Other things that we need to quit doing? Yes, ma'am.

Speaker J **01:33:55**

Ma'am. Certification teachers— Fort Worth ISD had some programs in place where they followed them in the classroom and gave, you know, trainings on— they've made efforts

to do this. They were on the right track. It's just when we get such a huge volume Uncertified teachers. What can we do to keep from losing these?

01:34:21

We judge principals by the number of teachers they lose each year, on how good the principal or that campus is, that environment. So the environment of our district— there's departments to help these all, but imagine the volume this year of the uncertified teachers that have to have these trainers when we could have worked towards preventing as much.

01:34:49

And we should try to recover some of our lost teachers. Our communities, our stakeholders have money invested in their education. Many of our Hispanic teachers have had grants, money poured in from the business community This is not just an education thing. This is a whole community problem.

Speaker A

01:35:09

Yeah, thank you. Okay, any more? What do we need to quit doing?

Speaker H

01:35:18

The Zoom cameras in the Elevate schools. My friend who teaches there, you know, I know they've said that they're so kids can Zoom into the class if they're pulled out and things like that, but she's been told that it has to be on all day long, even if no kid has been pulled out of class.

01:35:37

So why is that the case? And even if the district is saying it's not to surveil teachers and students, teachers that I've spoken to absolutely don't believe that, and they feel that they are being surveilled, and it just leads to this even more mistrust and feeling of fear.

Speaker E

01:35:54

Thank you.

Speaker H

01:35:56

When you add that to the fact that they're being constantly evaluated and, you know, these things, and then they have these cameras too, just the whole picture is really bleak when it comes to that culture of fear. I would say we have to do something else about those cameras.

Okay, thank you. Yes, ma'am.

Speaker N

01:36:20

I think some micromanagement. We could pull back from some of that that's not necessary, such as I heard from Dr. [Superintendent] own mouth at a town hall that I went to that teachers are not allowed to have microwaves or refrigerators in their classroom because, quote, who pays for that electricity? I'm pretty sure the taxpayers pay for it, and if it benefits my kids' teacher if it— they are in a state of low morale, and if being able to heat up their Hot Pocket in the privacy of their classroom while the kids are down the hall in the lunchroom— I'm happy to pay $12 extra a month for electricity.

01:37:08

That, that is a little absurd. That, that is a bridge too far.

Speaker A

01:37:13

Okay, thank you.

Speaker E

01:37:17

I think there's genuine concern that when we look at our crisis in literacy and how kids are performing, that this is the fix. So when we have kids who have been successful and who are high achievers, what they are experiencing in their classroom now, it is impossible for us to see how they will continue to grow because what they're experiencing is education to the lowest performers in their class.

01:37:50

So when they come into class and they start with their DOL and then they get sorted by how they perform, like my kid has figured out he has to do less work if he gets just one of them wrong. But if he gets all of them correct, then he has more work. He doesn't want to get them all wrong because then he has to work with a teacher at the front, but he doesn't get direct instruction from a teacher because he's getting some of the questions correct and he's getting more correct than his peer.

01:38:23

So from the mouth of our principal, there is not direct math instruction when they are getting them all So let me just make sure I understand that, because you talk about unintended consequences.

Speaker A

01:38:38

So you described your son, if he got all 5 right, he's going to have to do more work.

Yeah, he works with his peers on a packet of work.

Speaker A **01:38:50**
And so he does not want to get them all right?

Speaker H **01:38:53**
No.

Speaker A **01:38:54**
That way he can avoid The accelerated work. That's really an unintended consequence of—

Speaker E **01:39:00**
But then also, he never gets the direct instruction from his teacher because he got some of them right, and he or she is working with the kids who got fewer correct.

Speaker A **01:39:13**
I see.

Speaker E **01:39:14**
So then when we also hear about their reading passages and the inaccuracies and the things that are incorrect in their curriculum, it's like we are not holding our kids to the expected standard that they can achieve. And so maybe my kid's a higher achiever this year, but if he doesn't continue to get high-level instruction, then next year he's going to be with the kids who didn't get all the questions right because he didn't learn.

01:39:46
So I think there's genuine concern concerned that our kids who have done amazing and have done well and have that strong foundation, they're going to lose that. And so when we, when we try to level it out for everyone, then we're missing all of the kids. So we have to be able to figure out how can we educate all of these kids, the kids who are high achievers, the kids who have gaps, the kids who have learning disabilities, the kids who come from homes that don't have books and they can't do all these things.

01:40:15
Like, these are all of our kids, and we have to be able to meet all of their needs.

Speaker A **01:40:22**
Thank you. Okay, anything else that we want to quit doing?

We're running long and there's more hands. Um, I would agree. I was going to say one size fits all isn't realistic. These are human beings, and that doesn't make sense to me. And then also, um, any kind of Curriculum that has been made up, isn't research-based. I would like to see— not see any more solutions that are not research-based.

01:40:51

There is so much, so much research in the space of how children learn, and so I would like to hear that we are following research, and I would love for that research to be shared with us.

Speaker A

01:41:02

Thank you. Okay. You want to give the benediction, [Speaker I] Well, that's right, you get to do the benediction.

Speaker I

01:41:11

I do. I just, I wanted to make sure everybody had a say because I have been here before, and I just wanted to say, um, I totally agree with all these things. This has been such a huge problem, is that if 4 out of 10 kids are reading on grade level, if we continue this curriculum, we're about to have 3 out of 10 or 2 out of 10 because the 4 that were reading on grade level are about to not get their instruction that we're leading to them reading on grade level.

01:41:35

I agree with you. Thank you so much for bringing that up. But really what I was going to tell you is that Fort Worth has got to stop being so reactive. We— you guys need to start being proactive. Everything you do is in reactive to something that has happened, to something that's happened, to something that's happened.

01:41:53

We share problems and then like the um, an anchor chart that's full of mistakes because it's full of AI. Instead of that being fixed, it's removed. So now instead of the kids having a resource that they need, now that's gone. That's a reactive move. You people need— the district needs to be proactive in all of these things.

01:42:14

So instead of being reactive in every single situation, the district needs to be proactive. You guys have a whole slew of people making hundreds of thousands of dollars that need to be working as a team and looking at all of these things and stop being so reactive. And also, your district is full of high-quality educators.

You should be tapping into all of— I will say us— all of us to be your allies. You think that we're combative to you. We're not. I am here. You know why I'm here? Because I'm here because the 13-year-olds that I work for, work with, are at home playing video games and hanging out with their families.

01:42:56

I'm here because they can't be here.

Speaker A

01:42:57

I'm here about peace. Let me say, why do you think I think you're being combative? You and I have had a dozen conversations, and I always welcome our conversations.

Speaker I

01:43:06

You do, always. And I mean you as in you are the face of the district. You are the face. You guys represent the board of managers in the district. I don't think we're doing a good job at it. You as in not Pete Guerin, you as in Fort Worth ISD, [Superintendent] whoever, the district.

01:43:26

Nobody is reaching out and saying like, hey, I noticed that you have the highest STAAR scores or the highest MAP growth or the highest yada yada yada, whatever. Can we talk about what you're doing in your classroom that makes you so successful? Nobody's like, hey, I noticed that you're the best Science teacher of— in the district.

01:43:44

We should talk to you and figure out what you're doing that's making you so successful. You guys are not doing any of those things. Why are you not reaching out to master educators, the ones that are left, and saying, hey, what's going on? How— what are you doing? What's your magic? How can we apply that so that everybody gets a little piece?

01:44:04

Because this curriculum that you guys are, are spouting out ain't doing it. It's not going to do it.

Speaker A

01:44:10

Okay, thank you. You know, if I could, um, in wrapping up again, thank all of you for— for— oh, pardon me.

Speaker B

01:44:23

I've already said I am not— my mother grew up in Fort Worth ISD. I teach in a different district, and I, knowing, watching all this, because I also have Both my daughters are teachers in other districts in the state, and I've seen the bluebonnet in one, and I've seen this down here, and then ones up here.

01:44:43

So I have enough experience to be able to say that respect is earned. And when she's talking about allowing your teachers and searching out those teachers who understand the curriculum, not that was bought for them, but needs to go to those teachers. I think that's, that's very important, and I am very fortunate that I can say that I am with a district that fully supports that.

01:45:10

And it really does mean an awful lot that my district trusts me and trusts my other educators to go in and say, this is a curriculum we have, and how are we going to best get that to our other teachers, how are we going to get this to the kids? And it's not a matter of saying, oh well, they're the experts, they're going to say it.

01:45:32

It's a matter of saying we trust our teachers to be able to work together as professionals to get it to the kids because they're the ones in the classroom. Those teachers that we have are the ones that they see those kids, whether they are the high-achieving kids or the one sitting next to him that lived out of his car.

01:45:51

And I have had both of those kids and in the same classroom at the same time. And those teachers' jobs are to help them both be successful. And I think what Fort Worth needs to understand is you have a lot of educators and a lot of parents that want their kids to be successful, and that you've— y'all got to start trusting the educational process, not just the business side of it.

01:46:16

And that, again, that's coming from someone who has been outside, who has seen this happening in other districts around the state and sees what's happening on TV, is that you've got to trust the people who are in place to be the ones walking into the classroom educating their kid— your kids at Fort Worth.

01:46:32

Because it really, it means more than you'll ever understand.

Yeah, well, I appreciate that. Thank you. Well, that's a great way to wrap it up. I'd like to also go back to the surveys, and please ask all of you to take the survey distribution and getting people to answer the surveys seriously. It's a very important part of this process. It's these 5 questions, and they're— right now it's all web-based, and we need to think in the next 2 weeks how we can expand it.

01:47:10

But if y'all would look for ways to post that, that QR code and encourage people to participate, I'm thankful that you took the time today and came out to share. But we're not going to reach everybody, even with surveys, but we're certainly not going to reach as many people as we want to, just those who are able to work these listening sessions into their their schedules.

01:47:36

Yeah.

Speaker F **01:47:39**

So I noticed that the survey was also in Spanish. Are there flyers in Spanish?

Speaker A **01:47:44**

Yes, there are. And [?] if you can— if you would pass out— see if these are Spanish. If you'd give everybody English and Spanish one, please.

Speaker C **01:47:56**

And the survey is available in Many languages.

Speaker I **01:48:05**

It just had English and Spanish.

Speaker J **01:48:08**

It should.

Speaker I **01:48:10**

It's supposed to have a lot more.

Speaker A **01:48:13**

Okay, let me look into that because it should have. I'm not. Yeah, I mean, we the messaging that's sent out can be translated into I think 26. Languages. I'm, I'm not sure

the questionnaire has that same capability, but I'm, I'm glad you, you raised that.

Speaker M **01:48:35**
So, so, um, I would like to know what the time frame is on getting this information. What are you going to do with it?

Speaker A **01:48:44**
Because it's— September 15th is, is our deadline.

Speaker M **01:48:49**
And for getting in from gathering information?

Speaker J **01:48:51**
That's right.

Speaker M **01:48:51**
Okay. And then what do you do with it?

Speaker A **01:48:56**
We, on September 15th, we close it out and we start gathering all this information, looking at transcripts, looking at questionnaires, and we go through and identify the issues that have been identified by the community, which ones are mentioned the most, and then come Compile it by— compile it by question and then compile it by answers under the question.

01:49:24
On September 26th or 29th, whatever that Saturday is, we're going to spend all day going through that information. And with that, we're going to develop a draft of goals and guardrails. And we will post that for public comment. And we'll get that comment and then— go back and make the changes that those comments would warrant, and it's our— no later than the first meeting in November, but perhaps the last meeting in October, we'll vote on those goals and guardrails.

01:50:02
So originally— well, anyway, latest the first meeting in November.

Speaker M **01:50:08**
So after you do the first draft of these guardrails, and we'll have access to public comment

to be able to tell you what we think about these guardrails.

Speaker B **01:50:16**
And these—

Speaker A **01:50:16**
that's right.

Speaker M **01:50:17**
And in those guardrails, you're going to put specifically who they are guardrailing. I don't know.

Speaker A **01:50:25**
We're going to draw on this information to develop those guardrails. You know, I can't tell you what they're going to be now.

Speaker J **01:50:33**
No, but you'll—

Speaker M **01:50:35**
in those guardrails, you'll say like, Dr. [Superintendent] will blah blah blah, or Board of Managers will blah blah blah, or what does that look like, guardrails?

Speaker A **01:50:45**
Well, I don't want to speculate on what they look like until we've heard from the community. So, but they're specific and there are areas that are guardrails, they're boundaries beyond which the district cannot pass.

Speaker M **01:51:04**
So, and there will be— and there will be consequences.

Speaker A **01:51:07**
Depends on what we see, you know.

Speaker M **01:51:09**
There will be consequences for breaking those guardrails, is that correct?

You know, I don't know. I mean, we will observe those guardrails. We will enforce those guardrails.

Speaker M **01:51:21**
But when they are not enforced, what's going to happen?

Speaker A **01:51:23**
We will enforce them.

Speaker I **01:51:26**
Yeah.

Speaker A **01:51:30**
What's that?

Speaker G **01:51:31**
Did Houston ISD do the same approach here, or did y'all create this?

Speaker A **01:51:36**
I don't know. The program that we're following, and actually Fort Worth ISD has been following it, but not quite as rigidly as we are, but it's called the Lone Star Governance Approach. to the responsibilities of a board, and our primary responsibility is to set these goals and guardrails and hold the system accountable for advancing these goals and observing these guardrails.

01:52:15
If y'all were at the meeting, we've had a couple of meetings where a man named AJ Trey Bill has actually engaged with the board, and it's a program that many school districts around the country— I think he's working with 14 school districts now, and actually 2 school board, former school board members here are part of that training.

01:52:39
So I don't know who else has done it. I think Dallas went through the process, but the hard part I mean, hard's the wrong word, but the real time-consuming part is this kind of outreach. Like Lake Worth, you know, they had an intervention and they set their goals and guardrails without this kind of community engagement.

01:53:03

Now, I don't know why they chose to do that, but, you know, we've chosen— actually, well, anyway, this board chose We chose this process. We didn't have to, but we chose this process, and I believe it's very important, particularly for an appointed board, to go through this exercise.

Speaker G **01:53:21**

This isn't me being combative. I just was—

Speaker B **01:53:24**

though I have—

Speaker G **01:53:25**

but in Texas, the article I was reading about the Houston ISD one, the chief of school said, I want to get as many people involved hearing about it, knowing about what we're doing, pushing back if they need to do It doesn't mean I'm going to change things for them. So I'm just like trying to level my own expectations.

Speaker A **01:53:44**

Yeah, yeah. Well, goals and guardrails are how we will hold the, the staff, the superintendent, and people that work for him accountable towards accomplishing the things that the community wants us to accomplish. Our job is to represent the vision and values of the community, and once we have these goals and guardrails in place, every board meeting we are going to have the staff present as to the progress in advancing these goals and adhering to the guardrails.

01:54:20

So a new piece of our school board meetings will be that. Okay, staff, here's the goal, tell us what you've done to advance towards that goal. So it'll structure, you know, that will be part of— once we have those in place, that'll be a key part, a most important part of every school board meeting.

01:54:43

So yeah.

Speaker M **01:54:44**

What happens when they don't get there? So like they promised you that you would have 100 speech-language pathologists, you don't have that, right? They promised you you would have zero vacancies.

You don't have that.

Speaker M **01:54:54**

They promised you you would have blah, and you don't have that. So I want to know, what are the consequences for not meeting the guardrails, not meeting the goals, not making enough progress? Like, accountability is a value that we have all been saying over and over again at every one of these sessions, and I have yet to hear how they will be held accountable.

Speaker A **01:55:19**

Well, I'm not sure how to answer that question. In any large organization, and this is an organization of 12,000 people, leaders in the organization set goals. They measure the staff performance against those goals. If the staff fails to achieve those goals, they likely will be coached, and then if they still don't meet them, they likely will be asked to move on.

01:55:58

I think that's the way any large organization works. You know, if the maintenance system has got too high of a bus breakdown rate, you set a goal, And the supervisor will be held accountable for that goal, and if he, she, you know, not meeting those targets, you coach, you coach, and then if they can't, you find somebody that can.

01:56:24

So, I mean, that's generally the way organizations work. So, I— that's how I would look at it. this organization.

Speaker I **01:56:38**

Will that be part of what your presentation is whenever you move with goals and guardrails? Will you also come up with the accountability piece? Would that be part of your presentation?

Speaker A **01:56:47**

I've never seen an organization that brings in front of the public, okay, this person failed, so we're getting rid of that person. So that'll be handled internally.

Speaker I **01:57:01**

accountable? You know, like I share with my students, like, this is how we hold each other accountable in the classroom. Not, this is how you're in trouble, and this is what— just like, what are the steps of how you're—

You know, that's, that's where— yeah, leaders in an organization, I mean, some of the things that y'all have talked about today, you know, it can't be draconian. It's got to be a partnership. But you have somebody in charge of, again, let's just say transportation, and the transportation continues to fail to meet the goals, that person, the head of it, will be held— will be told that this is— you got to fix this.

01:57:45

And if you don't fix it, sure, you know, we're going to find somebody else that will. So, you know, I think we all know that's how organizations work, and it's, you know, it's every step of the way. All 12,000 people have a piece of the success, and it's divided up into, I don't know, hundreds or probably hundreds of different subdivisions, and each has a leader, and the leader will be held accountable for making sure that they meet those goals.

01:58:17

So that's That's the way it will work, but the leaders will have to— all the way down the system will have to decide how to lead their organization. We're not going to tell— you're doing transportation, we're not going to say, you know, you need to do this or you need to do that.

01:58:34

Say the kids just got to be at school on time and, you know, whatever percentage of time. So let me just close with a quick anecdote because this was really insightful for me. I attended some of the principal training, and I was sitting— they were talking about the start of the school day and wanting the school day to start at 8:00.

01:58:59

And I was sitting with [an administrator] and she said, you just don't appreciate how many people that goal involves. And I said, well, help me understand. And she said, it starts with the maintenance workers in the bus barn, and they have to achieve certain readiness for the buses.

01:59:25

It starts, and then it continues with the bus drivers themselves. Are they properly trained? Do enough show up? And then the person that actually does the routes, and they adjust routes in the morning based on, you know, there's been a wreck on I-35. And she said, and the teachers being on time, but she said the cafeteria is a huge part of it.

01:59:49

She said the cafeteria workers have to speed up the way they handle— we feed every

single child, and having the children all fed in sufficient time to get to class. So she goes, maintenance workers, bus drivers, route, cafeteria workers, and the people that supply the cafeteria workers. So, you know, it's in a 12,000-person organization, everybody contributes to the success of our kids.

02:00:24

And it's that anecdote that to me just made me appreciate, I guess, partly how much we, we need to value every piece of that chain.

Speaker E **02:00:37**

So—

Speaker M **02:00:37**

I agree with you. I understand 100% that, but I also see where, like, on the teacher front, you know, like, she knows what's best, the best methods for teaching math, right? Because she is a math teacher. Math teacher, and she has been trained for years in teaching math, has seen all sorts of students with all sorts of abilities teach math, yet somebody who has never taught math is dictating to her how to teach math.

Speaker A **02:01:09**

Okay.

Speaker M **02:01:09**

She wouldn't want to get thus far in how to run the budget.

Speaker A **02:01:12**

All right, I get you. I, I understand.

Speaker M **02:01:15**

Oh, like nobody in your, in your scenario that, um, What's the name I gave you? Uh, in that, in that scenario, nobody is telling each person exactly what to do.

Speaker A **02:01:28**

There's a goal.

Speaker M **02:01:29**

We're gonna start school at 8.

Yeah.

Speaker M **02:01:31**

So now all of you have to switch the way you do things to make this goal happen. So that's different. Like, you know, you're big on literacy. I am too. You know, I, I think every kid should be on grade level, above grade level. That's The dream, right? But I also realize that I may not be the best person to teach reading fluency because I've never worked on reading fluency, right?

02:01:55

And so, uh, I should ask the people who have to tell me the best methods so that us as a whole district are working towards the same goal versus dictating, well, this is how you're going to do it regardless of how the kid in front of you learns.

Speaker A **02:02:08**

Yeah, well, I appreciate that.

Speaker J **02:02:13**

Each company we know as a business comes in with their training to help their employees. They know that their resource is their employees. For instance, a pilot, it takes $1 million to train them. Are you going to abandon that employee after putting all that money into their training?

Speaker N **02:02:34**

No.

Speaker J **02:02:35**

Is the business community going to contribute to that employee effort if they know that their input and money is going to be wasted because there wasn't enough encouragement, proactive encouragement? Is this going to be a draconian effort or is this going to be proactive to try to save one of our most valuable Our valuable resources, our employees.

02:03:06

They've already been trained. They've had the money put into them. Are we going to save our employees who just say, I can get somebody else?

Speaker A **02:03:17**

The most important asset in any organization is— it's not the hardware, it's not the buildings, it's not the rolling stock, it's people. And if this system doesn't work for the people, it can never work. So, and thank all of you. I appreciate it. It's— we've run out— lasted [Speaker K]there. She goes out the door, but [Speaker K] thank you.

Speaker I **02:03:48**

Thank you.

UEA Listening Session

Auto-transcribed by https://aliceapp.ai on Wednesday, 19 Aug 2026.
Synced media and text playback available on this page:
[recording link]

Words	22,145
Duration	02:10:18
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Speakers:

Speaker A - 9.85%

Speaker C - 1.22%

Speaker D - 8.62%

Speaker E - 6.76%

Speaker G - 3.12%

Speaker H - 4.03%

Speaker I - 1.45%

Speaker F - 4.62%

Speaker K - 1.84%

Speaker L - 20.23%

Speaker J - 7.44%

Speaker M - 4.17%

Speaker N - 2.56%

Speaker O - 6.26%

Speaker B - 5.09%

Speaker Q - 1.18%

Speaker P - 7.76%

Speaker R - 3.81%

Notes:

No notes.

Speaker A **00:00:00**

We're going to get started because it's 5:30, and I am so thankful you guys took time, especially after today, a full workday, to come and talk to us. We really, really appreciate you. So I— so that everyone gets the same experience, every listening session occurs in the same way. I'm reading from a script, so I'm going to read that so we make sure to get the required stuff out of the of way.

00:00:25

the way. And then, of course, more than happy to stay and continue to talk until 7 if we need to. So, but for now, we'll get, we'll get business done and then, and then go from there. So thank you for taking the time to share with us today. Your voice is incredibly important.

00:00:43

My name is Laurie Williams-George, and this is Tennessee Walker.

Speaker C **00:00:47**

Hi.

Speaker A **00:00:48**

And we are both members of the 4th ISEA The board is committed to ensuring our Fort Worth ISD students have the capacity to live purposeful, choice-filled lives. That requires

providing clarity to the superintendent regarding the main thing. Far too often, not just in Fort Worth but across the country, school districts have operated as, as though everything is important.

00:01:14

When everything is important, nothing is important.

Speaker D

00:01:16

Thank you.

Speaker A

00:01:17

When nothing is important, our children struggle. We are committed to not only providing this clarity regarding the main thing, but to meaningfully track the district's progress towards achieving it. To accomplish this, we must first identify the most important things our community wants Fort Worth ISD students to know and be able to do.

00:01:41

It is critical that we deeply understand We must also deeply understand what our community values most, the non-negotiables that the district must honor when pursuing this vision. This is why we are here today, to listen so that we are clear about the community's vision and values such that we can translate them into specific goals and guardrails.

Speaker E

00:02:08

Thank you.

Speaker A

00:02:09

This means that tonight is not about solving individual concerns or debating specific district operations. We also have this handout entitled— well, you guys don't need this, but we have it if you do— the handout for 405 contacts. Um, if you should identify the correct— if you need help identifying the correct district staff person to assist you with a concern, That you have.

00:02:36

Um, I'm going to pause right here real quick because I realize that, um, you may or may not know Tennessee and I and our background at all. Um, so, um,

[personal information about a Board member's child] and 1 attends [another school]

. I'm a former educator.

I taught in the language centers And did PD for language acquisition and then finished out as a reading specialist. Took a break and then went back to get my PhD in educational psychology. And I do research on psychosocial outcomes for families of children with autism.

Speaker G **00:03:21**

Mouthful.

Speaker D **00:03:22**

And Tennessee.

Speaker H **00:03:24**

Thank you all for having us. My name is Tennessee Walker. Like Lori said, first and foremost, I'm a parent. [personal information about a Board member's child] [information about the Board member's children] This is home. Public education is home. It's what we know, it's what we're committed to.

00:03:42

Again, thank y'all for being here. My day job is as an attorney. My kind of mission, I don't know, I want every child to have a chance to succeed.

Speaker I **00:03:52**

Thank you.

Speaker H **00:03:52**

Succeed. Big Brothers Big Sisters is my calling cause in Fort Worth. I chair our board here in Tarrant County. I've been involved with them since about 2009. And so when the intervention took place, [personal information about a Board member's family] And, you know, to be careful what you ask for, but here I am.

00:04:11

And so Lori and I are here tonight, happy to hear from you. As she mentioned, this is very much a listening session. We're doing Lots of these. And the idea is to cast as wide a net as possible, hear from as many different groups and people and stakeholders as we can. And then that data will be analyzed so that we can figure out what are the common threads in terms of the visions and values of the Fort Worth community to guide our goals and guardrails setting process, which will take place in about, I guess, 60 days from now, a little less maybe.

So that's why we're here. There are, as she said, today's not about solving operational issues, but there are operational, um, conversational sessions. I'll say that those are more, um, you know, to talk with Dr. [Superintendent] and his team. They're starting those. They've had a few. They'll have some more. Um, and at the end of this, like Lori said, happy to stick around and just be here.

00:05:04

I mean, we're people, you're people. Uh, this is a tough time for Fort Worth ISD. There's no, you know, sugarcoating that. But the goal is to move things forward and in a positive way now and into the future. Thank you all again for being here.

Speaker A

00:05:21

So we will be conducting 2 types of listening sessions. Some will be held at district facilities across Fort Worth. Others will be held out in the community to ensure we're hearing from a representative segment of the entire community. And of course, I consider teachers to be a huge part of that community. A complete list of the listening sessions will be made available on the board landing page and the district's website.

00:05:47

We're excited to hear directly from you tonight. We will be taking notes. However, we also want to encourage you to complete the survey, and I see that we have our survey links here. There's really no substitute It's not a substitute for receiving feedback in your own words. And sometimes, you know, you may just not feel comfortable saying what you really want to say in public, and that's okay.

00:06:12

And so that's what the— that's what the survey is for. It does not collect the— all of the demographic information is absolutely optional, so you can or cannot fill that out. It does not matter. It does help us identify areas that we need to Dig further into if we're not reaching certain communities.

00:06:33

But outside of that, we're not doing anything with that data. The QR code— oh, that's what I just talked about. The survey is available in English and Spanish, so please feel free to share this. And the website Qualtrics is the, is the software that we're using, and it will translate into just about Any language that is widely spoken, so it's beyond English and Spanish.

00:07:04

Finally, please note— oh, I already said that. I'm just getting off track already.

Speaker F **00:07:11**

I should know better, I'm a researcher.

Speaker A **00:07:12**

Although this listening session is not intended to discuss data or the pros and cons of state testing, we believe it's important to keep the current reality of our students front and center. Therefore, for the purposes of level setting, we're sharing a summary of Fort Worth ISD student performance. You guys know that already.

00:07:34

If you would like, I have my little handout here, but you guys are well aware of it. If you need it, I have copies.

Speaker E **00:07:40**

I think we got it.

Speaker D **00:07:41**

Yeah, yeah, yeah.

Speaker A **00:07:42**

It's important that each voice is heard. To ensure this, we'll follow a few Basic norms, which our teachers are already great at. We will avoid allowing one voice to dominate so that each participant who wishes to speak has a chance to do so. Please be understanding if we move to another participant in your group.

00:08:02

We'll take notes and we'll work to ensure that your feedback is captured accurately. We may— we actually are recording these sessions only for the purposes of accuracy. These do These do not go to the district. These stay with the board, okay? If you are taking notes, feel free to send them if you would like to contribute to data triangulation to make sure we get everything right.

00:08:26

You're welcome to review any notes that we take today before you leave to make sure you were represented accurately. Be as honest and as candid as possible. There are no right or wrong answers. Please respect one another. That means listening to comments you may

not agree with. With that in mind, let's get started.

00:08:47

So we're going to have 5 questions. The first few are related to what you want students to learn, goals. I think we've done a few of these now and find that people tend to want to spend the majority of their time talking about the values, and that's okay. So we'll, we'll go through these as slowly or as quickly as you would like.

Speaker H

00:09:14

Quick question, and just for the room, I'd like to know if you're okay with this, but a little bit of a shift in terms— instead of me trying to write or type what you're saying, we are recording it. That's going to be a much more accurate transcription of what is said, and we've got a software that transcribes that.

00:09:31

If it's okay with y'all, I would prefer to listen as opposed to peck at a keyboard. But if anybody feels strongly otherwise, please tell me.

Speaker K

00:09:39

And don't feel—

Speaker A

00:09:40

if you don't want to introduce yourself, that's okay. If you do, that's also okay. That will all be de-identified, but that's totally your preference.

Speaker H

00:09:48

And then one last thing, the QR code you have— and I know this went out on ParentSquare yesterday, y'all should have gotten this probably through multiple means. Uh, but what I want to encourage you to do, not only fill it out on your own, in addition to being here, don't feel like because you showed up here that you don't, you know, can't do this.

Speaker L

00:10:04

You can.

Speaker H

00:10:05

And also please share it. Um, you know, the idea is to get the questionnaire to as many people that are, you know, have a stake one way or the other in Fort Worth ISD as

possible. So on your social medias, with your group chats, please share this far and wide. The more The more responses we have to this, the better our dataset.

Speaker J **00:10:27**
Do you want me to write the questions up here on this whiteboard?

Speaker A **00:10:30**
Um, no, that's fine. And then will you just— I'll scoot over and erase them. Yeah, yeah. Oh, you have them?

Speaker E **00:10:36**
Okay.

Speaker J **00:10:36**
I have a copy.

Speaker A **00:10:37**
Things are always prepared.

Speaker H **00:10:39**
She brought them.

Speaker A **00:10:41**
Okay. I mean, I mean, the board is always prepared.

Speaker L **00:10:44**
Handwriting is the only problem.

Speaker E **00:10:46**
Just waiting for the DOL.

Speaker A **00:10:49**
Yes, you'll have 10 minutes to complete 5 questions.

Speaker C **00:10:52**
Yes.

Okay, so our first question is, what should our Fort Worth ISD students know and be able to do? And then kind of a little subtext, if you could pick 1 or 2 of the most important things that they need to know or be able to do, what would it be? And we have the mic right here.

00:11:14

Do you want to try to use that?

Speaker L **00:11:16**
I can—

Speaker E **00:11:17**
Okay, I guess I'll start.

Speaker A **00:11:18**
Perfect.

Speaker E **00:11:20**
Um, I teach seniors, so I feel like I know kind of what they can't do right now. I don't think they can critically think through problems.

Speaker L **00:11:26**
Okay.

Speaker E **00:11:28**
Um, they currently have to be spoon-fed step by step, and that's not how my boss works with me. I'm sure with you guys. Um, so they need to— we need to wean them off thinking steps and the exemplars. They need it right now, but ultimately We need to be able to get them to by the time they're seniors and graduates to get off it.

00:11:47

And I guess you're combining questions 1 and 2?

Speaker A **00:11:50**
Um, just what should our students know and be able to do?

Speaker J **00:11:54**

Oh, okay.

Speaker A **00:11:55**
Yeah, know and be able to do. And I can move it around.

Speaker M **00:12:02**
I totally agree with what she had to say. Literacy is of the utmost. They need to be reading. They need to be reading volumes, not just passages, because that will sustain them, that will increase their stamina. When they only read these short little passages, we're doing them a great disservice. Also, thinking skills.

00:12:27
They do not have critical thinking skills, so they just read and they think it's true and they don't understand that they need to dive deeper. That to me, those are the 2 most important things.

Speaker C **00:12:41**
Okay.

Speaker J **00:12:41**
I don't mind moving it.

Speaker L **00:12:42**
Okay.

Speaker H **00:12:42**
Lori, I can be the mic. I can move the mic around.

Speaker C **00:12:46**
Sorry.

Speaker N **00:12:46**
I'll take it for me.

Speaker L **00:12:48**
[Speaker N]

I'm teaching right now 1st grade, but I teach the Passport with Start and Promote. Very successful with my students.

Speaker H **00:12:58**
Reading.

Speaker N **00:12:58**
Reading is the most important thing. I am dual language also. It's really important to have the books. And you have now? Nothing right now? But we need that. And we need your help for— help them, as the teacher said, have books in your rooms and also let them read. For that, critical thinking is time because you need to read, you need to process in your mind, you are going to talk aloud and be, oh, why the person else didn't do, you know, the character did this, whatever.

00:13:28
But they need this time, not very short passages and boom, boom, boom, 10 minutes, 10 minutes, 10 minutes.

Speaker C **00:13:34**
Okay. That's it.

Speaker N **00:13:35**
Thank you.

Speaker L **00:13:36**
We have 2 mics now.

Speaker H **00:13:37**
Oh, nice.

Speaker E **00:13:38**
This is ours and that's yours.

Speaker L **00:13:45**
I've been a teacher for [many] years, and [many] in Fort Worth ISD. I do CTE and In the history that I've seen, we've moved farther and farther away from the true basics on every level.

Okay.

Speaker L **00:14:02**

Like they were saying, reading, writing, knowing cursive, and then continue writing in cursive. Um, when it comes to computers, touch, touch typing, gone. Let's type it back the rest of the time, or let's voice it and hope that AI catches it. Um, so we've got to get back to basics. And I'm going to add to that, even with the bond package and they redid all the high schools, Um, they got rid of all the, you know, what everybody would have known as home ec.

00:14:28

All the kitchens are gone, all the microwaves and fridge, learning how to cook.

Speaker N **00:14:32**

Life skills.

Speaker L **00:14:33**

None of that is there anymore. And even with what they're asking us to do now, like they were talking about 10 minutes here, 10 minutes here, teaching CTE, and I'm in a program where it's like Microsoft Business Technology, uh, if I do all the stuff they want, I will never cover my curriculum.

00:14:51

They will never truly know it. And I know a lot of people want to say, oh, Google will do it for you, or Google will do this, but truly in the business world, most people are still with Microsoft, and Microsoft needs to be there just because of the security features it has, and they'll stand behind it.

00:15:05

Google doesn't. Okay, um, so again, back to basics.

Speaker A **00:15:10**

Okay, so, um, again, what should Fort Worth ISD students know or be able to do?

Speaker J **00:15:21**

I just want to say that I have younger— I'm on an elementary campus and these timers are not as effective. They're putting them up and then we have our little special for kids who are doing this instead of watching me or listening to the story or whatever. They're fixated

on the timers and we have to have them or else they're marking us off, even though I'm an adult with multiple master degrees.

00:15:48

I can tell 10 minutes on the clock, right? I don't need— I think— I don't think micromanaging the teachers the way that this is being presented is benefiting any of the kids because we're not even having the time to sit and actually assess what's going on because we have to whip out DOLs or we have to do learn tasks, and it sits at— there's no time.

00:16:10

At all. That is it. And it's also, they already have zero attention span, and that's just contributing to that, that we've been trying to battle, you know.

Speaker A **00:16:22**

Okay, so what I'm hearing, the timer is like, uh, what do they call it?

Speaker J **00:16:26**

Squirrel.

Speaker O **00:16:27**

Squirrel.

Speaker E **00:16:28**

Okay, okay.

Speaker A **00:16:28**

So what should— what should— I'm going to keep saying this because then it just keeps it in our heads. Uh, what should our Fort Worth ISD students know and be able Hi, I'm gonna piggyback off of what she just said.

Speaker L **00:16:41**

I'm CT at the middle school level, and we do teach such data, but what we need is our students, in my opinion, need to know how to responsibly use AI. They're going to use it, but they're not using it responsibly, and it's, it's hurting them as far as critical thinking, and it's hurting them in other areas.

Speaker M **00:17:00**

So I believe that our students need to Because know how to responsibly use it.

Speaker I **00:17:02**
Thank you.

Speaker L **00:17:02**
it's not going anywhere. So, and like she said, back to the basics and all the other stuff, those are great things, but we have to be realistic, and we really need to put responsible use of AI in our curriculum. Okay.

Speaker B **00:17:16**
Yes.

Speaker O **00:17:17**
And I think going along with that, one thing I noticed is that my son, he just has no idea how to do proper research. Like, when a project comes up, right, he just sits there. He's like, I don't know. And he's like, I'm gonna ask AI. And I was like, you know, but I was like, what about the parents who can't sit there next to their kid?

00:17:34
And for us growing up, we only had card catalogs and we had to learn how to navigate libraries and how to discern what are reliable sources and what wasn't, uh, with no training in that. Like, how are they set up for the future and for college and for higher learning and critical thinking?

Speaker F **00:17:52**
Okay, research So if I could choose only 2 things that our students need to be able to do, I would say that they need to be able to communicate effectively and think critically.

Speaker J **00:18:06**
Yeah.

Speaker F **00:18:06**
And I don't simply mean by passing a test, of course. I mean, I want our graduates to be able to walk into a classroom, walk into a job interview, walk into a college classroom, etc., with the skills that they need to be able to effectively communicate and think critically and be confident in the fact that they can struggle— productive struggle— through a problem to get their answer.

Okay.

Speaker C **00:18:39**

Yes.

Speaker D **00:18:40**

Hi, my name is [Speaker D] I'm a 2nd grade teacher currently working at [a district elementary school] . It is an Elevate campus. But before that, [another district elementary school] I transferred over to [a district elementary school] as an Elevate campus not because I wanted the pay— like, that's being thrown in my face every single day by my campus administrator.

00:19:05

You chose this and the expectation is this. You're getting paid $100,000.

Speaker A **00:19:11**

That's not true.

Speaker D **00:19:11**

So these are the standards that you are going to go by, and if you're 5 minutes off of pacing, we're gonna write you up. I am a TIAA-rated teacher. I have been teaching in this district for 8 years. I was brought up in this district. I did my teacher assistance here. I did my college credits here.

00:19:37

And I'm being belittled every single day by my campus administrator and my executive directors saying that I don't know how to do my job. I want my students to know how to read and do math, and they don't know how to do that.

Speaker A **00:19:53**

That's it.

Speaker D **00:19:54**

I know exactly how to teach them to do that, but they're not letting me.

Speaker A **00:20:01**

This week— oh, well, we've been in school for like, what, 7 days.

On Friday, I was pulling a small group and I was teaching them how to do basic math because I have 7 special needs students in my class. They take up 54% of my class.

Speaker E **00:20:23**
7.

Speaker D **00:20:24**
They don't know how to write their names. They don't know how to do math. And I understand that's my purpose at an Elevate campus. I'm fulfilling my purpose being there. So I was pulling a small group. My campus admin comes in and says, you cannot pull a small group. Their intervention is done on apps, on Zearn and on iReady.

00:20:46
And also, you cannot sit down. You need to stand up.

Speaker J **00:20:51**
I said, I'm doing a small group.

Speaker A **00:20:52**
What do you mean?

Speaker D **00:20:54**
No, small groups are not allowed. You need to walk over to where your student is and Bend down beside them, and their intervention is being done on the computer, so you need to facilitate their intervention. How am I supposed to get my babies to read at an Elevate campus if I can't even do a small group?

Speaker A **00:21:12**
And you said 57% of my students are special needs? 57%, over 50%.

Speaker D **00:21:18**
Okay, our special needs, they're not getting their IEPs met.

Speaker F **00:21:23**
Okay.

Speaker D **00:21:23**

They're not. They have one teacher that comes in and checks in on them for maybe 20 minutes a day and leaves. Meanwhile, like everybody else has said, I have a timer going off in my classroom for every 10 minutes because these special needs students need to complete their DOL in 7, 5 minutes.

00:21:46

They can't write their names even if I'm providing a sentence Even if I'm providing a word bank, a picture dictionary, they are not able to complete the DOL in the time that is allotted. And if I'm off my pacing, God forbid, I'm going to get written up. Today I got bit twice.

Speaker A **00:22:12**
Assaulted.

Speaker D **00:22:16**
My administrator standing at my threshold. I had a student [student record information] tearing up my classroom. Did my administrator do anything?

Speaker Q **00:22:30**
No.

Speaker D **00:22:31**
More concerned about pacing than helping me out.

Speaker A **00:22:36**
Press the button.

Speaker D **00:22:37**
Okay, press the button and we're losing precious time.

Speaker N **00:22:43**
Thank you.

Speaker D **00:22:44**
I'll probably have more to say later too.

Speaker A **00:22:45**

So no, read and write.

Speaker C **00:22:48**
Can I piggyback off of [?] about—

Speaker A **00:22:50**
because I work with her—

Speaker C **00:22:52**
the same expectations that are in her class are for the RITES program also.

Speaker L **00:22:57**
Okay, okay.

Speaker A **00:22:59**
Uh, what should LST teachers know and be able to do? I'm sorry, I didn't see you had the mic.

Speaker F **00:23:03**
Go ahead, go ahead.

Speaker P **00:23:04**
So even on a pre-K level The kids need to be able to— like, they're all saying attention span. Library, like, it's becoming a selective thing, and it also helps with the attention span, reading comprehension, critical thinking. Like, library needs to be used how— for its intentional purpose. And that comes from the pre-K kids that are 3 and 4 that they're expecting to sit Indian style 20 to 30 minutes and pay attention so then they can get to the upper grades, you know, 3rd, 4th, and 5th, where they're testing and they have the testing stamina, they have the stamina in middle school, high school, and so forth.

00:23:45
So the reading and math levels— and they need to be ready. Like, they're not— they don't know how to sit and read a book because we're not reading to them.

Speaker L **00:23:54**
Okay. Um, I just want to kind of go back and add to what Yes. Because it goes back to what they say. Even though I teach technology, I'm going to be the most fierce critic about keeping technology out of the elementary classes. And somewhat in the middle school,

like I said, you have to have responsible teaching.

00:24:15

But that's part of our problem. We've shoved iPads and all these programs in front of our elementary kids so they get instant answer, instant Instead of that, that they will never learn the critical reading, critical thinking, the— it even goes back to consequences and discipline. We've taken all of that away to the point that it's like my kids— I said something to them one time at a high school level.

00:24:42

I told them, use your passing periods wisely, go to the bathroom. I don't need 20 kids in my class trying to go out of class to go to the bathroom.

Speaker A **00:24:50**

Time management.

Speaker L **00:24:51**

Yeah, it's time management, but their whole big thing is, oh, but I don't want to become a tardy. I'm like, you get 3 tardies, what's the deal? Why? And then, you know, you start talking to them and then they're like, well, but yeah. And then, oh yeah, there's nothing that does happen to us.

00:25:08

Oh yeah, I was vaping in the bathroom last week and there was no consequences. And I'm not saying we need to put them up against a firing wall or anything, but we've gotten so far away from them understanding that even when I was in school, my daughter was in school, that those specials like iPads or other things, why you could go do small groups, was you followed all the rules, you've had a good day, I'm gonna let you have this little reading program.

00:25:32

What was it way back then? There was some wagon thing.

Speaker D **00:25:35**

Oregon Trail.

Speaker H **00:25:36**

Oregon Trail.

I think we've all died of dysentery, right?

Speaker L **00:25:43**

We're dating ourselves. But that's the type of stuff sometimes I think, why didn't we give them iPads and Chromebooks? As a technology teacher, I hated it when we went to 1-to-1. It was one thing if you gave it to the dual credit, AP, and some of those kids and you start to teach them responsibly.

00:26:00

AI's coming in right now. They don't— all they know is, oh, they'll give me the answers. So they've stopped doing anything in our classrooms. Can I do this at home later tonight? Because that's what they'll do. And I don't know what exactly the answer is, but we've got to somehow get away from all this time, time, time, time, time and get back to, no, I know what my kids need.

00:26:20

Let me give it to them and stop also, like I said, relying on manage this.

Speaker A **00:26:25**

Someone else?

Speaker N **00:26:27**

What students know?

Speaker L **00:26:28**

Oh yes. I teach kindergarten, and I agree with the digital. There's that digital division book. It's a good read. I teach kinder.

Speaker O **00:26:40**

I want them to come.

Speaker L **00:26:41**

I want them to enjoy school. I want them to be able to create. And we have kindergartens sitting in desks. And I'm not at Elevate.

Speaker M **00:26:50**

I'm at a leadership academy.

So I'm not to the top that they are. But still, it's the same. We have kindergartens that you're wanting to do iReady tests, math Math tests, test, text, all within the first 25 days of school.

Speaker J **00:27:04**
And it's just test, test, test. But we want them to be able to go to, to have time to draw, to create, to—

Speaker A **00:27:13**
Reestablish that enjoyment of—

Speaker O **00:27:15**
Yes, I want them to come up and enjoy school.

Speaker Q **00:27:17**
I want them to be happy.

Speaker M **00:27:20**
This is where I come to, to learn and to do that critical thinking and create.

Speaker C **00:27:26**
Okay.

Speaker E **00:27:26**
I was going to piggyback on the library with— we still have a library at my high school campus, but no one's allowed to go in there because it violates the IPC. Even my class, which doesn't have an IPC, so I'm writing all my curriculum later. Um, but
[a staff member has been reassigned]

00:27:48
And I'm wondering how many campuses that's happening. Because why do we have libraries if we're not going to see them? Don't get rid of them.

Speaker M **00:27:58**
Our librarian has become very sneaky with it because she's arranged that they can go in during advisory for 10 minutes to go in and do circulation. They can't go during ELA anymore. They can't go any other time during the day.

When you say circulation, You mean pick out a book around, pick out a book.

Speaker E **00:28:19**
Okay.

Speaker C **00:28:20**
Yeah.

Speaker E **00:28:20**
And we're not supposed to do advisory.

Speaker M **00:28:22**
They have to do 10 minutes and they go in and it's like, we're not even supposed to be doing that.

Speaker L **00:28:27**
Okay.

Speaker M **00:28:27**
Because every minute of advisory is also scripted.

Speaker J **00:28:32**
Okay.

Speaker A **00:28:33**
Yes.

Speaker N **00:28:34**
Also, I think that you will understand this as a doctor, I think. Um, the kids are not the same. They are not little bottles that you can work the same or feel the same at the same time. They have different ways to learn and they have different times.

Speaker H **00:28:52**
Yeah.

Speaker N **00:28:52**
All of the kids, all of my kids will learn different days, different times, but they will get it.

And now with this system, like very schematic, very tight, is very difficult for them. I see kids suffering. I'm right now first grade and they are I'd like to piggyback about the testing.

Speaker R **00:29:15**

I know on the high school level, you know, they're taking 6-week tests, they're taking SATs, they're taking MAP testing. We never take the time to explain to them what the test is for and why it's important. And then when we get the results, we never have the time to sit down with them and tell them what it means.

00:29:33

And so we're testing to test, But there's no actual result or growth with students by using that information.

Speaker A **00:29:40**

So connect— making meaningful connections with why you're learning and what the outcomes are.

Speaker R **00:29:45**

Yeah, because lots of times on the high school level, it's PSAT school day, they show up, oh, I have to test today. They don't know what the PSAT is for, they don't know about National Merit Scholarships or the importance of the test. And then when we get the results, we never sit down with them and explain You know, this is what your score means, this is what's going to impact you, what type of colleges you should look at, or what you should be doing to study to get better so that you can get a higher score and go into a more prestigious institution.

Speaker N **00:30:12**

Yeah, yeah.

Speaker B **00:30:13**

So along those same, along those same lines, but just a little bit differently, when we sat in PD and we were talking about the learning and link blocks and we put the kids individually to work independently, if they got 4 or 5 out of questions, they basically got 80% or more right. And I asked the question, I said, when do we sit down with those few to go over and make sure that they're doing those advanced problems correctly?

00:30:42

And they go, you don't. You just take the paper up. I said, so what you're saying is, is that

we can let them do it, they can do it 100% wrong, but But nobody's ever going to correct them, so they're forming those habits.

Speaker A **00:30:56**
Okay, so, um, so listening—

Speaker F **00:30:59**
sorry.

Speaker B **00:30:59**
Yeah, no, I'm sorry, and I know it doesn't answer the question, but I mean, but at the end of the day, I think it, it leads towards that critical thinking piece because those are valid conversations. I'm fortunate that I'm the second teacher in the room, um, so today we had one kid get 4 out of 5 right.

00:31:19
So I'm going and I just happen to look over and he's multiplying mixed numbers and he just multiplies the fraction part. I'm like, what about the whole number? He goes, oh, that's there, isn't it?

Speaker A **00:31:31**
Yeah.

Speaker B **00:31:32**
So I was able to sit down while the teacher was going with the rest of the class, but I was able to sit down with him.

Speaker D **00:31:37**
Had I not done that, he would have kept going and then that doesn't lend to hit those critical thinking And to build on that, making connections to reading and writing and forming a relationship, we've had no time to form a relationship with our students. Again, I have said that I've worked for elementary school and I am a 2nd grade teacher, but even all the way up to 5th grade in elementary, our students need to feel a relationship with their teacher.

00:32:08
Right now, we have no idea what's going on with I'm our teachers. the bad guy. I've had no time to form relationships with my students. They think that me ripping the paper out

of their hands when their time is over, that I'm being mean to them. I'm mean teacher. I have to make sure that I go around their A and B partners and make sure I give them a hug and tell them, hey, you know I love you.

00:32:31

Thank you. Thank you for doing what was asked of you today.

Speaker N

00:32:34

Thank you.

Speaker D

00:32:35

But this rigid structure, they don't understand it. They don't understand militant and military like we are teaching them. And I know that it's not just Elevate. I work for an Elevate campus, but I know it's across all campuses that it's this rigid format. And we're just mean in their eyes because we have had no time to form connections with them at all.

Speaker A

00:32:59

Know and be able to do. Yes.

Speaker G

00:33:00

So, um, I think everyone in this room is going to agree we want kids to read, we want them to critical think. That is not something that anybody can argue. But the model that we're having to follow— and for me, we're taking the model from Dallas that took it from Houston— it's a failed model.

00:33:20

I'm sorry, Houston just got re-upped for 2 more years. That's not a success, that's a failure. So why are we following a model that has consistently failed? And I know, you know, that's above my pay grade, but making sure our kids are reading on grade level is the most important thing. Reading to learn, because that opens the door to everything else.

Speaker N

00:33:48

Mm-hmm.

Speaker G

00:33:48

That opens the door to college, to trade, And we have to go back for our early learning. I'm first grade. I started as a pre-K inclusion teacher. Sitting with my kids and reading a book is the most rewarding.

Last year I started teaching first grade.

Speaker G **00:34:07**

We adopted a book and we got halfway through by the end of the year, finding 10 minutes here, 15 minutes there. They were never more engaged than when I was reading to them. That's what we have lost. We have lost the ability to put a book in our kids' hands and say, let's just read.

00:34:30

There's no test. Let's just do it. So our kids— yes, the most important thing our kids need to know how to do is read, and everything else falls into place after that. And I will tell you, with this model It's not happening. Our kids will not be reading on grade level like they want to be on.

00:34:50

Okay, I, you know, stamp it.

Speaker L **00:34:55**

Let's say this.

Speaker A **00:34:58**

If we— so our next question is what describes a successful graduate. Are we ready to move on or do we want to keep on what students know?

Speaker N **00:35:09**

If there exists a research base in this model, I would like to read it because I don't understand nothing about this.

Speaker J **00:35:16**

I think we all want to actually—

Speaker A **00:35:17**

The model itself or the evidence-based practices within the model?

Speaker N **00:35:23**

The evidence-based practices. Because it don't make sense at all.

00:35:27

Okay. All right, so we'll go on to questions. Can I just comment on what everyone's saying? Oh yes, of course.

Speaker Q **00:35:32**

I agree with what everyone is saying about what we want from children, the reading and the math. And with the young lady back here at the Elevate campus, and we were discussing, it's sad to see our children, our little babies, pre-K and K, especially pre-K, they have no experience with the school environment.

00:35:51

So yes, this year you shoved them into the classroom, you didn't give them any time for socialization, learning the teacher, getting the hugs, and oh, this and that. I do intervention with— I'm a dyslexia teacher, so I've done intervention with a kindergarten teacher. Second day of class, they're having to sit there. Where was the time to get to learn?

00:36:11

We are so busy on that 10-minute clock thing that our babies didn't have anything. You walked through the hallways last week and our poor babies had the deer-in-the-headlight looks. They looked absolutely miserable.

Speaker L **00:36:25**

Your 3rd, 4th, and 5th graders 5th graders, they already know what school is.

Speaker Q **00:36:28**

They know the routine, all of that. Our kinder, pre-K teachers, 1st grade teachers, you're going to be coming in, being observed, and you're still having to address issues that if we had been given the time in the very beginning to address and show them the expectations, we wouldn't have those issues 8, 12, 14 weeks down the road.

00:36:49

That's what we need to see is Giving them the opportunity to learn in a loving environment what the expectations and the needs are going to be for the full year.

Speaker A **00:37:01**

Okay.

Speaker H **00:37:02**

Okay. Yes. You're doing a great job, and I'm happy to take over.

Speaker D **00:37:06**
So, like, I like it.

Speaker P **00:37:09**
He's getting his steps.

Speaker C **00:37:12**
So I'm a 10-year military veteran. What I'm seeing in the hallways on our elevated campus is basically what I went through in basic training. You know what happens when you go through stuff like that? PTSD, anxiety, suicidal ideations, suicide. And this is what we're setting up our kids— we're giving them anxiety. We're going to end up sending them to therapy.

00:37:43
Because of everything that they're going through, because they're going to start feeling like they're failures and that they're not meeting our expectations. Because we are the bad guys, we're the drill sergeants in the military in our schools, in an elementary school with pre-Kers to 5th grade and RISE, because we're treating the RISE students the same way.

Speaker F **00:38:06**
A/B desks.

Speaker C **00:38:08**
Baskets on tables, whiteboards at tables, markers at tables, timers too, right? Students don't learn that way. They learn a different way, but we're giving them the expectation that you need to learn just like every normal student in our school. I just want y'all to keep that in mind. Like, mental health is seriously— and we're ruining their mental health.

00:38:33
It's going to cause problems later on.

Speaker D **00:38:37**
And the teachers too.

Speaker F **00:38:38**
Mental health.

I'm really struggling. I'm really struggling, and I don't think I can make it through the end of the year. I'm just letting you guys know.

Speaker C **00:38:45**
[health information]

Speaker O **00:38:50**
Teachers are chronically ill every single day.

Speaker E **00:38:52**
Yeah, every day.

Speaker K **00:38:54**
I wanted to piggyback on theirs. I'm a PE teacher, and I had 46 I had 46 kids in my class.

Speaker L **00:39:01**
They took my TA away because of the numbers.

Speaker K **00:39:03**
I had 46 kids. I had 4 runners. I was running, trying to teach, going back, running, trying to teach.

Speaker L **00:39:11**
No help.

Speaker K **00:39:13**
But this is my concern. I had 10 kids in one class, in PE class, absent today. And they're the kids that I know that I've been there for 20 years. They're there every day and now they're absent. And I look at those spots on my gym floor and I think, is my babies coming back?

00:39:36
Are my babies coming back? Or are they saying Fort Worth has failed us? Not our teachers. Fort Worth has failed us. And I see we have to be there at 7:10 and we can't leave campus until they come and rehearse with us for the next lesson the next day, and I was there until 6 o'clock Monday last week.

Speaker P **00:40:00**

I have a family.

Speaker J **00:40:02**
Y'all have a family.

Speaker N **00:40:04**
Yes.

Speaker K **00:40:04**
I know y'all want to go home to your families. I do too. I want my babies back in my classroom, and for everybody here, my heart goes out to y'all because I know what y'all are going through because y'all We're the— they call us the dumping ground, but we're not the dumping ground.

00:40:22
I teach math, I teach science, I teach history. I have everything in my class.

Speaker G **00:40:27**
My kids know.

Speaker K **00:40:28**
They write in my class.

Speaker L **00:40:30**
There's a—

Speaker K **00:40:30**
it's a PE class, but they've taken that away from me because they're idle, sit and listen to that stupid screen. I mean, that nonsense screen. I want to teach PE.

Speaker M **00:40:40**
I want these kids moving.

Speaker K **00:40:42**
If these kids are moving, when they go back to her class, they have decompressed and they can go on.

But if they don't have that decompression, they're not going to do it.

Speaker K **00:40:53**
Thank you.

Speaker A **00:40:56**
Okay, do we want to go to a successful graduate?

Speaker L **00:40:59**
Yes.

Speaker A **00:41:00**
Okay, so what describes a successful graduate? If you could pick, and you don't have to pick one or two, it's just sometimes people have a If you could describe a successful graduate, what are one or two of the most important things when you think about a successful Fort Worth ISD graduate? What would that look like?

Speaker J **00:41:26**
I think a graduate should graduate confident in their ability, ready to take on the world. World and be excited. And I think that, um, without those things, they're just going to follow along and fall into the next thing. They won't be hyped, they won't be focused. And I think those things start young.

00:41:45

And, you know, we're going to make sure they're reading, we're going to make sure they're caught up on math. Our hands have been tied. We have been forced to use curriculums that we know don't work. And now it's just to the point where I'm on day 7 in 2nd grade. I have kids that are homeschooled, can't even write their name, and I'm expecting them to fill out DOLs.

00:42:09

They're in front of my board every single day, every single day, because I can't be discreet and have them at teacher table and rotate through my groups and play games or whatever. They have to be right in front of the board, big screen, to be retaught. Do you think he's going to graduate?

Speaker C **00:42:24**
No.

feel confident in his ability to do anything? No, not if that's the way that he's taught. So I think drive, confidence, all of those things come when they're being built up and not tore down. And I think for me, that's the most important thing. I have 2 children. My son's a Marine. My daughter is a North Texas— I forgot the college.

Speaker C **00:42:45**
Sorry.

Speaker J **00:42:46**
You're a Texas graduate. And that was their biggest thing. That's what allowed them to be able to pick the school they wanted to go to and figure out what they wanted to do in life.

Speaker A **00:42:57**
Confidence and drive.

Speaker P **00:43:01**
I was gonna go off of the same thing, for them to be encouraged and exposure beyond the school and beyond their neighborhood.

Speaker C **00:43:10**
They don't—

Speaker P **00:43:10**
they have limited imagination starting in pre-K, and then Even having taught fourth grade, it's beyond what they see on a tablet. They don't know anything else to go outside that box or that bubble, so they need different exposure. And hearing what they're saying, like the teachers are going off of this script instead of you know being able to explain like travel and the different things that you can see around the world, and we're not even celebrating other cultures.

Speaker H **00:43:41**
So.

Speaker P **00:43:42**
Giving them the confidence to know they can do it, giving them the confidence to go explore, and also motor skills.

Speaker N **00:43:49**

Yes.

Speaker P **00:43:50**

Just to be able to hold a pencil and to cut a straight line is like super, super easy, but we don't just do that for them to give them the basics. So for them to be able to graduate, you want them to be confident and you want them to know that, you know, yes, North Texas is up the, you know, freeway, but then there's also, you know, California is not just for being a celebrity.

00:44:15

Like, they have good schools there for different, uh, careers. So just giving them the exposure to things outside of the box and also things that they're actually interested in.

Speaker O **00:44:26**

Okay.

Speaker L **00:44:27**

Um, yes, that's kind of what I was trying to figure out how to say. Um, again, with all my years in Fort Worth ISD. I joined Fort Worth ISD when we had 13 comprehensive high schools, and now we got 21. Um, I'm sorry, I get real emotional with this. I'm at
[a district high school]

00:44:47

I have watched our school get divided. In 2003, they took away Montague from us. Montague was feeding into us. Um, I coached cheerleading, and they told them, okay, you're getting too big, you're getting closer 2,000 students again, so we're gonna give Valley to the Mets. Okay, fine. Then Leonard Stadium overcrowded, they needed to build Minbrook Middle School.

00:45:08

And we all said it then when they passed the bond that they would divide our school and then make that a high school and they would decimate us. And they have. It's not that they needed that other high school, but because of things that had happened, it was all of a sudden becoming, we don't want our kids to go to school with them.

Speaker G **00:45:26**

Mm-hmm.

And I hate to say it that way. I've walked through Pembroke with my [a district high school] shirt on, and I now get businesses that say not only will they not support [a district high school] they will only support One Town Place. But I've had people say to me, oh, I'm so sorry. And they didn't used to do that.

00:45:43

The parents used to love those kids and pull them in. And I used to see kids that came from grandparents raising them. They would intermingle with those families that had 2 parents and multiple kids, and they would go to their houses and they learned that, oh my gosh, there's something else besides an apartment.

00:46:03

There's something else about not moving every 2 months to somewhere else. And because of what they've done in Fort Worth by continuing to divide schools, divide schools, divide schools, and specialize them, we've decimated even our community. So some of this is Probably a number 3.

Speaker A

00:46:20

I'm hearing maybe a successful graduate can navigate diversity.

Speaker Q

00:46:28

Correct.

Speaker A

00:46:28

Has a wide—

Speaker L

00:46:29

And we're losing that. I mean, I have kids now that are never going to be anything more than what I am right now because they don't see that other side. And I've seen graduates from 1996 until they did that to us in 2013. that have gone on. They were from a— their grandparents raised them, their great-aunts raised them, and they've got master's and PhDs, and they've gone on to work in law and other things.

00:46:53

And now we have kids that think, I'll never see that, so why do I try? Because they don't have anybody around them to show them that. Um, in addition, it's kind of like we were an IB school. They never once— and we had successful IB stuff before— those never did put anything into the IB.

When you looked at the Build to 100, they didn't put it under college ready. The only one that was doing academic college stuff, they put Pasco. And Pasco's doing a great job, don't get me wrong, but I had parents going, oh, I didn't even look at the IB school, I didn't have any clue what that was.

Speaker A **00:47:27**
International Baccalaureate.

Speaker L **00:47:30**
And we had great— and then they— we started it in 2013 and we were starting to build some back, trying to get our But then the district said, hey, uh, they're not gonna support it. But they've done it with AVID too. We've had AVID start and stop 4 times on my campus since 1996.

Speaker C **00:47:46**
Mm-hmm.

Speaker L **00:47:46**
It's like they just wanna throw and see what sticks. But the other thing that I wanna allude to is it's like what they've said with some of the emotional learning and getting to actually delve into stuff is I can pull up my kids And I have kids that have not passed a single subject since 4th and 5th grade.

Speaker N **00:48:10**
Mm-hmm.

Speaker L **00:48:11**
They failed everything in 6th grade. They failed everything in 7th grade. They failed everything in 8th grade. And now we're gonna put them in 9th grade, and that's where we're gonna kind of hold them, and the high school has to do all the work. And we don't have any of that support because no one ever got that emotion— that counseling.

00:48:28
No one ever Went to do those home visits that were too overstaffed or whatever to say, look, we need to really work on your kid. We can't keep doing this. I understand the state has laws, you know, you can only hold them back if parents want you to, and you can only do it like one time in elementary or whatever.

But we have to fix that system within ourselves and get that support at the elementary school and at the middle school to stop passing the buck, passing the buck, passing the buck.

Speaker H **00:48:54**
Mm-hmm.

Speaker L **00:48:54**
And that's the thing I see when it comes to a successful graduate. Those kids, when they get just to 9th grade, they may never be a graduate. They're going to be a dropout because no one's ever stopped to help them. Okay. And to tell them what they could get if they actually pass their classes and move on.

00:49:13

Okay.

Speaker A **00:49:14**
Yes, what a successful graduate should look like.

Speaker F **00:49:17**
Uh, what describes a successful graduate is the What's the question? Um, being able to function independently in the world, being able to effectively communicate again, solve problems, advocate for themselves, and work with others who may not be like them. So I'm piggybacking on what she just said, the diversity and the fact that a lot of these kids don't have the life experiences that some of our other kids have, and, um, real life experiences, but that is what we as professionals also bring into our classroom, is that we can share our experiences with them and help them to understand that they have potential and that they do have a future.

00:50:02

But I think that a lot of, a lot of that's being lost. The timers is a big thing because we're creating more anxiety in an already anxious Yeah. Um, whether you're talking about your low, low student in your class or your high GT student or your autistic student, it doesn't matter. We're creating more anxiety because those kids are freaking out when they're not getting stuff done in time.

00:50:28

And we are going to see the social-emotional effects of that, I fear, in the future. And it does make me sad because These kids do have a lot of potential if we're trusted to do

what we know how to do as professionals.

Speaker A **00:50:46**

Okay, someone else, what a Fort Worth graduate looks like.

Speaker J **00:50:50**

Um, kind of going along with confidence and the exploring, I think my—

Speaker O **00:50:55**

so my background is I used to run art programs for kids who were in severe trauma, like recovery from like human trafficking and stuff, and And we would go into organizations that were doing the rehabilitation, and we just ran art programs for them. Because that's— art programs, that's always the things that get cut and that we don't have money for.

00:51:14

And we watched young kids and girls who just looked dead behind the eyes come alive when they did photography. There were girls who taught themselves English so that they could navigate Photoshop so that they could make cute photos. It was incredible to see how motivating and exciting and what comes alive through art.

00:51:37

And that comes from a love of learning, but also learning styles. I just saw a K through 8 campus a day at Montessori, which the Montessori program has been absolutely obliterated by. It's just not compatible with what's being done. And my son in particular. particular, he thrives under the Montessori model. [information about the speaker's child]

00:52:01

[information about the speaker's child] And now the whole school is wrestling with this learning style that they had trained for years, but now they don't have that ability to— they're trying, but they really can't incorporate it. And so I think what a graduate, for me, a successful one Yeah.

00:52:21

Someone who loves learning so that when they leave, they have a life of learning. We see how much the job market is changing and adapting. The number of people who go into a field and have to switch to something else— you do that successfully because you love to learn and you understand what your passions are.

So [information about the speaker's child] but his hobby is combat robotics, and he loves it so much. He spends time— he taught himself how to do had so that he could create models of robots and then crash them into each other, and he will then adapt our models, and he does success that well.

00:52:57

Well, that's amazing, it's cool. Um, and so the exposure to different cultures, exposure to different learning styles, because I think any child, when they have that aha moment of this is how I learn, that's what I love, when they have that opportunity And then even if they hate school for the rest of their lives, they're like, that one thing was exciting to me.

00:53:19

Um, so the one thing that broke my heart is this is a K-8 campus.

Speaker N

00:53:24

It—

Speaker O

00:53:25

we have 560 students and we were shoved into a school that can really only hold about 350. Um, and the orchestra program, there is no room for them to practice. [a teacher] quit. And he was incredible, led them to multiple awards. He entered them into really high-level competitions, and the kids are just devastated.

00:53:47

There's someone who— it's his first year of teaching ever. He's precious. I'm so glad he's here, but I just see the kids don't even have anywhere to store their instruments. And for a lot of them, the theater program, the arts program, the orchestra program, it's what they lived for. They tolerate the rest because there's something that they feel that comes minutes in, um, because they're pushed to excellence, and that encourages the hard work, right?

00:54:10

When you're part of an orchestra program and you've got to work hard and there's this competition, that drive in your area of passion— like, there's so much— um, sorry, I'm almost done, I promise, because I can get really passionate about this. But there's so many studies that what you actually have the greatest area of potential in the things that you are naturally That's what we're naturally strong at.

00:54:31

None of us are going to be all-rounders. We don't have an opportunity to explore what we're passionate about and have those exposures to other cultures, other kids, other learning styles. We don't have those aha moments that then drive us in the future in an uncertain world and job—

Speaker E **00:54:52**
the word's gone.

Speaker L **00:54:53**
But yeah.

Speaker A **00:54:54**
So, so success A successful graduate— and I'm just summarizing for myself as well— but a successful graduate has a love of learning, has identified a passion, and will continue to grow and develop and change as the job market changes.

Speaker O **00:55:09**
And has an opportunity to see that their learning style is beneficial. And, and like, you know, there's all those creative thinkers, their brain, like all the neurons fire They're doing creative things. If they don't have creative outlets right now, they're just going to think, I'm a bad student, I [coarse] at learning, this is not for me.

Speaker F **00:55:28**
And it's just not true.

Speaker A **00:55:30**
Um, okay, successful— what describes a successful graduate?

Speaker E **00:55:33**
Um, so I think in addition to everything, I agree with everything so far, but also I want the kids to be able to take initiative and improve their own situation. At [a district high school] we've had a huge huge diversity in socioeconomic status. Um, we've got the kids that can drive to school on Homer, and then we've got the kids that, you know, they're on— they can't afford food.

00:55:55
Um, so I want them to be able to take what we give them and be successful in whatever it is they choose to do. We put a lot of focus on CCMY, rightfully so, because we want them

to have options. I think we put more focus on it because of the school report cards.

00:56:09

Um, and I also think it's a good very important that the kids— they're not a failure if they don't get a higher degree or they don't go to the military. And I don't think we impart that upon them. I want them to know they can be successful if they just make the world a better place.

00:56:24

Ideally, they come back home to do that. We have a very large population, or a very active neighborhood association and alumni association. But it's really great when I see kids come back. I've been there [many years] we've had kids come back and do scholarships. We've had kids come back and start programs for our other students.

00:56:45

They're not going to be able to do any of that this year because of things, but that to me is someone successful who— maybe they don't do it at Carleton, maybe they're going to do it wherever they're living. They make the world a better place regardless of how high they get on the alphabet list.

Speaker A

00:57:00

Okay, someone else, what students, uh, What makes a successful graduate? You got the mic right here. Got one, two.

Speaker I

00:57:16

No.

Speaker L

00:57:17

I bet me I do. They need to be ready for the next steps, and that's a big.

Speaker B

00:57:31

Ask.

Speaker M

00:57:32

They can't be ready for the next steps if they do not know how to think. They cannot be ready for the next steps if they have not been exposed to art. Understand the importance of physical education. Understand a well-rounded development. If we take away those field trips in 4th grade, 3rd grade, 2nd grade, that get them excited about Bass Hall, and

they get to go in there.

00:58:01

One of my kids was telling me about that today. He wasn't supposed to be because it was off script, but he was telling me, and he was saying his eyes got huge. He said, I love Bass Hall. And this was a kid who came from a lower socioeconomic place. If we take that away, they're not going to be ready.

00:58:19

And that's That's to me ready for the next steps, whether it's college, whether it's military, whether it's trade school, whether it's going to work for the family business, whatever. Be ready and take the passion with you.

Speaker C

00:58:37

Yes.

Speaker B

00:58:38

I don't know if this really aligns, but I was just thinking about how class went today and stuff, but I think it's important that our kids Yeah. And know how to get up after that and know that that one failure isn't the end of the world. It's not the end of the road or anything like that.

00:59:01

I teach math, and so I have kids, I'm asking questions, and students whispering just kind of the answer, and it's the right answer, and I'm like, loud, loud and proud. And I have kids giving me wrong answers. I'm like, I love that wrong answer. Now let's talk about why it's the wrong answer and let's talk about what we're going to do.

00:59:19

But I think when I look at and think about adults in today's society that just don't know how to pick themselves up after things have gone wrong, whether it's social-emotional, professional, whatever, and I think that all goes back to to what we're teaching or not teaching at our level of education.

Speaker A

00:59:44

Okay, um, successful 405C graduate, what does it look like?

Speaker E

00:59:48

Do you have—

Speaker A **00:59:49**
do you want to stay on this question more or move on to the values?

Speaker R **00:59:52**
Can I piggyback on what both of those said? Um, one of the things that makes me sad is to hear that Western Hills has started AVID and lost it 4 times. Successful AVID program teaches students that growth mindset. When you fail, how do you study? How do you pick yourself up? How do you get to achieve?

01:00:09
And when schools and students don't have that opportunity outside of the core classroom where they can figure things out, they can work on study skills and things you can't put on a timer, then it's going to keep them from learning failure and learning how to lift themselves up, how to improve themselves, and how to achieve their goals.

Speaker D **01:00:27**
Okay.

Speaker L **01:00:28**
I'm trying right now, I haven't cut it yet, but I've lived through it 4 times.

Speaker A **01:00:33**
Okay, question number 3. What values must the superintendent honor regardless of pressure or politics in accomplishing the work of the district? What are your non-negotiable values? We have several ready to go. Okay, okay.

Speaker F **01:01:00**
First and foremost, students come first, but teachers must be trusted.

Speaker N **01:01:06**
Mm-hmm.

Speaker F **01:01:08**
We are the professionals in our field, and we need to be trusted. We need to be given time to build relationships because it was go with the timer from day one, and I know that My colleagues that are surrounding me in this room, as well as my colleagues on my campus,

all said, when are we going to get to know our kids?

01:01:30

When are we going to build relationships? Because every good educator knows that that is the foundation for a successful year.

Speaker E **01:01:38**

Mm-hmm.

Speaker D **01:01:39**

It doesn't matter the content.

Speaker F **01:01:40**

You have to get to know your kids. And students don't learn well from people that they don't trust. Teachers do not thrive in systems where they do not feel trusted or valued. And so I don't need the district to agree with teachers on everything. I need the district to genuinely understand and listen to us before making decisions that affect our classrooms.

Speaker D **01:02:29**

Um, right here.

Speaker N **01:02:30**

Oh, ditto.

Speaker L **01:02:31**

That's what I was about to say.

Speaker G **01:02:35**

Yeah, that's kind of where I was going. It's respect the community. We have— I mean, Teachers with anywhere from 1 to 30-some-odd years of experience. We know how to do what we're doing. We haven't been allowed to always do it. And teachers have been screaming for decades, we need more. And we know what we need, yet we have not been allowed— been given what we need.

01:03:03

Let us celebrate our kids.

01:03:05

Let us— Thank you.

Speaker G **01:03:07**

Um, let us be able to say, you know what, you hit all your DOL today, you get XYZ. Let's celebrate. Quit telling us that, oh, it takes away time from learning. If it takes time away from learning, you can't do it. If it's not in your XYZ, you can't do it. Let us have the parents come in and help.

01:03:30

Our PTOs are our best resource when we're talking about community and getting our parents involved so they can see what's going on. But our parents don't want to see this. I know for a fact my parents—

Speaker L **01:03:43**

and I'm, I'm gonna put up—

Speaker G **01:03:45**

I made a kid cry yesterday.

Speaker L **01:03:47**

It wasn't intentional.

Speaker G **01:03:48**

I was snapping at my AP because she put up one of those cards, and I'm standing next to a student, and I was trying to teach him a simple And I got frustrated and he cried and I got called on the carpet from the parent. And she— he was like, he doesn't want to come to school.

01:04:07

He's never had that problem.

Speaker L **01:04:08**

And so I had to look at myself and I had to go, oh my God.

Speaker G **01:04:13**

Because I have been teaching for 15 years. I don't make kids cry. My number one rule in my classroom is everyone is welcome.

Mm-hmm.

Speaker G **01:04:21**

And I want them to have a place where they are welcome and they feel loved. A safe place. And that is not what we're doing right now. We've been in school 7 days. Not— it feels like 40. It feels like we should be in May right now. I'm physically, I'm emotionally, I'm spiritually exhausted.

01:04:44

I've cried 3 times. Yeah, one was in church because I was making a to-do list and then I was going, I should not be doing this I'm missing what my preacher's telling me. Okay, but that's what we want from our superintendent. Respect the experts. We are the experts. I know you guys have doctorates behind your name, but you guys sat in a classroom and you wrote a dissertation.

01:05:12

You didn't come in and practice it.

Speaker L **01:05:16**

Respect the people who So respect for teachers.

Speaker A **01:05:23**

Okay, so what should be— what values must the superintendent honor regardless of pressure or politics in accomplishing the work in the district?

Speaker L **01:05:36**

Oh, okay.

Speaker E **01:05:37**

Um, so every campus is different. Uh, we're in bottom homogeneous. We are not milk, okay? Um, making every single classroom and hallway across the district look exactly the same is insane and depressing. Um, it's scary pretending our kids are the same, not honoring the individual story. At convocation, all speeches— which, by the way, we never wanted to do convocation again.

01:06:03

Um, I did not enjoy being in my Canvas at 6:45 shirt.

Um, and the best ride I'm sorry.

Speaker E **01:06:11**

But at convocation, it was continually touted about the individual story, the individual student, individual, individual, individual. Yet they don't exist in my classroom anymore. They're not allowed to. If I acknowledge the individual and their separate needs and their separate backgrounds and their separate stories, I get dinged. And that is not how life is, and that's not how the kids are going to learn.

01:06:35

Like, we can't even hang a poster that says, welcome to my classroom. We got told to take it down. So that if you see students as individuals, you can reach them. I'm not saying we're going to have a kumbaya circle and, and, you know, whatever, but we need to acknowledge you're different and you're different more than just you're wearing different clothes.

01:06:54

Like, value individuality.

Speaker N **01:06:56**

Yes.

Speaker A **01:06:57**

Okay.

Speaker L **01:06:59**

Um, yes.

Speaker K **01:07:00**

Forward teachers were not last year, and we are not this year mediocre teachers. We have teachers in this room that have graduates that are doctors, lawyers, congressmen, janitor workers, Walmart greeters. But we are a good group, and we need to be respected that way, just like we are going to. We respected him when he came into office, and we are, but we need to be valued and not put down.

01:07:35

We don't need to go from a high rating to have a spot check and we're all zeros. And that's what happened to me this last week, and I had everything up that they asked me to put

up, and now my value is down.

Speaker L **01:07:50**
And it's like, my feeling right now is I'm worthless.

Speaker N **01:07:58**
Let me—

Speaker A **01:07:59**
okay, no, go ahead, go ahead.

Speaker H **01:08:01**
We got one up here too.

Speaker A **01:08:02**
Looking for people who hadn't spoken.

Speaker N **01:08:05**
Okay, okay. We hear this, uh, it takes a village to raise a kid. What is the village? In my campus, the parents are not there. It's really sad to see the parents like this in the windows trying to see the kid? Really? I want to talk with that mother. I'm a grandma now, but I want to talk with that mother to assure her he's going to be okay, she's going to be okay.

01:08:28
Yes, she feels like that in these moments, but we are going to be fine. Yes, I'm kind of a strict, but the kids love me at the end of the school year, and they will understand why I'm this way. But we need that. We need to talk with them. We need the parents to go to the school to take the lunches with The kids, no, they are not interrupting nothing.

01:08:48
They are just being with us, trying to help us to raise their kids.

Speaker A **01:08:53**
So value family collaboration.

Speaker G **01:08:56**

Yes.

Speaker D **01:08:58**
You had it first.

Speaker N **01:08:59**
Yeah.

Speaker A **01:08:59**
Go ahead.

Speaker L **01:09:02**
Honesty.

Speaker M **01:09:03**
The communication that we're getting is not honest. There are so many things that are coming out that are. It's fun to look like one narrative. When I heard a quote about—

Speaker L **01:09:16**
this was the—

Speaker M **01:09:17**
I heard from a lot of people that this was the best start of school ever. Never heard that. I really had a hard time with that. I want to meet those people. Prove to me that that was real, because I don't think that honesty is being portrayed by this present administration. And that, that starts from every single part of it.

01:09:44
We found out 2 days before we were told to remove the refrigerator from our classroom.

Speaker N **01:09:50**
Hmm. 2 days.

Speaker M **01:09:51**
I already had my meals planned for it, so I had to go back and spend an hour and a half figuring out how I was going to transport food We can't use the microwave because there are 30 people who are trying to use the microwave.

We—

Speaker M **01:10:08**
that was dishonest. If they knew that it was coming, then we should have been told in June, get ready.

Speaker H **01:10:17**
Mm-hmm.

Speaker M **01:10:18**
But there are other things that are just like filtering down that are like, this is dishonest. And for worth, The large community values honesty, even if it hurts, because then you can act on it the right way. Okay, so value honesty.

Speaker A **01:10:40**
So, okay, I know you were gonna go next, but that's okay.

Speaker B **01:10:43**
Okay, for the honesty part, so when it comes to the refrigerators, I don't know about your campus, my campus found out in June. My principal found out in June. And I told him, I said, send the email now. Do not wait because, you know, these teachers are going to cry, boo-hoo, whatever. Give them all summer to figure it out, have their pity parties, whatever.

01:11:06
Of course he didn't listen. He didn't do it. And here they're there. But to the honesty point, you know, we've heard, um, electricity costs. We heard fire code.

Speaker L **01:11:17**
I called.

Speaker B **01:11:18**
I, I know I have family members who work in the fire department and know fire marshals, and I called. I know there are 3 fire codes that exist and talked to someone specifically talking about the lights hanging from the ceilings in the classrooms and stuff, and they're like, nope, there's this, there's this, and it's based on occupancy, but if everything's got it.

01:11:40

So again, it's say what you mean. And And mean what you say. If you don't want it in there, just say I don't want it in there, but don't try to make it like an escape goat or an excuse for somebody else. And I'm not gonna lie, it bugs me to go sit in the counselor's office and see her nice little carriage with her coffee drawer pod set up and her cute little green microwave that color matches everything else and the cute little.

Speaker O **01:12:10**

refrigerator.

Speaker B **01:12:11**

And I'm not saying that our counselors don't work hard, but you know what? They're not in the trenches every day like we are. And it's like one teacher said somewhere, just being able to know that I can have food already there at school and it's one less thing that I have to worry about doing.

01:12:29

I get to school at 7:30, and that's great considering I used to walk in 5 minutes before school School started last year. I leave at 7 o'clock at night, I go home and I work till 2 o'clock in the morning, and I cry every day on the way to work.

Speaker J **01:12:49**

I want to add on that because my dad is in Lynch here and actually works in energy, and my sisters and I get constant talk-tos about it. And just to break this down for you guys, on the expensive end For every teacher in our district, it wouldn't matter what campus where they are, to have a refrigerator and a microwave would be less than $5 a month.

01:13:12

I don't know one teacher that wouldn't pay $100 to be able to have access because for me, I still have to help my kids through the line. I'm not getting a 30-minute duty-free lunch.

Speaker C **01:13:24**

No.

Speaker J **01:13:24**

And then I have to come 5 minutes early because my specials back up to it. and they have to go to the classroom and get their iPads for whatever reason and everything else. My campus has normally 750 students on it. There are 2 microwaves for everyone. And to be honest, with all the copying we're having to do, that's where my, that's where my time is spent.

And if I had my fridge, which, I mean, that's neither here nor there, uh, I could just open my fridge, have my lunch because I'm a grown-up and I'm an adult. And I don't understand other than it's a control tactic. It's not, it's not a fire hazard. It is unnecessary. These have been in there forever, and it's just another demeaning way.

01:14:09

It goes back to respecting the teachers.

Speaker L

01:14:15

I'll give up mine if my principal gives up his.

Speaker D

01:14:18

So the question That says, "What are the non-negotiables?" And I wanted to piggyback on something that was said over here: trust and respect. And during convocation, I was actually crying because one of the first students that was on the video was my student. He was my student, and. It was like the district was taking credit for my work.

01:14:49

That was my student. When I got that student, [student record information] and now you guys are highlighting him on the big screen. I would have never known that my student would amount to that and have such positive, beautiful things to say about his middle school, knowing that I taught him and he came from me.

01:15:11

I was I was so happy and I was so excited, but I taught him. And now it's like I'm at this Elevate campus, which, Tennessee, you've been in my class actually.

Speaker H

01:15:22

Yes.

Speaker D

01:15:23

Dr. [Superintendent] invited me to Elevate personally. He's been in my class, and now I can't sit down in a small group because I can't be trusted. But that was my student on the big screen. You were in my class. Dr. [Superintendent] was in my class, but I can't be trusted. I made a developing on my first walkthrough.

01:15:46

I mean, a 2. And I know that it's impossible to get a 3 or a 4.

Maybe.

Speaker D **01:15:51**

But the point is, is that we're not being trusted to do the work that needs to be done. And also, Dr. [Superintendent] during the convocation, he said, I belong to you. Okay, if you belong to us, then listen to us, respect us, trust us.

Speaker A **01:16:13**

Listen, respect, trust. Yes.

Speaker P **01:16:16**

Um, I was gonna actually say what she said about the control tactic and about the fact that it's like jeans is a thing, now it's refrigerators. And teachers deserve to have fresh food, and I honestly just want Thank you. So that and the fact that now, one, like you said, he said, oh, I belong to you.

01:16:39

And at first it was like, get rid of everybody. And then he changed his tune, and then the principals came back and, oh, we need you. And, and the principal is actually saying, he told us to tell you that you're valued, you know. And it's like, but you didn't care when you gave us less than, what, 48 hours to reapply or find somewhere else to work.

01:16:59

And after the fact that we couldn't even go to another district because they had already started doing their hiring. And then also the fact about the parents— I thought I looked cute today, and then the parent was like, oh, you look tired. I mean, I didn't get that much sleep, but the fact that the parents are noticing and we haven't even been in school long enough To, you know, actually look like we're tired.

01:17:26

And and the parents now also don't trust us to say that we can do the job anymore. So even though like I've been at my campus for a long time and it's now Elevate Campus, I have a parent who I've had two of her children and she had another one, and he came and now he's gone.

01:17:43

And one, it's about the fact that we don't have any bilinguals. Staff, even in the front office, let alone other teachers. But also the fact that like she came to meet the teacher night and then she's like, why does it look so like nobody should be here? And again, I'm a pre-K

class and we don't have— another thing, we don't have a real, I don't know, rubric to know who's saying what.

01:18:11

Like we don't know if it's coming from the principal or if it's coming from Elevate or what it's going off of. And then for pre-K, we actually have standards that were— that are actually in our curriculum. And so as a community, the fact that I've— like I said, I've had previous students, so I know like, oh, I'm supposed to be doing this.

01:18:31

And I'm actually looking forward to even my rough students, and then their siblings are coming. So just the fact that they have— they're all on one accord. So if If he could say what he actually means and stand in it, then that would, you know, help us feel like, okay, well, if he's going to take his stance, I can take mine, whether we agree or disagree.

Speaker L

01:18:49

Okay. Um, all great points, and that's exactly what I was going to say. It's the honesty, it's the respect. I mean, teaching, I think, is the only profession where, uh, a degree is valued more than a experience. And, you know, my master's degree was discontinued before my last set of hours, and I never went back to finish it.

01:19:16

But, you know, with 35 years, I know how to teach my subject. And so it's really disheartening when he can't even be honest about what his experience is.

Speaker Q

01:19:26

What did he teach?

Speaker L

01:19:27

How long did he teach? You know, how long did you do this? That kind of stuff. When you've got One of the people that's making all these decisions taught 3 years in [content area] 3 years! And it was because of who you know that you got promoted and promoted and promoted.

01:19:46

And we've yet to see any video of them teaching this. We sat in gyms to do the beginning of school stuff, this Countdown 12 stuff. And as somebody that— it was a double major. I was a business degree that I had a professor come over to the College of Business and ask us to double major in education because they needed business educators.

And he got 11 of us to do that. So I went through student teaching, you know, I graduated with 143 hours and was so stupid because nobody told me, hey, you just need 7 more, you get your master's too. It was like [mild/coarse language]. But the thing is, is that When they can't even say what their experience is and they can't show us.

01:20:29

Because when we were in that gym, we had 4 or 5 of our principals and our APs doing all of that stuff. But now they want us in the room with our 30 to 40 kids doing all these MRS, DOLs, whatever they are. Because again, I'm a CTE. Everybody else apparently in core is getting something scripted.

Speaker N

01:20:49

Oh no.

Speaker L

01:20:50

Well, with certain ones. CTE is not. We got a pacing guide, but they still want me to somehow show them slides and internalize, and I'm like, what is this? On top of that, some of us don't get that PLC that others get. So I have 187 students and 7 classes. Every other day I get a planning, but now I'm trying to figure out what is it you want me to do.

01:21:15

I'm going to create some slides for you, they're going to do something just to put them into folders and somehow internalize them because that's what everybody else does.

Speaker A

01:21:22

PLC, the professional learning community.

Speaker L

01:21:24

Correct. And that's where they kind of get together, the English, the algebra stuff. We've never had that. Same thing when it comes to inclusion, and I love my special kids and everybody, but— and we have deaf students. We're the regional day school for Western Hills. I remember one year I had 24 students in a class and 18 were coded.

01:21:44

I had GT, 504, deaf, special ed, and I had a couple autistic kids all in the same class. There's not another person helping me. And not saying that helps because they've got another person in there, but it's like they don't think about what we have to do too to keep up with those 187 or 190 kids that we're getting and we don't get that extra period.

And so again, doing that, the trust, what they all said about the refrigerators, they're not even taking into account that when the bond came in, they wiped out our teacher lounges and our department offices. So at my school at [a district high school] all of those like science department had a little office.

Speaker Q **01:22:26**

The clubs.

Speaker L **01:22:26**

The home ec, they wiped out our home ec room that had 4 refrigerators, 6 ovens, 6 microwaves. And we were 2-level, we had all that, to this little bitty— there's one table in our teacher's lounge, one microwave, and one refrigerator. We went from having 2 large refrigerators with multiple places to sit and 3 microwaves on each floor, plus department offices, and they're wanting to take these away.

01:22:52

You got kids, you've got people with medical conditions and insulins, you've got new mothers that need to help breast milk. And they can't. I mean, there's a health reason there.

Speaker A **01:23:01**

Yeah.

Speaker L **01:23:02**

Um, I stay at school from 7 in the morning till sometimes 8 because of volleyball and stuff, so I need to eat and not starve all day. Um, the honesty thing, same thing. The lying to us about everything. Um, the training— here's the saddest thing for me. They spent all this time to do the Countdown 12, which is all AI generated, and again It's great teaching.

01:23:26

I did the student teaching. I know the great teaching techniques. It doesn't work for me in CTE. I'm trying to teach you software skills and computer skills, and then once we get those skills, let's do a business letter, a memo, a news release. Now let's move on to financial documents, you know, receivables, accounts payables, that kind of stuff.

01:23:43

No, I need to tell them to turn and talk, and please tell me why you chose that font. Oh wait, turn and talk and tell me I mean, you know, and put all these things that are just destroying my classroom. In addition, that bond, they want all the things facing the same

way.

01:24:03

My room used to look like that. They did the bond, and again, we had someone in charge of CTE. And I kid you not, when they put him in charge of CTE and he, he bragged about that [a district administrator's background] and he— all these programs they had.

Speaker C

01:24:16

I'm sorry.

Speaker L

01:24:17

I sent him an email and I said, what about business? And he responded, tell me about it, explain what that entails. That's how much clue he had. So he redesigned our rooms, and I, I'm going to say I have one of the best labs in Fort Worth ISD. But this comes back to the same thing, the quality for teaching.

01:24:37

I have 5 tables attached to a wall. I have the 5 TVs that I can present to so they could see, but they don't all face the same way. They can hide behind their computers, but that's the thing, I have computers. When they told me to get rid of them because all the kids were going to one-to-one devices and all this other stuff, I said, oh yeah, I'll retire as soon as that happens.

01:24:58

Because I can't have a kid coming in and not bring something, and then I've got to be made to— oh no, we got to do a paper assignment somehow and learn about a computer. And like I said, I'm probably one of the only labs that has everything, but I have a friend that's down at [another district high school] but she's been at [other campuses] and now she's at [another district high school] just because of surplusing and moving.

01:25:19

And then she didn't want to coach cheer. She has to teach one-on-one, and she's been doing that for 4 years because she has no way to present to TV. She has no TV, she has no computers in her classroom. And so that's kind of the other thing. They've got to value giving us the tools.

Speaker N

01:25:35

Okay.

The honesty, the trust, um, Transparency. They've got to make us happy to come to work. If I'm miserable to come to work, how am I going to make those kids enjoy learning? And that goes back to that other one.

Speaker A **01:25:49**

Okay, okay.

Speaker F **01:25:52**

[Speaker I]

Speaker I **01:25:53**

Hey, hey guys, my name is [Speaker I] and I just wanted to, before I leave, I just wanted to introduce myself so you're like, who's this creep in the back watching us?

Speaker A **01:26:01**

That's what I thought.

Speaker I **01:26:04**

I'm [an officer of a parent organization] and I just wanted— and my role in that and also with Fort is just to go to as many listening sessions as possible so we can hear and advocate for the right things at the board meetings. And I appreciate [CM 1] and the work that the UAE is doing here to advocate for you.

01:26:26

Before I leave, I just wanted to tell you, you are seen. You are heard. You are respected by the teacher, by the parents, by the community, and we're going to do everything in our power to advocate for you. These guardrails— and I trust Tennessee and Lori— these guardrails are the most important thing that we have.

01:26:45

The takeover is not ending anytime soon. It's a 2-year, and it'll probably go another 2 years after that for sustainment, and there'll be a 3-year after that to return to elected. So just think in your mind This is likely to be 5 years. And so it's really important to be— to understand these guardrails are the most important thing.

01:27:04

So we're going to continue advocating for you as hard as we possibly can, but stay engaged. Keep on showing up for the kids because the kids are the most important thing.

I know you're going through the rough stuff right now. It's very difficult, but we're here with you and keep pressing.

Speaker N **01:27:20**
Thank you.

Speaker I **01:27:21**
We love you, um, and reach out if you ever need anything from [the organization]

Speaker J **01:27:28**
Okay, thank you, [Speaker I]

Speaker H **01:27:29**
Um, and [Speaker I] [personal information]

Speaker A **01:27:31**
[personal information]

Speaker H **01:27:33**
[personal information]

Speaker I **01:27:35**
[personal information]

Speaker L **01:27:36**
It gives me instant cred in the district.

Speaker A **01:27:39**
Okay, so what, what values must the superintendent honor?

Speaker R **01:27:47**
I'd like to mention diversity. We're in a community, a state, many different religions, ethnicities, beliefs, nationalities, languages, cultures, and our students need to see educators in leadership positions from that diverse background. I know it disheartened me— well, personally made me very excited when [Principal] was promoted to be principal at [a district high school]
.

Yeah.

Speaker R **01:28:12**

[a principal] ... [removed]

took her out of the building. We took her away from students. We took her from working with the children that she so passionately loves and cares about. And so that's very disheartening when my identity, my nationality, my belief system doesn't match up and social media warriors attack me.

01:28:35

Do I lose my job? Do I lose my position? Do I lose my ability to impact my students?

Speaker L **01:28:41**

Can I add something to that?

Speaker D **01:28:42**

Um, yes.

Speaker L **01:28:43**

Because I was at [that school], obviously, or I still am and so we went through all of that. And I do do the social media and everything, [school social media volunteer] , and we did get attacked daily on our stuff. I had to put all kinds of stuff in there so nothing would show.

01:28:58

Um, but in addition to that, the person that was attacking her that helped fuel that brought back up stuff that came from 2020 COVID when we made our Google Classroom slides. And he was a [teacher] in our school so they attacked him for having a Spanish flag and the LGBT flag and the Black Lives Matter flag on a Google Classroom slide that was still up there, even though he had changed it.

01:29:24

But way back then, he's— that person kept that picture.

Speaker N **01:29:28**

Mm-hmm.

Speaker L **01:29:29**

They moved him. They moved him to another school, out of his coaching position and away from us because of that. And so that's the other thing that we live with, is the fear that it just takes one person to start attacking you on social media, even though we should be able to have freedom of speech and freedom of stuff.

01:29:48

And yep, the district's gonna let them— oh no, we're gonna go with them and we're gonna move you, or we're gonna— you're gonna lose your job, or Do you value security? Yeah, respect security.

Speaker R

01:29:59

One, respect of diversity. Yeah, that we all have our individual identity and beliefs and we should be able to express that reasonably.

Speaker L

01:30:07

Okay, not listen to one side.

Speaker O

01:30:10

Yes, I was going to say diversity as well. Um, our school, we think that like maybe 30% of the families speak Spanish at home and so many of are teachers who, like, we really believe that children are the most important thing. When there's a crisis, you'd, like, dump resources. You figure out what— like, how can we help the ones who are struggling?

01:30:31

But to, like, gut the dual language program, that's ridiculous. Like, how can we reach those students? And it's not like— yeah, sorry, we also talked about that, but it's like even cutting special ed teachers. It's like, yeah, we're not acting like students are the most important thing. We're not acting as if they're in a crisis.

01:30:54

Like, I used to do disaster relief, and when there's like a flood that happens, it takes everything out. Everything stops to invest in the most basic needs, but also to make sure that there's recovery. It's wild that there's no greater influx of resources and specialty teachers. The idea that we would cut specialty teachers in a crisis is wild because there's never been a greater need for that.

01:31:18

And then everyone is struggling under, you know, like I bet if every teacher in here had an additional teacher in your classroom, holy cow, that would transform everything. And so

yeah, the diversity thing, like at our school, it's significant. And instead we're setting those students backwards. We're making it harder for them, and how are they gonna pass tests if— but like, when we've seen that when they have teachers who invest in them in specialized ways that they're trained for, their ability to catch up is rapid.

Speaker A **01:31:52**
So, um, could I—

Speaker C **01:31:55**
I just—

Speaker A **01:31:55**
I had totally lost track of time. I want to make sure— I'm happy again to stay and continue talking, but I want to make sure we get through the next one. I think number 5, I probably have a good idea, but I will still say, um, but I want to make sure that if you have something you want to brag on, we want to hear it, really.

01:32:15
So what are some things Fort Worth ISD is doing for our students right now that are working and you want to keep doing it?

Speaker R **01:32:24**
I have actually zero tolerance on cell phones. That's really helped in the classroom. We have cut down, we're following state law. While last year I think it was about campus was very lackadaisical, this year that focus on getting cell phones out of students' hands and making sure that's not interrupting instruction has been very positive.

Speaker L **01:32:41**
But I don't know that it's been— I totally agree with that. That's probably the only thing I can think of. But my problem is, is it's still not being rolled out effectively in the sense that, okay, I've got the kids' cell phone, but Like today, I sent the email real quick. If I don't send an email, I got some text messages, but then nobody ever came.

Speaker N **01:33:01**
Okay.

Speaker L **01:33:01**
It's not in— I'm not going to leave it in my hands. I'm gonna let the kid pick it back up off

my desk and take off with it.

Speaker A **01:33:07**
So the system we're dealing with, it didn't happen.

Speaker L **01:33:09**
No, I mean, I don't know if there needs to be like— I just put a card outside my room door that says I've got a cell phone so that the campus monitors, when they're coming through, they go, I need to get to that room that's got a red card to get a cell phone.

01:33:20
Because they're out so much they can't read, they can't read their emails. And again, we're not even supposed to be on our cell phones, yet they keep pushing to put everything on our cell phone.

Speaker H **01:33:31**
Yeah.

Speaker L **01:33:31**
And yet, I mean, I'm sitting here thinking, okay, let's be reasonable.

Speaker F **01:33:35**
Yeah, yeah.

Speaker A **01:33:36**
Something that, that we're doing, that the district is doing well, that they should keep doing?

Speaker E **01:33:41**
Our fine arts programs are awesome. Like, we have a huge amount of kids that went to BASE last year, They got all the honors.

Speaker A **01:33:50**
Could you say what that is again?

Speaker L **01:33:51**
Uh, it's like visual arts, uh, I'm trying to remember.

They do the artsy things with the pencils and the multimedia and stuff, and it's the state level. It's like their UIL.

Speaker D **01:34:01**
Okay.

Speaker E **01:34:02**
And they are— I have some of them in my class again this year, and I teach social studies, so, you know.

Speaker F **01:34:07**
And they were—

Speaker E **01:34:08**
some of them were sad that they're like, what do you mean I can't draw on the poster anymore? Because it's Cradle curriculum, and they're actually kind of terrified their art programs are going to get cut. And I mean all art— fine arts, music, performing arts, all of it. Like, the kids are truly concerned about it.

01:34:25
Okay, so we should keep that because it's going well.

Speaker J **01:34:28**
Yeah.

Speaker F **01:34:28**
Okay, what else is going well?

Speaker D **01:34:30**
I really like that you guys are providing these listening sessions because I have never felt more listened to while I have been in this district. I feel that you guys providing access directly from educators to you all, and you're listening to us, is a really good thing. Um, in previous— our previous superintendents, if we were going to the board and talking, I never felt heard.

01:34:56
But the fact that you guys are actually conducting these listening sessions and listening to the people that you serve, I really appreciate that.

Thank you.

Speaker H **01:35:06**

I'll say real quick to interject, one, we appreciate y'all being here, and, you know, I know your, your heart and your passion. I mean, you wouldn't be here if you didn't have it, so you're one of the things we're doing well, and that's the question we're on. Um, and the other part is I would have loved to have done this 6 months ago so that we could have had goals and guardrails set rolling into this school year.

01:35:29

Um, you know, the timing on that Sadly, it was out of our hands, and it's late. I'm hoping, you know, my goal is it's not too little too late, that there we can salvage and we can move forward and we can, you know, take your concerns and the concerns of the community and make positive changes.

01:35:44

And, and that's our goal. Um, is that going to work? The answer is TBD. I mean, I can't sit up here and make any guarantees to anyone. None of us can. But, you know, we hear you on the hours you're putting in and You know, we're, we're trying to do the same and hear from as many people as possible.

01:36:03

So, you know, here on this, on the survey, our email addresses are on the website. You know, reach out, keep, keep showing up, keep advocating, because, you know, it's going to be tough, but we can make positive change.

Speaker D **01:36:19**

Uh, you have the mic right here.

Speaker C **01:36:20**

Go ahead.

Speaker F **01:36:21**

Yes, I just wanted to say, uh, piggyback on What they also said. Um, I have 3 things. First, investing in teachers. I know it was monetarily at the beginning, um, but the, the budget did include a 5% teacher raise, you know.

Speaker L **01:36:38**

For some.

Speaker F **01:36:39**

Yes, for some. Um, that is supposed to— that intended on attracting and retaining, um, talented teachers. Also, just the fact that it. Y'all are here listening to us. That's a step in the right direction, I believe, because we do feel like we're in crisis. And, um, supporting student opportunities beyond academics— I not only teach a foreign language, but I also coach soccer.

01:37:07

So I see the value in not only athletics, but our fine arts programs, our CTEs, our languages, our clubs.

Speaker E **01:37:16**

Thank you.

Speaker F **01:37:17**

other extracurricular opportunities that are truly the reason that some of these kids come to school. And so I, as a coach, I see that that helps develop leadership, accountability, teamwork, resilience, all the things that are life skills that they're going to need later on down the road. So I would encourage the district to to keep those programs around and keep supporting those programs.

01:37:47

And of course, like I said, thank you guys for being here. Thank you for the opportunity.

Speaker C **01:37:51**

Thank you.

Speaker R **01:37:52**

Thank you.

Speaker O **01:37:53**

And I just want to say really quick, um, the one of the things that I've seen is our principal is unbelievable, and every teacher that I talk to, it's like breaking my heart a little bit hearing some of y'all's stories. I'm actually [a parent volunteer]

Speaker D **01:38:11**

Oh, all day at Monster Bay?

Speaker O **01:38:13**

Um, yeah, and I just want to say one of the things that is incredible is the, the teachers that have stayed and are digging in despite insurmountable challenges. Um, and you know, our teachers are having the obstacles of this building and the, you know, all the things that are happening there. And so I just want to say as a parent, thank you, thank you.

01:38:32

Thank you, thank you, thank you for digging in when it's hard, because just seeing the teachers who are staying and digging deep and sacrificing blood, sweat, and tears, like, that's, that's beautiful. So don't, don't tell me to leave because we got— we got to keep y'all because you're the treasures and you're the ones that make us want to work as hard to support y'all that we can because you're doing the hard work and we appreciate it.

01:38:58

Thank you.

Speaker P **01:38:59**

Thank you, that helps me feel pretty.

Speaker O **01:39:02**

You're so pretty. I'm not tired.

Speaker P **01:39:04**

And then I was gonna say meal programs. Like, I actually do have a lot of families that have food insecurities, and so the, um, the free lunch and breakfast, as well as the school store and the little thing that we did last year where the kids got a fruit and a vegetable vegetable.

01:39:25

Um, I did actually have kids that would try it, and so even for them being little kids, that also feeds into the exposure, like, of the different things. So the, the meal programs, even during the summer too, is a, is a good thing. And if they could just— this is probably number 5, but don't throw away the food.

Speaker A **01:39:43**

Get, get the—

This is a question for— do we still have the Encore Learning No, no. Oh, we used to have an outdoor learning center that was great for those 5th grade kids. And I know when I was coaching, we went out there and got to do different elements, you know, whether it was low or high, and it was amazing.

01:40:04

It was amazing what those kids could do. I would hear them talk about it even in high school. And the last time they got to go out there was 5th grade. Yeah, so that's sad.

Speaker B

01:40:11

It used to be the regular 5th grade field trip every year.

Speaker C

01:40:14

All the 5th grade classes would go out there.

Speaker L

01:40:16

Do we even still own the property? Oh, I don't know. I do also want to say our JROTC programs. I know at [a district high school] we have an absolutely fantastic Air Force JROTC, um, and they do a wonderful job. I think it's the only one in Fort Worth ISD just because of our proximity to what used to be obviously General Dynamics and Carswell, but it's still all there.

01:40:37

And so they've done a phenomenal job, but I am worried that that's fixing to go away because I know there's Openings right now, and I know that [staff] got pressured to stay one more year, so I'm really worried that that program is going to go away, especially with all these requirements.

Speaker A

01:40:52

Okay, okay. Um, I will keep it— we can, we could just duel it because I, I know we've gone past your time. And so if you want to keep saying what's doing well, that's great. Something on your mind you got to say that is definitely not— that hasn't been said. We can do that now.

Speaker P

01:41:10

Uh, for number 5, 2 things. Saying that the students are more than a test, but that's what we're teaching them. And then—

and that—

Speaker P **01:41:19**

and now even includes pre-K where the test is considered a state test, and so they need to know like their ABCs, 1, 2, 3s, and it's shoved down their throat. And then also, um, taking time away for the the students and the staff to get to know each other. So we don't get to know the kids, but then also the school just started with the— so the staff doesn't even know each other.

01:41:46

We lost people at convocation and didn't know who they were, so we couldn't even try to help each other because of the fact that we're like, who? Like, I don't even know who you're talking about. So if they could stop just Acting like— stop saying that the kids are more than a test, but then treating them like, you need to ace this test.

Speaker N **01:42:06**

Okay.

Speaker J **01:42:08**

I would like to stop making copies of stuff that is in the consumables just because it says corporate ISD on the top of it. They are DOLs, some of them. Some of them are activities. But I am self-contained. I'm not like the other ones where they're Only teaching math and science, or— I have to teach all of them.

01:42:30

So I'm running double the copies of anybody else on my team. It is all available digitally. My exemplars— I can do 2nd grade math. Like, why am I making you a key sheet that's already there? Like, you should be able to do that. But I have to do it every single day. I get to work, I'm there by 6:45.

01:42:50

7 o'clock in the morning. If I'm lucky, hopefully there's a printer there and I might be able to sit down and eat my lunch. If I try to go during my planning, there are 5, 6 other teachers using the copiers, and that's if we don't have a faculty meeting that needs PowerPoints or something else isn't monopolized.

01:43:09

Then I have to wait after school where there's a line of 30 more people, and I'm lucky if I'm getting it on 4:30 or 5 o'clock at night because my has to be set up for them to check

before I start in the morning because I can't be trusted to fill my bins and create my scaffolds.

01:43:25

It is a waste of paper. It is a waste of our time. I don't understand why one can't just be done for the entire grade level. Does that make sense? We're all doing the same thing. So why don't the administrators go ahead, print all that off, keep it in a folder, then when they walk in— because Because we're getting killed on every single one of these spot walkthroughs.

Speaker L

01:43:45

Oh yeah.

Speaker J

01:43:47

And it's not fair that they don't know what we're doing, holding up these signs telling me MRS strategy or whatever. You don't know what I'm working on. Like, you walked in in a minute and you're set. And if we don't stop and do it, then we get dinged. And then we get to sit— not only are we getting coached in the moment, but then we're getting pulled on our planning period so we can sit there with a Circle talk us telling us how to do a lesson that they couldn't even teach if they wanted to because they're not looking at anything other than checking the boxes.

01:44:16

And if you could just get the copying off of our plates, I think that would go a long way towards teachers feeling respect and the redundancy of it. I mean, because it's already available. Most of it is already available.

Speaker N

01:44:33

available.

Speaker J

01:44:33

Most of it is already available. The learning guides, for example, that we have to print off, at least in my grade— I'm elementary, so I can't speak to middle or high school, but I would assume it was the same— it's in the book.

Speaker L

01:44:44

Yeah, I thought they had done a state law or something that we can't do.

We do have that, but with the state takeover, like, everybody's just like, we do have the Paper Reduction Act, right? They're blatantly violating it. The whole point of that act is to take that away, busy work away from teachers so that they could focus on it. They are hyperfixated on it. I mean, it is unbelievable.

01:45:08

It would be like you guys thinking steps.

Speaker L

01:45:11

They want—

Speaker J

01:45:12

what do they have to do to get to their book? They have to reach in their desk. Okay, so that's— I said, are they procedures or higher order thinking? Because they're telling us to teach to the highest student, but yet it has to Get a pencil out. You know, step 1, my thinking step.

01:45:27

I need a pencil. I need a book. They know that. And then you're getting criticized for that and the thinking steps aren't there. And then sometimes the slides will have thinking steps that don't even apply to the lesson at all. It just— you want me to put objectives up? Fine, I'll put them up.

01:45:44

You want me to put up whatever, you know, the DOL is? I'll do that.

Speaker M

01:45:49

Scaffold?

Speaker J

01:45:49

Great. All that other stuff, they don't even know what they're looking at. And it should be generated with the students because how am I supposed to know if little Johnny doesn't know to get his pencil if I'm already putting it up there and reading it to him? I mean, I'm going to get off my soapbox now.

01:46:07

But I'm just saying. And the printers are breaking.

my head is with the takeover. The law, the law that is already approved in the Senate, whatever, goes aside, goes away. Because I don't understand this redundancy with the paper reduction act. I don't understand why they take my planning period away. What is a law that says you should have planning period free of whatever?

Speaker A **01:46:40**
Amen.

Speaker N **01:46:40**
And why all these little logs around, they just moving in the sand and looks like nobody cares. No, it's really certain things how we have to act, you know.

Speaker L **01:46:53**
Okay, thank you.

Speaker M **01:46:55**
The beginning of the year, which seems like it was 40 years ago, has been so rushed. We have been forced to move into a house that doesn't doesn't have plumbing in it. We don't have what we need. The training they gave the first 2 days, they changed it like 48 hours before. We were supposed to go to departments on Thursday and Friday, and all of a sudden it's like, oh no, sorry, our bad, you're gonna go together.

01:47:25
We heard all kinds of rumors about why that happened. And then we've got this training in this Cowtown We go to the departments and we get training on curriculum. They didn't know anything about the Cowtown 12.

Speaker B **01:47:40**
Nope.

Speaker L **01:47:42**
Or they had no clue.

Speaker M **01:47:42**
They hadn't been trained in it yet. So there was a big, huge disconnect there. So we're starting with this kind of thing, and then we're told you can't do anything to build relationships. We moved into a house without up on it, and we are still looking for buckets. We don't even have those yet.

So that's how we're feeling as a staff, and I think it's like speaking for the district for that. Also, uh, this is something that comes up frequently at 6th grade level and 7th and 8th. The A/B schedule is not working. It's bad. Those kids do not need to be in a classroom for 90 minutes every single class period.

01:48:32

I get it, they need it for ELA, they need it for math, they do. But we could go to an 8-period day, and that way they get PE every day, they have social studies every day. Muscle memory has a huge part in learning. My B kids last week. I saw A, B, A, B, A, A, B, A, B, B.

Speaker L **01:49:00**

It's, it's, it's not working.

Speaker M **01:49:02**

It hasn't worked for 2 years.

Speaker A **01:49:06**

Yeah, here's—

Speaker M **01:49:07**

I have a feeling that I'm speaking too far.

Speaker A **01:49:11**

She knows my job's like, is it A or B?

Speaker M **01:49:13**

Yeah, it's like a That needs to go away. That is not working.

Speaker L **01:49:18**

It is bad.

Speaker B **01:49:20**

But to your point, I agree. I'm a special ed teacher and I teach math, resource math, and it's tough. Um, but I agree, the whole— I've never been a proponent of the 90-minute day. It was there my first year 11 years ago and then it went away. We could do an 8-period day.

01:49:40

And still see our kids twice per math period.

Speaker A **01:49:44**
It would be double.

Speaker B **01:49:45**
Right, and it actually would probably be better because you see them for 45 minutes in the morning and maybe 45 in the afternoon. It gives them time to process things, break it up, whatever, but they still get the advantage of all the extras and everything else.

Speaker L **01:50:02**
Yeah, every day.

Speaker F **01:50:06**
Just one thing, and then I'm passing this on. We need to stop— well, piggybacking on what they said, but we need to stop confusing compliance with learning.

Speaker P **01:50:17**
Hmm.

Speaker F **01:50:18**
And if teachers are spending more time preparing their boards, updating that fancy little laminated sheet outside of our classrooms making a plethora of copies or looking for a copy machine that actually works, or paper for that matter, um, and teaching students to attest, then we've lost sight of the whole purpose of education.

01:50:51
And give teachers and students high expectations, give us high standards. We are the masters in our craft, and entrust us to teach the students. I come from a district where we did 45-minute class periods. We had 8 periods a day.

Speaker Q **01:51:12**
It worked beautifully.

Speaker F **01:51:13**
We even had Flex, which is our advisory, built in. We didn't have a curriculum for Flex. We had a very scheduled, pinpointed time for pullouts.

And—

Speaker F **01:51:27**
but it was also a time for if a student wasn't struggling in a class and didn't have to go to a mandatory tutorial, that was also a time where we could do clubs and organizations and they could do things that they enjoyed.

Speaker E **01:51:43**
Mm-hmm.

Speaker F **01:51:44**
And I think that we're taking that enjoyment out of— or the ISTE's out of the classroom. So that's something that we could possibly do in the future. Maybe that would be awesome. And yes, you can still work the double classes in for math and ELA and things like that.

Speaker O **01:52:05**
Yes.

Speaker E **01:52:05**
Um, I would say, you said you taught at language centers, emergent bilinguals, or ELL kids. Putting those kids who don't speak a lick of English into gen ed classrooms is insane for them. I've gotten brand new teachers fresh out of college who are coming to me going, how do I do this? I'm like, I don't even know who my ELPAC chair is because everyone's new this year.

01:52:27
I've got a 6— like, I've got a class of 27 kids. It's inclusion. 10 of them are sped, 8 of them need minutes, 2 of them speak no English. I have 4 nice football boys who are bilingual who are— who have offered to assist and do a rotation of translation. Between me, Google Translate, and the inclusion teacher who's sitting in the corner.

Speaker A **01:52:47**
So you're not getting language assist at all? No.

Speaker E **01:52:49**
And that's not the student's job. They're very nice and they're trying to help because they, they're good kids and they want those kids to be successful. That is not their job. In 90 minutes, 27 of those kids might learn something about personal finance and economics.

They're not learning everything they're supposed to on the TEKS, and I'm definitely not— I'm going to get dinged as soon as they walk out.

01:53:10

Because I've got kids that should be in AP and they got dumped from TCC because we misplanned that, and TCC didn't have enough professors, so now they're in that class and all this. So we need to have the kids get language assistance.

Speaker F **01:53:21**

Okay, so sorry, just—

Speaker A **01:53:23**

yeah, so just to be clear, you are not receiving— you have students in your classrooms who would typically be at a language center and you are not receiving language support services? No.

Speaker F **01:53:36**

Okay. No.

Speaker E **01:53:37**

And then to piggyback on, you've heard how the expectations on staff are unsustainable. I mean, everyone— I'm getting emails that my staff— my principal sends emails at 11 o'clock at night and tells me to work at 7 or 7:30 the next morning.

Speaker O **01:53:51**

I'm asleep.

Speaker E **01:53:53**

And then really highlighted, the principals are drowning. Like, I have a new principal. I don't know her that well. I know I know [health information] that's the thing. But I know my principals, all 4 of them, were at campus last Sunday— or last Monday until 5 AM.

01:54:10

They went home to shower and they came back for a 7 AM meeting, and then 30 minutes later we started letting kids in for the first day of school. That's unsustainable for all of us.

Speaker A **01:54:19**

Yes.

Speaker E **01:54:19**

And that trickles down to us. They're worried about their jobs, we're worried about ours, like, and the kids are starting to comfort us. I got an email today that said I had to put With my DOLs, I don't have a curriculum. I'm social studies. I have to write my own. I don't get everybody else does because I'm 12th grade.

01:54:35

But so I've just been doing DOLs on the response cards, whatever. Okay, so I got an edict today that said all DOLs have to be put in Eduphoria. I've not put anything in Eduphoria in my life. So I figured out how to do it.

Speaker C **01:54:47**

Whatever.

Speaker E **01:54:47**

I can't read the results. I was frustrated. I'm trying to do that in between teaching all the kids and blah blah blah. The kids were— they were like, we can help you figure out how to read the responses and euphoria of this.

Speaker L **01:54:59**

That's not your job.

Speaker E **01:55:00**

Like, the kids are upset that their teachers are upset. And even if I don't say what's wrong, the kids can tell.

Speaker C **01:55:07**

Yeah.

Speaker E **01:55:08**

Like, okay.

Speaker N **01:55:10**

Yes.

01:55:11

I'm a pre-K teacher.

Speaker P **01:55:14**
Okay.

Speaker N **01:55:14**
I teach 3-year-olds and 4-year-olds.

Speaker L **01:55:17**
The prisoners, Yes, and people in jail, they get more outdoor time than our children. Yeah, 3 and 4 years old, we used to have 45 minutes outdoor learning.

Speaker I **01:55:29**
They took that away from us.

Speaker A **01:55:31**
And not because of the temperature?

Speaker L **01:55:33**
No, not because of the temperature.

Speaker E **01:55:35**
It's not tested.

Speaker L **01:55:36**
I was going to add to the 90-minute thing. So I'm in high school and I'm okay with the 90-minute blocks, um, for us. And we're also trying to get them ready for the the workforce or into college or whatever they're going to do. They need a longer attention span and they need to be able to manage, okay, where do I need to go today versus somewhere else.

01:55:54
But the same thing applies. They want us standing all day. So again, as an elective teacher, I'm standing in the morning from 8 o'clock, 7:55, and everybody's got a different reporting time. That's crazy to me. I got one high school teacher tells me she has to be in high school at 7:55. 7:30.

01:56:11

That's where our principal was. My principal said 7:55, so why are we all different? But either way, I have to be standing all day, especially if I don't have a planning period. And now they don't even want the kids in those 90-minute classes to be able to get up and go get anything, which we know that'll help them.

01:56:26

That really helps focus them if they can get up and sharpen their pencil, if they can get up and go over and grab a drink of water out of their water bottle or something. You know, I'm in a computer class.

Speaker H

01:56:35

I'm sorry, I'm sorry, I'm sorry.

Speaker L

01:56:36

No, I'm supposed to get all these caddies and stuff so we never get up. They can't ever get up. We can never sit down. And it's just kind of like, what is going on? And another frustrating point for me was back in the bond package, that's something we told them in CTE when they were doing this and we had [the administrator] that was in charge.

01:56:56

We said, if you're going to tie us to our computer to teach and teach those presentations, we need I need a sitting-standing desk because otherwise I'm bending over to type on a keyboard and a mouse.

Speaker H

01:57:08

Oh no.

Speaker L

01:57:09

Look around the admin building. How many people out there in the admin building have sitting-standing desks? But I don't. So as I walk around my computer lab, not only am I having to bend over to do my stuff to present it, but then to see it on the kids' screens— because I actually have them now, I should be grateful— I gotta bend down because now my lights are on so high I can't demo in any way, and I'm having a hard time seeing their screen because of the glare.

01:57:33

So it's taking a toll on my back and my feet.

Okay, I can't sit still, and that's why I'm passing around the microphone.

Speaker A **01:57:40**
So my back hurts. It's weird. Thank you. Sorry, guys.

Speaker P **01:57:44**
I was actually gonna say what he said and her about schedules that are appropriate for the grade levels. So at In pre-K, they are literally sitting an entire day from the moment they get there until at least 2 o'clock. And then they finally are supposed to have specials, but some campuses are actually getting a specials time because their admin is going along with what was being said in our training, and then other admin is like, nope, it's supposed to be the teacher assistant, and we don't have teacher assistants.

01:58:18
So if they're We say that we're all fully staffed, make sure we really have that staff, especially for the little ones and the big ones that, like she said, and then also the mental and physical strain that it's taking on the staff themselves. Because some admin stays up till 2 o'clock in the morning and they have that expectation because of the trickery that is in our contracts, hint hint, that you are flexible about your time and that you may be asked for other things outside of your contract time.

Speaker A **01:58:50**
Is that the teacher contract or the Elevate teacher contract?

Speaker E **01:58:54**
Teacher contract.

Speaker A **01:58:55**
Regular.

Speaker N **01:58:56**
Yes.

Speaker R **01:58:57**
So regular contract goals that are work schedules decided by our administration on campus.

Speaker E **01:59:03**

Yeah.

Speaker D **01:59:04**
Okay.

Speaker R **01:59:05**
Okay. We don't have like an hour right now. We don't have like for after school for tutorials or whatever. There's no limits to what we can be asked to do today, and so it depends on that building's principal, correct?

Speaker F **01:59:16**
Yes.

Speaker B **01:59:17**
Yeah, I will say today I got called in— we got called in for a meeting, um, this morning at 8. It was yesterday, um, for the special ed team, and that's a whole different conversation, but I went in yesterday And I blocked out from 8 to 9 on my calendar an appointment that shows busy, and I blocked out an appointment from 4:30 to 6 on my calendar that shows busy.

01:59:51
And my position and my stance from this point going forward is going to be that is my time to do my work, whatever.

Speaker D **01:59:58**
If you want to meet with me, I'll meet with you after 6.

Speaker B **02:00:01**
I have an AP that I know doesn't want to stay after 6 because she's got a family. Well, my kids are grown, but I have a husband, and he has been very supportive of everything. He's at the other listening session right now just to hear what's going on. So because I've always been raised like, know what's going on around you, and I feel like now more than ever I need to be hypervigilant of what's going on, but I, I've had to.

Speaker G **02:00:32**
Yeah.

Speaker B **02:00:33**

Unfortunate that we haven't been dictated about the hours just yet.

Speaker L **02:00:37**
That's cool.

Speaker B **02:00:38**
But I can only see it coming down the road at some point. But yes, it's true, every campus has different supposedly hours.

Speaker A **02:00:46**
And do you have—

Speaker D **02:00:48**
Yeah, I wanted to speak on that too. Um, what she said also, I've had an Elevate Campus. And what I have been told by my administration— again, I was invited to Elevate, I didn't apply to Elevate, I was personally invited to Elevate—

Speaker C **02:01:03**
Mm-hmm.

Speaker D **02:01:04**
And I have been belittled almost every single day on the regular, saying, you signed up for this, your contract stipulates that I can do pretty much whatever I want with you. Your time, and you are more than overcompensated to do what I say. I don't like that. I don't like that because I didn't apply for the money.

02:01:31
I'm not greedy. I can leave at any time I want to leave. And if my name comes across your desk— my name is [Speaker D] it wasn't my choice. They ran me out.

Speaker M **02:01:43**
Yeah.

Speaker D **02:01:44**
I also want to stop the, um, the dinging, I guess, of, of the pacing. I teach, I teach elementary school kids. I got bit today twice. I had a student throwing papers, throwing an absolute fit today because they need movement time. And I brought this up to my administrator so many They need brain breaks.

Yeah.

Speaker D

02:02:14

They need adequate bathroom breaks. And if I'm not in my class— I have lunch at, uh, I have to pick them up at 11:45. My math block starts at 11:45. I need to teleport me and my students to class and sit them in those desks, or else I'm going to get written up.

02:02:35

I'm going to get written up, and that's just how it is for me.

Speaker L

02:02:39

And what did they say? 3 write-ups and they could fire you?

Speaker D

02:02:42

3 write-ups and they could fire me. Do you think that's just and fair for me when I got invited to Elevate, when I'm a great teacher? My students were on the big screen at convocation. That's not fair at all. And it's not fair for my co-workers either who came also to Elevate to follow Another principal that they knew, or the teachers that stayed at Elevate because they had already worked there for years and served the community.

02:03:14

None of us are money hungry, and we shouldn't be belittled every single day and have our lives taken away from us because of a contract. I have a real life outside as well. I haven't seen my parents In 3 weeks since I started, [health information]
, and I just don't have that time.

02:03:43

So also to that effect, we need to stop holding our special education students to the standard of regular students because like I said, and I want to harp on again, I have 7 special needs students in my class. Class, sitting in my class, just deer in headlights. I can't do anything for them because the timer keeps telling me I need to go, I need to go, I need to go, or it's my certification.

02:04:11

I can't help them. And when I brought it up yesterday at my staff meeting, because we had a huddle, I brought it up yesterday, the answer was we need to hold all To the same level of achievement, because achievement is going to give us the points, not growth. We need to hold them to the same level of achievement, and that's why you're here, because you have proven that you can get those students up to achievement.

Yeah, I have proven that. My scores prove it every single year.

Speaker L **02:04:45**
But using your techniques?

Speaker D **02:04:48**
Using my techniques. Because I know that I can get them that far doing small group. I have it. We've been, we've been screaming, we've been screaming, can you please let me do a small group? Can you please?

Speaker E **02:05:05**
No.

Speaker D **02:05:05**
The answer is no almost every single year, and it's still no. No, you can't do your small group. You have to go and assist the students On their app on their iPad.

Speaker A **02:05:19**
That's it.

Speaker D **02:05:20**
That's all we can do for them. So why am I here then? Why am I here? I don't want to do this anymore.

Speaker I **02:05:25**
Excuse me, this is just a housekeeping thing. The building's going to kick us out of here at 8:00.

Speaker E **02:05:34**
Uh, 7:35.

Speaker A **02:05:37**
Why don't— can we do, can we do 2 more comments and then we can turn Everything off and then we can walk out together.

Speaker P **02:05:47**
Um, I was actually just gonna add what she was saying.

So I don't—

Speaker P **02:05:51**

like, for pre-K, I don't know what the enrollment process is on the parent side, but it's more and more every single year we're getting students with special needs. And then we're right now with the expectation that that they come in and they're monitoring and they're like, little Johnny's running around the room knocking stuff over, how come the rest of your kids aren't sitting down?

02:06:15

And it's like, because Johnny's running around and I can't. So for example, I have little Johnny and I'm trying to have him sit and I don't have a TA, and then my kids are like, you know, one, they're wiggly anyways, but then it's like, how am I supposed to help him and then getting more kids with special needs.

02:06:34

And so it's like a conflict of, I don't know which way I'm supposed to go. And then you're not getting the resources for it, the accommodation information for it, like anything like that. And then they're saying, oh, you have to go through this long 45-day process, 45-day process before you actually get a meeting with the parents to start a real plan.

02:06:55

And it makes it difficult. And then also about the fact that, okay, we're extending the school year, and then they're not going to look up. And so it's 3 months where we only get 2 days off. The kids need more time than that. So we're going until June 29th. April they can't miss because we have testing.

02:07:13

May they get off late for Memorial Day or Labor Day, whatever, and then Juneteenth. But they're supposed to be there every single day without any type of real expectation that they have that type of stamina. So they need to make sure, like, you know, we're like how everybody's saying school just started and we're already looking forward to summer, but the kids do too.

02:07:34

Like, I have little kids of my own and I know that they look forward to the weekends, but then when they're going week after week after week after week, they can't— they don't have that endurance.

And you, you're pre-K, but you do not have your TA, but you should have a TA.

Speaker P **02:07:52**
Hiring is now done through talent management.

Speaker A **02:07:55**
Okay, one—

Speaker C **02:07:56**
we need one more.

Speaker R **02:07:57**
That's me. Okay, so one of the things I'm concerned about is just the lack of training on new systems and the lack of time to process to implement new systems. I mean, a simple example is all parent communication, student communication, supposed to be through ParentSquare. We've never been trained on ParentSquare. If you do a club or a UI elective, You've never been shown how to create separate groups that aren't on your class list to do parent support.

02:08:21
Another example is when we're talking about the Cowtown Charlton SPA observations. So all of a sudden we're doing SPA observations in our class. We've never seen the form. We've never been able to have people explain to us what the different categories mean. And then they're trying to relate it to t-tests. The t-test is a 5-point scale.

02:08:38
The SPA form is a 4-point scale.

Speaker E **02:08:40**
4-point scale.

Speaker R **02:08:41**
How does a 10-point scale translate to a 5-point scale when it's supposed to be measuring the same thing? And so when we're not being given the training time, we're not getting the time to process and implement things, it's really hard to create the new systems that they want to put in place.

Speaker F **02:08:56**

And there's no feedback on the spot performance.

Speaker R **02:08:58**
Right, there's very little, yeah.

Speaker F **02:09:00**
Yeah, well, I mean, there's no chance for us to give feedback or ask questions or anything like that directly.

Speaker L **02:09:07**
Um, yes, it's very demoralizing.

Speaker A **02:09:10**
I mean, no coaching is what you're saying, right?

Speaker R **02:09:14**
But there's no training. Like, we've never been trained on what a spot form is looking for. We've never seen it. And then all of a sudden, you know, you get marked developing and you have no clue what they were looking for.

Speaker E **02:09:24**
Well, right, I got trained on spot observations, and with the formula it said I can be excellent and I can hit all the marks And I can burp gold bars and I'm still gonna get a 72.

Speaker J **02:09:38**
That's actually in the Capstone 12 pacing part of the manual where it's listed. It says, you know, you get a 1 for this, a 2 for that, a 3 for that, and then there's a little box that says something along the lines of, but even if you do all that, you're only going to get a 3.

02:09:55
And our principals have already told us they've been— nobody's getting a 3. It is all. You could do whatever. Stand on your head.

Speaker L **02:10:06**
But how do you tell your grade teachers?

Speaker J **02:10:09**

Well, yeah, it's going to prevent me from doubling up.

Speaker A **02:10:15**
Um, thank you so much.

Speaker F **02:10:16**
Really.

NOrthside Listening Session REcording 4

Auto-transcribed by https://aliceapp.ai on Wednesday, 01 Jul 2026.
Synced media and text playback available on this page:
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Words	19,957
Duration	02:13:07
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Speakers:

Speaker A - 3.64%

Speaker B - 2.46%

Speaker C - 14.59%

Speaker D - 4.48%

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Speaker M - 9.52%

Speaker N - 3.52%

Speaker O - 0.85%

Speaker P - 4.59%

Speaker Q - 1.78%

Speaker R - 1.52%

Notes:

No notes.

Speaker A **00:00:00**
Event.

Speaker B **00:00:00**
If you would raise your hand if you need Spanish translation. Okay, well, then we'll move forward in English. Thank you.

Speaker C **00:00:15**
Okay, good. Good evening, everyone. You know, before we get started, I got to tell you, you know, we, we, we're moving very, very quickly with these community outreach sessions, getting out and listening. So, you know, we're, we're in the infant stages of, of, of script and things of that nature. So bear with me.

00:00:33
I, as, I, as I read some things, but know that it's coming from my heart. So definitely want to start off by thanking everybody for being here today. Your voice is incredibly important. My name is Jay Stigall. I am thrilled to be a part of this board. With me today, I, I, I have Rosa Raja, Pete Garon, and Frost Prelo.

00:00:59
We want to start off just giving you a little bit about ourselves. Not, not a long, drawn out speech or anything like that, but for you all to get to know us a little bit better. So I'll go

ahead and start, and then I'll pass over to Rosa. But I, I've been, I've been here in this city my entire life.

00:01:18

Born and raised. Mom was an educator at one point. Few members of my family were educators. I care dearly about this city, and I care even more about our kids in the city and how do we best position them to become phenomenal adults in this world and getting the very best they can out of our school district.

00:01:39

So improving their ability to read and do math is immensely important to me. So I'm here with a servant heart to help impact some change later on down the line. So that's me.

Speaker B

00:01:58

Thank you, Jay. And I also want to point out that we want to make sure that we capture all of your feedback as best as we can. So this session, because it's an open meeting, we're also recording it so, so that we can go back and be able to type up all the feedback exactly as you gave it.

00:02:16

So just be aware that that is happening as well. My name is Rosa Maria Verdeja, and I have the honor of serving as the board secretary for the board of managers. Originally, I'm from South Texas. [personal information about a Board member's family]

00:02:38

What we prioritized was not education. It was hard work. And as soon as we were old enough to drop out of school and get a job and help pay the bills, we were allowed to do so. And so my path took a different turn because when I was 16 years old. I became homeless.

00:02:56

And I knew that if I went to school, I was guaranteed two meals a day. I was getting free breakfast and free lunch. And that is the reason that I stayed in school.
[personal information about a Board member's family] I knew that if I wanted to eat, I better get up early and I better make it to school.

00:03:17

And I did. And eventually that led me to graduating high school. And even after graduating

high school, I had no intent, no desire, no ambition to go to college. And so I went straight into the workforce, and eventually life led me to college. Eventually I graduated, and later I went to law school as well.

00:03:37

And so I have seen firsthand what type of impact an education can have on a person. And because of that, I am on this board because I want to make sure that every student in Fort Worth ISD gets the option to choose their own paths. I don't want them to feel that they have to go a certain way, like I believed that I had to go a certain way.

00:04:00

I want them to be empowered and have the skills they need to do whatever it is they desire in life, not whatever it is that somebody tells them they're limited to do. And so that's why I'm here. And I want to thank you all for being here tonight and for giving us your feedback.

00:04:17

We're going to get into the questions a little later, but again, I want to say thank you. And now I'm going to pass it on to our board president, Mr. Pete Garon.

Speaker D

00:04:27

Thank you, miss. Ms. Beja. My name is the Mic. Picking up the voice. Can. Okay.

Speaker C

00:04:42

Yeah.

Speaker D

00:04:43

My name is Pete Yaron, and I'm the honored to be president of the 4th ISD School Board. I'm a lifelong resident of Fort Worth, other than when had a few jobs that have taken me elsewhere for a while. For the last 16 years, I've worked in nonprofit world with education our highest priority.

00:05:05

Literacy specifically our highest priority. And as I've worked in that field over the last 16 years, I've become aware of how our school district has failed. Too many of our kids, too many of our neighborhoods were left behind. Somehow we as a community looked the other way. Where some thrived, most didn't. And when I had the opportunity to serve in this position, I was deeply grateful for it, thankful for it.

And I'm on this board with a single focus, and that's help our children achieve the futures that they aspire to, the futures their parents aspire to, and give them the education that we have a moral duty to provide them to me. It's a moral imperative. Thank you.

Speaker E **00:05:59**

Hi all. Hi, I'm Frost Freelow, also serving on the board of managers. I'm a business guy, was a software technology. Built a company here in the north side up in the stockyards called Simplify. Recently moved to a less active role in that business. And in a city that's been very good to me over the last 25 years, really just looking for a way I can give back.

00:06:27

And so to the extent I can be helpful in this process, we I've seen from for a long time. It's been really one of the missing parts about a great city of Fort Worth that we are not able to offer a great education to every child in every zip code all the way through the grades.

00:06:46

And I believe that. I agree with Pete. That's really an immoral imperative for us. And just looking to be helpful where I can in this effort to improve schools for our Fort Worth kiddos.

Speaker D **00:07:01**

I failed to mention. And Mr. [?] just stepped out, but he and I are fellow graduates of Arlington Heights High School. He was a few years after me, just a few. And I noticed when I pulled into the parking lot, the [Principal 1] field. And [Principal 1] was the principal here.

00:07:21

He was a vice principal at [district school] when I was there. And it looks in those days, the vice principals wielded the paddle. And [Principal 1] what I remember most about him is he wielded a very mean paddle. Important part of my high school education.

Speaker C **00:07:42**

Thanks. Thanks, everybody for introducing yourselves. Hopefully with that, y' all get an understanding, a better understanding, more personal, intimate understanding of who we are and why we're here.

Speaker F **00:07:52**

Right.

And to kind of expand on the why. You know, we're conducting these listening sessions as board members, and our job really is to represent the visions and values. But we can't do that without listening to what you all have to say today. So right now it's on the school board. We're going to go out in pairs, in trios.

00:08:17

We got four tonight and we'll have a few of these scheduled up. We'll also do some additional outreach where we. Where we need to. Hopefully you'll even tell us where we can do some of that. We're deeply committed to this process and we invite you all to continue to share. Right now, the site does not have a link for you to share, but there will be a link on the site in the coming weeks for you all to submit any questions or concerns you have because again, just today we're here to listen.

00:08:48

And this is critical to accomplishing the work of the board. But we certainly want to make sure that any specific or pressing questions you have will be addressed today. If you have specific questions about operations or if you need support in resolving an individual issue, we do have some representatives from the school district that can help you out with that today.

00:09:08

Okay. So I just want to make sure we all know that the importance of visions and values the school district belongs to the community. It's the role of the school board as representatives of the community to hold the school district accountable for educating its students in accordance with the community's visions, while also honoring the community's non negotiable values.

00:09:32

Our purpose for being with you today is to ask a few simple questions, but important questions about your vision for students in our community and these and the values that are most important to each of you. We'll be engaging in some conversation across the entire city. Like I said, over the next six, eight weeks, I'm assuming we'll be engaging with the community throughout Fort Worth.

00:09:56

Right. And we'll be understanding a little bit deeper as to what the visions and values are of the. Of the community. We recognize that this is an appointed board and it's critical and important for us to listen deeply to the entire community.

All right.

Speaker C **00:10:10**

So again, you can find those listening sessions on our district website. President Garrett doesn't know this, but I'll say it. I even asked our comms person to give me a Facebook post. So hopefully we'll y' all will see that stuff come out from a vision of value values to goals and guardrails. Once our listening campaign is complete, we're going to be able to combine all this information and we're going to create two types of directions for the superintendent.

00:10:40

The first is on a set of one to three goals that prioritize what the community wants most for the students and what they want the students to be able to do. Right. That's the first thing. Secondly is another set between one to three guardrails, which tells the superintendent where what they cannot do because doing so would violate the very values of this community.

00:11:05

Okay, so these goals and guardrails, which embody what's most important to our community, will become the North Star for the district. This is critical. For far too long, every everything has been important. And when everything is important, nothing is important. And by embracing this approach to governance, we are committed to setting f Fort Worth ISD on a new path.

00:11:29

Shifting a little bit to Board work versus Superintendent work In a moment of transparency, this was huge for me as, as I went through training. So I do love talking about this. But these, these priorities provide the basis for the school board to hold the superintendent accountable. This is how we expect them to prioritize their plan, planning and work and how we will evaluate them every year.

00:11:59

Okay. Either they made progress toward accomplishing the goals or. Or they didn't. And all while honoring the guardrails. Okay. Setting these priorities as expectations for the superintendent is a major part of how we represent you every day in this role. Superintendent's job will be to use these goals and guardrails to manage the school district, making all day to day decisions involving and running schools as long as those decisions are aligned with goals and guardrails.

These sessions. This session is intended to focus on the community's visions and values related to Fort Worth isd. That is the board's work. If you have specific questions or concerns about district operations, as I said earlier, we have somebody here to help you navigate those, those situations. So the present reality for Fort Worth ISD students.

00:12:59

Although we want to avoid getting bogged down with a discussion about data or pros and cons of standardized tests, you know, we do believe it is important to keep the current reality of our students front and center throughout this entire listening session. We know where we are. Right. From a results perspective and you've heard on the stage tonight.

00:13:24

We want the very best for our children in Fort Worth in terms of, in terms of norms to ensure everyone's voice is heard. We just want to set the stage a little bit. We will, we will try to ensure that each participant has had a chance to speak. Looking at the room, I believe we should be able to get that accomplished.

00:13:47

And we're going to avoid allowing any one voice to dominate. We're going to take notes, we're taking notes, we're writing down, typing down exactly what it is you're saying so we can take that back as we analyze it. Okay. So we are recording some verbally just so we have accurate transcript of what said.

00:14:11

We do not want to interpret anything you say. We want to write down word for word, what it is that's coming out of your heart. Right. And we want to make sure we record that. So while being respectful, please feel free to be honest and candid as possible. There are no right or wrong answers.

00:14:29

Just we're all family. We're all Fort Worth family. Just let's just be respectful. That's the only ask. So how are we feeling about that piece, any clarity needed. Thank you. I appreciate it. I. I kind of. I kind of function off of some interaction, so appreciate it. Thank you. All right, now we're going to get into the questions.

00:14:57

We don't have a presentation up, so I'll. I will probably repeat it, you know, if we need to, from time to time. But let's set the stage from a vision perspective. So we'll start talking about what our students should. Should know and be able to do, specifically what Fort

Worth ISD students know or be able to do.

00:15:17

If you could only pick one or two of the most important things that. That need to be able. That these kids need to be able to know or do, what would those be? The mics are open.

Speaker H

00:15:41

Hello.

Speaker I

00:15:42

Can you guys hear me? Okay? My name is [Speaker I] Good evening. Thank you for having these sessions. I am currently a parent of a fourth ISD student. My student actually went to school school up here in Northside. He went to [a district elementary school] Then he went to Applied Learning Academy, and He's currently at

00:16:00

[a district high school] He's going to be a senior this year. I am also an employee. I worked for a very long time up here on the north side. I was a teacher at [a district elementary school] Also became a specialist working at [a district school] So I'm very familiar with this area. I'm going to say what I wrote that I want to share with you guys, but I'm going to say it first in Spanish so the community can understand, and then I'm going to say it in English.

Speaker D

00:16:26

Okay?

Speaker I

00:16:43

The applied learning yodesten. [a district high school]yoda. Okay. Bilingual escribir Leer and ambosidiomas and ingles.

Speaker J

00:21:11

Okay.

Speaker I

00:21:48

All right, now I'm just going to say all of that in English. Okay. So I started by just really underscoring how important it is for our community here in Fort Worth to have the dual language program here in Fort Worth isd. It is actually one of the key, key programs of our district, the corner store of our district.

I think not a lot of other school districts can guarantee truly dual language education from pre K through fifth grade. That's a huge deal, and it's a huge deal for our communities to know. I'm going to send my kid to Fort Worth isd and a lot of them do it just for elementary school and then pull them out.

00:22:28

They do that because why? Because that is. That is a huge thing that we're providing for them. That's very, very important to them. They want their Kids to learn English and Spanish. So the philosophy of our Fort Worth ISD dual language program is not, let's just get these kids that don't know English to learn English as quickly as possible.

00:22:51

And I'll tell you from experience, that's what Fort Worth ISD used to be. Because I used to be a student here [personal information] I started in third grade here in Fort Worth ISD and I went to esl. And the philosophy of that is, okay, let's help this poor kid that doesn't speak English speak English as quickly as possible.

00:23:09

Great. Wonderful. They got me speaking English within a year. Boom, I'm successful. But what about my Spanish? I lost it because I didn't have that support to be able to continue my Spanish. And so the dual language program as it exists now, the purpose of it is to have bilingual, biliterate students. They know English and they know Spanish, both.

00:23:35

That is what our families want. That is important to them, and we want to make sure we keep offering that to them at the highest quality possible. So what worries me is that one of the first things that the new superintendent did, or what it looked like he did, was completely get rid of the bilingual department.

00:23:58

And so when that happened, I just want you guys to understand what it looked like to the community, because we've been operating this entire time saying, this is one of the most important things that the district provides is the guaranteed actual bilingual education so that my kid gets out of elementary school and has had all of those years of bilingual biliterate instruction.

00:24:24

And now the first thing the superintendent does is just get rid of that department that's sending a huge red flag to our community to be like, wait, so is this not gonna be

important anymore? Now, I'm not saying that that was the intent, but that was the impact, right?

Speaker H **00:24:39**
So

Speaker I **00:24:42**
I really want, and I'm calling on you guys for three things right here that I wrote down. First, I'm calling for the board to unequivocally say that the dual language program in Fort Worth ISD is staying continuing and that it's important and that the philosophy of it, to have bilingual, biliterate students by the end of fifth grade, where they can master both English and Spanish, is still what we value.

00:25:11
That's the first thing I'm asking. Like, don't just assume that people are going to assume that. Like, put it in writing. Say it out loud. Like, people need to hear this. Yes, this is still important for our district, and yes, we are still committed to offering bilingual education pre K through fifth. The other thing I'm asking is for that to not just be said, but also be backed up in the budget.

00:25:34
We need to see that this is something that we're going to invest in. Because not anybody can just have a bilingual classroom. Right. It's something that takes really specific professionals to be able to deliver. It's not just like, oh, you're a teacher. Oh, you speak Spanish. Cool. Here's a bilingual classroom. That's not how it works.

00:25:55
And I know that from firsthand experience because I was a bilingual educator for 10 years. So I didn't just show up to the school and say, yeah, I speak Spanish. I can do this. Like, I had to go through a lot of training. I had to get a special certification, and then I had to have ongoing professional development so that I could make sure that the education I was providing for those kiddos was the highest caliber in both languages.

00:26:19
It's not easy. You're teaching everything through two different lenses. So the budget needs to be there for that, making sure that we're supporting those teachers. Ongoing training, professional development, resources. They need different resources, different curriculum resources even. Because everything has to be in English and Spanish. Yeah, it's an extra cost. So it's going to take up a big chunk of the budget.

Because for those kids, you're doing everything double right, essentially. Well, yeah. And I'm going to say that's not the place where our community wants you to save money. They're going to require extra resources. Those teachers are going to require extra pay. They should get extra pay. They should get extra training, because that is something that they need.

00:27:14

We need those knowledgeable professionals. That's my third ask. So making sure that we continue to hire high quality, certified dual language teachers. Again, ESL is not the same thing as dual language. Somebody can have an ESL certification and not be able to provide the same level of support that a dual language teacher can.

00:27:35

They're harder to find, they're harder to keep, and they're harder to train. So you're going to have to figure out a way to keep them with you. Keep us, I should say, with you. And because we're committed to this and a lot of us, and I'll speak on my. From my own experience, I want to do this.

00:27:52

I want to be a bilingual educator. I want to be a bilingual educator in Fort Worth isd, But I can't do that if you guys don't help me do that because I also have a family to feed. And lastly, I want to know exactly what the plan is to keep providing support for those teachers in those classrooms, those dual language teachers and dual language classrooms.

00:28:14

Because it's really concerning that an entire department is now no longer in existence and we were told those supports are still going to be there embedded in the campus. We don't know what that actually means or looks like. And again, from firsthand experience, what I know that that department did was a lot, a lot.

00:28:39

And I don't see how that level of support is going to be able to be provided without them. So I'd like to see what the plan is for that specifically. Thank you.

Speaker C

00:28:51

Thank you, thank you. Thank you, [Speaker I] for being the first to get up and grab the mic. Frost is over there typing feverishly everything you said. So I appreciate you. Just again, just make sure we're all on the same page. Just if you can. Next person. The one or two things that are most important for the kids here.

What do they need to know or do the kids here in Fort Worth isd.

Speaker K

00:29:21

Hello, my name is [Speaker K] and I'm a graduate of this here Northside High school class of 2004 of what used to be the medical professions program. And so one skill or thing I think is really important, having experienced the hands on rotations that Northside offered was to actually and sadly I decided I didn't want to be a doctor after it, but better for me to decide it here than you know, going to college and then, you know, having to pivot there.

00:29:46

So I think the opportunity for like practical experiences where students get exposed to different career paths so that they can decide for themselves like what's a good fit I think is an important one. And I think connected to that is like critical thinking skills. And it feels like in order to do that right now I'm hearing from teachers that the AI being being struck, the AI lessons being super structured is keeping them from being able to actually meet students needs.

00:30:11

And so I'm worried that our students are learning, you need to learn this way or you're a bad learner. And I think that's something that students need to feel. I know what I felt. My experience here at Northside was that teachers would adapt to say, like, oh, okay, for example with me, my science teacher, she saw that I kind of picked up on stuff a little bit faster and instead of, you know, getting mad at me or putting me in trouble, she would assign me things to do to help set up the lab and other stuff.

00:30:36

So giving for. For students to be able to feel like however I Learn is valuable. And I need to. For teachers to be able to adapt to that, I think is important because I don't think we want our young people feeling like they're not good enough or they're not going to be successful later in life because they can't follow the AI lesson to the t the way it is now.

Speaker I

00:30:52

So that's my comment.

Speaker C

00:30:55

Thank you. Thank you. Thank you. Would anybody else like to come up and share what are the one or two things that our kids need to be able to know or do?

Yes. My name is [Speaker L] and this is our beautiful Northside community that I live in. My son will be a senior this year here at Northside high school, and we are very proud of our culture and our community. And thank you. Thank you, [Speaker I] for everything that you said. So one very important thing that students need to be able to do is to be able to communicate in groups.

00:31:32

And for years, as an educator. This will be my 20th year coming up. My students have been freely able to work and collaborate in groups under the current way that we. I'll say we. I now am not going to be teaching for four, but the way we were demanded before I left. The students have to be in pairs, and they're only allowed 30 seconds to share.

00:31:58

And there's a high issue with that because a lot of things. One is what [Speaker I] said that we have a lot of students that, you know, are learning the English language, and therefore they have to process things in their mind in their language and then translate that the best they can to English in our classroom.

00:32:20

And because of that, 30 seconds is not alone time. And only working with one partner. And I listen to everything that you guys do for a living, and I know some of you and what you do, there's rarely a time that you just have one partner that you're working with. And if that's all you're limited to and you're only able to share for 30 seconds and you're only.

00:32:43

Only able to listen for 30 seconds, you're not going to be very successful in the workforce. I know because I'm in the workforce and my children are in the workforce and my husband's in the workforce and he works for the city. And there's just all of these things that we are limiting our children, and it's very important that they are good communicators and listeners.

00:33:03

And in this current setting, they're not able to be that. Thank you.

Speaker C

00:33:08

Thank you, [Speaker L]

Speaker A

00:33:19

I am not in the Fort Worth district, but I would like to speak to what you were saying.

Groups. That is a teacher strategy. The jigsaw method will allow for students to be in groups. You get four students together. That's a teacher strategy. And whenever you're having a project going on, you group four kids together, they become subject matter experts.

00:33:50

Like, say you do a reading assignment and you assign somebody to do one paragraph. Then you assign somebody to do another paragraph. Then you assign somebody, someone to do another paragraph. Out of it all with multiple intelligences, you use that strategy then to get your artist. If there's someone in the group that likes to draw, you'll have a big project, then presentation, and then the writer.

00:34:24

You have your writer in the group. You have your presenter in the group, the speaker. So I just said that to say it is a teacher strategy. And just like everybody writes is a teacher strategy, which is my point in what students need to know and be able to do. Write well. When you have a reading assignment, I use a strategy called everybody writes.

00:34:54

If they cannot write in cursive, how are they signing their names on applications? Students need to be able to write in cursive, and it needs to be embedded within the lesson so that when we have a science project or science reading assignment, whether social studies reading, they need to be able to write in cursive because that scientist is going to do some type of investigation, some type of research, and they are going to have to do the findings on that.

00:35:36

So they need to be able to write as well as if they have to sign their name to something, they're going to sign their name. Thank you.

Speaker C

00:35:48

Thank you. One or two things that our students need to be able to do.

Speaker M

00:35:55

So. Good evening. My name is [Speaker M]

Speaker K

00:35:57

This is.

Will be my 11th year as an educator in the district. And the biggest thing that our kids need to know how to do, and it's the reason that you're here, they need to know how to read, write, and do math. As a middle school teacher, it's a challenge receiving sixth graders who don't know their basic simple operations for math, who don't know what a subject, a verb, a pronoun, an adjective, an adverb.

00:36:30

When I'm doing math lessons and I'm reading through word problems with the children and trying to help them understand, I should say students and trying to help them understand. I'm also incorporating grammar. You know, when we're dividing, when it. When you see this word equally, equally means that ly at the end of the word, that's an adverb because it's going to tell you how you are going to do things.

00:36:52

It's cross curriculum. I choose to do that as a teacher because I know where my students are lacking. What we need to address is what are we going to do at the elementary school level to start with the kids that are there now? Because at some point we need to hit a time and a period where we're no longer accelerating the learning in middle school and high school.

00:37:17

They're already coming to us prepared and ready to learn. I would love nothing more than to teach and have those critical conversations, those high level conversations with my students. But it's very difficult to do it when they don't know the basics. If they know the basics, it's kind of like swimming. If you know how to swim, you have no fear jumping into the deep end of the pool and wondering what's over there because you know you've got the basics.

00:37:47

And that's what I'm curious and I would like to see what are we doing when you create these goals and these guardrails, what are you going to start doing? Like what are the measures at the elementary school level to say, look, this is where we're providing? Because then that's going to eventually get us to a point where when we hit middle school and high school, those gaps aren't as large that need to be closed, if that makes any sense.

00:38:12

So that's, that's what I would like to see.

Speaker C

00:38:17

Thank you, [Speaker M]

Speaker N

00:38:29

I'd like to give a big shout out to all the previous speakers for the comments they made. It stimulated some thinking on my part. But before I share those thoughts, I want some clarification. Are we going to go on to other questions that we.

Speaker C

00:38:42

Absolutely, yes. Okay, sorry.

Speaker N

00:38:44

So for this particular topic, one of the reasons I'm convinced that I was on the 11th grade reading level when I entered the seventh grade at Montague Middle School is because we pushed hard to get Spanish taught at the first elementary school level. It helps you be a better English reader if you are studying and learning Spanish Fast forward.

00:39:14

I don't have as much teaching experience as the other people you've heard from, but I spent a third of the year back in the early 90s teaching subbing in the middle schools here in Fort Worth because I thought most politicians running around talking about public education didn't know [coarse] and I wanted to actually have a hands on experience.

00:39:34

Because of that early Spanish learning opportunity, I was thrown into middle school at Dunbar as a sub for a month for the Spanish teacher. I think we've made some mistakes already when it comes to recognizing that There are like 80 different languages, people coming to school, and Fort Worth ISD, but the predominant second language is Spanish.

00:39:59

And we need to do everything we can to make it an opportunity for any kid, including the white kid living out on the west side, to learn both languages.

Speaker C

00:40:13

Thank you. So I think this is a great segue. I don't want to again, push you forward. If you. If you have something you want to talk about from one or two things that our kids need to know how to do. I still open to hearing that. But as we talked about getting our kids what they need, you know, the next question is really around what.

What does or describes rather a successful graduate? You know, you got one to two characteristics. How will we describe a successful graduate? Oh, they got her up quick. I like it. Can I say that they never should have gave me the mic probably last time. I'm gonna have the mic for a while, guys.

Speaker L **00:40:59**

I'm super short.

Speaker B **00:41:00**

Sorry.

Speaker H **00:41:01**

My name is [Speaker H] I am a parent. This will be my 18th year and 4th ISD. I've had two go all the way through. And I have a current rising senior. And I feel like what makes a successful student is. Or adult graduate, however you want to say, that they can read and write and they can function as educationally, at least at the very basic level, if not more, but also that they have the social skills and the emotional skills to function in the workplace or college and graduation or college or workforce.

00:41:35

My fear is all the scripted learning and all the things that we've heard that were pushed down to our teachers in the spring is that those opportunities to engage in conversation with our teachers will not be there due to the scripted learning and the very strict curriculum that's being implied. And so I fear that we're not going to meet that requirement that that they're able to have conversations, to look people in the eye, to be emotionally connected to other people.

00:41:59

They're going to have the basics of the reading and math and things that they need to, but not the social skills.

Speaker C **00:42:06**

Thank you. Again, we're looking for descriptions of what successful. What a successful graduate graduate looks like. One to two things.

Speaker O **00:42:22**

Yeah, I can add as well. My name is [Speaker O] I'm a graduate of Northside High 2004. Two things I would add is one, you know, critical inquiry, the ability. The ability to reason independently is important no matter what career you end up going to. And

second, this is perhaps a little more tactical, is that I would like to see 4th ISD graduates also be registered to vote.

00:42:48

We recently had a municipality election on May 2 and 3% of forward voted. As far as I understand, at least when I was going to school, the principal was required to allow us to register to vote. So I would like that practice to continue if that's still the law. So I want to make sure that our principals are perhaps volunteer deputy registrar and making sure that the seniors who are eligible to vote are allowed to register so we can have a student body that not only demonstrates critical inquiry but also plays that in action.

Speaker L

00:43:22

Thank you.

Speaker C

00:43:23

Thank you. Anyone else?

Speaker A

00:43:36

So when it comes to the social skill skills in most of the schools, they do have a social emotional learning and I would just say to have them career ready, just do more of that social emotional learning in groups. Social emotional learning where the counselor comes in and does specific topics that gears them towards the career focused working in the workforce.

00:44:11

Because those emotional skills are going to be needed and they will need to know how to work on those in order to, you know, reason through difficulties when it comes to different perspectives in the workplace and be able to reason through those without losing their job. So I would just say, you know, more of that for it to be career focused, career ready in the social emotional learning area and do more activities with that and structure, you know, into the classroom.

00:44:52

Even if it has to be like they all go out to PE music, math or PE music and art or have it to where, you know, they can also do a sector for the social emotional learning to get them ready to be career focused and ready for outside work.

Speaker C

00:45:10

Thank you.

So I shared with you guys that my son is about to be a senior. So I'm going to give a little shout out to [a district high school] because I really, I'm really happy he went there. I think he's really well prepared. He still has a year left, but I feel like he's going to be really successful as a graduate from Fort Worth isd.

00:45:38

He got all the reading, math, you know, all those skills. So that's good. But what I think he got most that I think a graduate should really have to be successful. Successful other than, you know, just content knowledge is exposure to a lot of different experiences and a lot of different people to be able to communicate with a lot of different people.

00:46:03

And I think that's what he got at [a district high school] He was able to meet just a lot of different peers from a lot of different backgrounds and be able to find how he could communicate with the them even though he was Having a hard time with communication. The thing he's still missing, which I would hope that a lot of graduates are able to get, and him too is self advocacy skills.

00:46:29

Being able to speak up for yourself, being able to find what you need. I think that's something he's struggling with and that I see a lot of our kiddos that are graduating struggle. I think they're used to being told like, this is what, what you're going to do and this is how you're going to do it.

00:46:44

And then they just do it. Right. But once you get out there, it's very rare that you're going to have somebody in your corner telling you exactly what to do.

Speaker H

00:46:53

Right.

Speaker I

00:46:54

Sometimes you have to figure it out. You have to say, what do I need? What do I want? And when I talk to high schoolers, sometimes just even that question, it's hard for them to answer. Like, they're doing the work, they're doing what they're told. You know, they're meeting all the requirements. They, they're compliant and very successful, which is great.

00:47:12

But then when I'm like, so, okay, let's say like, you know, what do you want to do? Like, or

what happens if, you know, you don't get into that school? Or you know, they're like, well, I don't think I'm, I'm going to college. Okay, well then what else are you doing? And it's like they're not aware of all the other possibilities that they could have or being able to advocate for themselves and say, that's not for me, I need something else.

00:47:34

Can you help me find what I need?

Speaker G

00:47:36

Right.

Speaker I

00:47:36

If I, if I don't know what I need right now, like, can you help me figure it out? So I would say self advocacy skills and having just more exposure and experiences. Thank you.

Speaker C

00:47:46

Thank you. [Speaker I]

Speaker G

00:48:04

Good afternoon. Good evening everybody. Thank you for taking the time to be here. My name is [Speaker G] a resident of Fort Worth, Fort Worth citizen, Baylor University alum, University of North Texas Health Science center alum. I'm a teacher in Fort Worth in a different capacity now, but I can relate to some of these issues.

00:48:27

So what does success look like for a student? I am [working on] a training transition conference this week. It's the Reach disability center downtown Fort Worth. So we are teaching 14 year olds to 22 year olds how to transition from basically your adolescent type of a into adulthood. So we're teaching them life skills.

00:48:57

We're bringing in Chase bank, we're bringing in Tarant County Food bank. We're bringing in. And the goal is, you know, they can learn how to fill out or open a checking account or apply for a credit card, how to schedule meals for the week, how to buy and budget for meals, things like that.

00:49:18

So. So for us, for me and the team I'm on, what success looks like for those who graduate

from our program. To live independently, to be able to have the life skills to contribute to your community and to also be able to share with your neighbor, share with your friend, help them, you know, pass it along.

00:49:51

Help them learn how to fill out a checkbook or you know, learn how to sign your name or you know, how to. How to cook meals. So to continue that cycle and pass it on. So that to me is what success looks like with a graduate in a educational situation. Thank you.

Speaker C

00:50:14

Thanks, [Speaker G] We've. We've kind of started out really talking about vision, right? Like what is our vision for our kids? And so if we're okay, we'll go a little bit deeper into the values for. For the community. Right. So in. If you allow me to shift again, if you have more to say, please do.

00:50:41

But. But I'll go ahead and shift to the next question. But in terms of values, 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 negotiable? I'm going to go through that again just so we all.

00:51:05

We're all aligned. 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? No one. Come on, y'.

Speaker L

00:51:27

All.

Speaker D

00:51:36

I think I failed to introduce myself.

Speaker N

00:51:37

I'm Lon Burnham and I went K through 12 here in Fort Worth, and I've spent a third of the year teaching here in Fort Worth. And I represented the Northside neighborhood for 18 years in the Texas legislature. I was in a debate with one of my teachers who turned out to be very influential in my life.

She ended up in administration school district about how you teach values in the school because you're always at risk at imposing your own faith orientation or your own. So I think the most important thing that the superintendent can do is make sure nobody feels discriminated against because of their faith or their belief system or how they express themselves as long as it's legal on Facebook.

00:52:25

And we've already encountered a problem with this. The school district is being sued because of a failure to appropriately resist right Wing Christian nationalist pressure on the administration.

Speaker D

00:52:39

This.

Speaker N

00:52:40

There are multiple examples. I'm feeling like we're back in the McCarthy era. And the other night when [Superintendent]talked about a faculty or staff person being kind of nervous when they walked into the office, I don't know if you guys remember that, but it really struck me. She was nervous because half the faculty and staff are nervous.

00:53:02

They're on tendercoats because of their concerns about what is actually going on in this district. There needs to be a lot of work between now and the start of the school year to make sure the people that are left that have not decided to leave don't feel like they're being discriminated against because of their faith or their belief systems.

00:53:25

And we're gonna have to do rewind on this because you're already dealing with a problem there.

Speaker C

00:53:33

Thank.

Speaker P

00:53:39

You.

Speaker H

00:53:43

I would say honesty, transparency and respect. And as a parent, and I know a lot of

parents at our school are feeling there is zero transparency in the changes that are coming in our high school. We're only hearing them from the teachers that are exiting and leaving and feel comfortable telling us. And respect, number one for Dr.

00:54:03

[Superintendent] Extremely disrespectful to some of our teachers. When they did their initial district assessment when they came in, five of those seven teachers are now gone. And they were high level, experienced teachers. So I feel like the respect for both the teachers that are doing the work and the respect for the work that has been done that got us to the good places that we are.

00:54:23

Not that there's not work that needs to be done, but respect for them. Transparency with parents and family and community members. And also on honesty.

Speaker C

00:54:34

Thank you. What are the most important values of this community that the superintendent must honor, regardless of pressure or politics and accomplishing the work of the district. And what are your non negotiables, [Speaker I]

Speaker I

00:54:52

I got three.

Speaker C

00:54:53

Yes.

Speaker I

00:54:54

Okay. First is holistic education. We want to make sure that our kids are well rounded. So, yes. Math, science, reading, writing, all important star test scores, standardized test scores. We want those to be high. Yes. But that's not all we want. And so we want to make sure that the values of just a really well rounded education are still really important for our district.

00:55:21

The arts, for example, super important in our district. We're always getting recognized for it. Right. I know that firsthand. My son goes to [a district high school] where he does orchestra Right. So he's in [a program] And so we really want to continue to have that be a value. It's not extra. It's something that our community really feels is super important, having that well rounded education.

And you heard a lot of people come up here also talking about social emotional learning, which goes into the holistic education. So the arts programs, the social emotional learning programs, those programs that give kids experiences with hands on experiential learning, all of those things provide the holistic education. Number two is community engagement.

00:56:05

Again, it's not an extra. It's something that our community is just really seeing as a crucial and key part of our district. Continuing to keep the doors open of our schools for, for our parents, for our community members, for our volunteers. We have a lot of organizations that really want to be helping and so we want to feel welcomed and we want to feel like we have those stores open to come in and help specifically.

00:56:33

I'm worried about one instance as an example. People need to pass that background check by providing their, their documentation to be able to volunteer at the school. That has been the policy for, for a long time, right? Like you have to put in your documentation, you pass the background check, then you can volunteer at the school, no problem.

00:56:58

However, there are members of our community that do not have state issued documentation. And so it's difficult for them to be able to do that process because they don't have the state issued id. Okay? So there was a second way that they could get cleared to volunteer at the school and it was at the discretion of the principals.

00:57:22

However, that stopped being the case. I don't know if it was district wide. I don't know if people just stopped wanting to do that. But as a community organizer, what I've heard is just that, that since COVID so since like past four years or so, they just don't feel welcomed in the schools anymore.

00:57:43

A lot of parents, a lot of community members just feel like it's become harder and harder to come and help at the school. They have a lot of obstacles. Like it could be something like, oh, you don't have the right kind of id, you can't come in. So again, I understand safety, right?

00:57:58

And I understand why some of these things are put in place place. But how can we continue to say the value of our district is to open the doors to the community and we will

work with you. And if there's anything that's getting in the way, we're gonna, we're gonna figure that out, right?

00:58:11

Not just close the doors. Listen, like what, what's the problem here?

Speaker D

00:58:18

That is a. The operation, pardon me, that's an operational issue. And there are members of the staff here. And I would like somebody to go get with you either afterwards. But. But talk about that specific issue that you raised about access. And [Administrator 1] is here, whom I think you've met. But thanks for raising that.

00:58:41

And we want to make sure. And that's why we do have some district staff here to be able to answer those kind of specific operational questions. So thank you.

Speaker I

00:58:49

Yes. And that was just one example. I mean, in general, the value would be be having a community engagement as a key, key value. And the last one which is actually connected is school being a safe place, but being a safe place for everyone. When we had the ICE raids coming up and then people were really scared, especially up here in the Northside community.

00:59:11

I remember during that time, people were like, should we send our kids to school? Like, is there going to be ICE raids at the school? You know, it was just a really confusing and scary time. And I remember [former Superintendent] being really, really clear about the fact that they couldn't come into the school and just take kids.

00:59:31

Right. So I think that helped kind of alleviate some of those fears. So I would like for the Fort Worth ISD to continue to say our schools are a safe place for all kids and make this really clear. Right. Don't assume that people know this. Like, make this. Our schools are a safe place for all kids and all families, regardless of immigration status, regardless of what documentation you have.

00:59:57

Like, people should feel like they can send their kids to school and that they're not going to have, like, an ICE patrol, like, just waiting for them. Right? Like, and I don't know what you

guys need to do on your end. I don't know the legal ramifications of all that, but whatever it is you guys need to do, I would say, say it's worth doing because there's just a lot of fear in our community.

01:00:15

And it would go a long way for you to, like, take the steps to say, we've done what we need to do on our end legally, and. And it's safe. Like, you can send your kids here. Thank you.

Speaker C

01:00:27

Thank you.

Speaker L

01:00:35

I have two things. One is we need to retain highly qualified staff, and we're failing. I believe roughly 30 plus percent of our administrators have left the district. We don't know yet about teachers, but I can tell you, three to five a day the past three weeks have told me that they found jobs elsewhere.

01:01:02

I gone, some of y' all might be happy about that, but I'm not totally gone. So this is very important, and it's actually one of the reasons that I'm pulling my own elementary son from this district in which I'm very sad to do because my two oldest sons for the most part has had an amazing experience in education in Fort Worth isd.

01:01:28

One of them attends YMLA and of course one of them attends Years I shared earlier the other reason why I'm pulling my sign and it's a non negotiable for me as a reading and literacy teacher of almost 20 years currently under the current curriculum we are only pulling one small, very small part of reading instruction from the millions of dollar curriculum that we've spent teaching that one thing.

01:01:59

I used to have 120 minutes of instruction time as a reading teacher and in that 120 minutes I was able in the fourth grade and fifth grade to teach morphology, grammar, reading, writing and typically two to three different teks of reading and all that could be touched on in 120 minutes. Now we have 45 minutes to teach, assess and divide and you're only pulling reading teks.

01:02:32

And that is a problem because if you've remote I would encourage each of you to go

search how many teks in reading and writing curriculum should be taught in the fourth grade year. Actually first grade would be better because that's when the most TEKs are taught is first grade and they too are having the same struggle.

01:02:51

And I do not want my son who is in just finished third grade and is on a fifth grade reading level only learning one little portion of the whole lessons that are supposed to be taught that day. Because again, it's been brought up here. They need to be good readers and writers and if we're not given the time to do that and these kids are not able to build upon each other, for example.

01:03:16

And I'm going to try not to hog the mic, but this is important. I just finished teaching at [a district elementary school] 21 languages are spoken there. 21. I want that set in. And it's not Spanish. There was a couple, but you know, Swahili, different languages. I'm going to brag on my kids for a second because it's important.

01:03:39

And I don't mean my personal kids, I mean my kids, my students. This year, 80% of them, 79, let me be specific, 79% met their map growth goals and reading. And I didn't just go by that curriculum. I went rogue. And I'll be sharing more about this tomorrow night. But I went rogue and did what I knew what was best for kids and that's going to become non existent coming this coming year.

01:04:04

But I did that because I know what's best for them. 70% of my kids met their star growth goal this year. Way more than the district, I think.

Speaker G

01:04:17

Right.

Speaker L

01:04:18

Okay. I didn't do that. By following an AI generated one little piece of reading lesson curriculum, I'm gonna be very clear and we pay millions, I'm saying millions of dollars for that curriculum and we're only teaching one little piece of it. So it's non negotiable for me that these kids in my community and in my city get a full experience of reading writing in the classroom.

01:04:42

Thank you.

Speaker C

01:04:43

Thank you, [Speaker L] We're talking talking values, right? So 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?

Speaker P

01:04:59

Good evening. My name is [Speaker P] As you know, I'm one of the elected school board trustees for 4th ISD, also forth ISD. Parent. I want to thank you first and foremost for hosting these listening sessions. It's quite literally the least that you can do. My first response is that many of today's questions and what I've already heard here sounds familiar because we actually went through this process not that long ago through a published strategic report that was developed and published less than six months ago under the previous superintendent and adopted by the elected board of trustees.

01:05:33

That process included principal feedback folks groups, 14 pyramid listening sessions, one for each pyramid, a virtual session, a Saturday session, and intentional Spanish language engagement with family, staff, students and community members across Forward isd. So first and foremost, I would tell you, board of managers that you don't and shouldn't start from school scratch.

01:05:53

And please don't ignore the work already done by the people closest to our schools. For me, the superintendent's non negotiables should include do not operate without a plan to recruit, support and retain effective educators. That one right now I'm most concerned about because of the number of calls and messages I've received from our educators and principals who are leaving the district.

01:06:17

Also, do not operate without permission, protecting programs that serve emergent bilingual students, students with disabilities, and historically underserved communities. Again, I'm deeply concerned by things I've already witnessed this board do. Do not operate without a budget that aligns to student outcomes and do not make major decisions without publicly showing the data, the impact on our students, and how the decisions connect to district goals.

01:06:43

The community has already spoken all of this information. Why I appreciate that you're doing your due Diligence and hosting these sessions. It can all be read and compiled in a recent strategic report. The question now is whether this board of managers will honor the work already done. Let's stop pretending that the state or the appointed superintendent has some magic bullet answer.

01:07:04

They don't. Our district is capable. Our district does need support and I welcome a true partnership with the state. But decisions need to be made with inclusion from for I, parents, students, educators and community. So this is the first step here, listening. And I mean truly listen first, then act and ensure that your actions reflect the community values.

Speaker I

01:07:32

Thank you.

Speaker C

01:07:33

Thank you, [Speaker P]

Speaker M

01:07:37

Okay, so hopefully this will answer your question. So the first one I'm going to say is talent empowerment. Early in my career, education is my probably third career, but early in my career I was fortunate enough to work for a man who had a set of rules and one of his roles was hire good people and then move out of the way and let them do what you hired them to do.

01:08:02

Scripted lessons don't do that. Scripted lessons say that there's not trust in the people that you've hired. And it's really kind of concerning because even if you are a TIA recognized teacher and you're still having to go through that scripted lesson, does that really convey trust in your professional ability and what you can do?

01:08:25

The decisions that are made should be data driven decisions based on student learning and outcomes. So when decisions to change structure of the district through programs, departments, I, I'm just going to say it, dismantling. Where was the data that was. I, I don't ever remember seeing the data that was presented. To say this is why we're doing, doing it, to say it's in the student's best interest.

01:08:57

It was just a, this is what we're doing. That doesn't really build a lot of trust. And I think that's kind of what we talked about. I'd like to see a superintendent who is student centered, who's going to prioritize what's best for the student regardless of their personal opinion, past experience as a teacher.

01:09:18

We are told that every new group of students we get every year is exactly that, a new group of students. And I like to kind of equate that to, you know, when, you know, I'm working with the autistic students in my classroom, in my school, you know, the one thing that I learned right off the bat, you meet one autistic student, you've met one autistic student.

01:09:41

They're not alike. When we get our classes in every year. It should, it should be the same thing, thing. It's a different group of students every year. We should be looking at them anew. Yes, we rely on what we've learned in the past, but we also need to know, okay, what, what's new?

01:09:57

What's going to be different? Integrity and courage. Someone who's going to lead with honesty, ethics and transparency. Someone who's going to take accountability for what's going on in the district when we do good as well as our missteps. But they're going to probably prioritize doing the right thing over the easy thing. And I don't think we've seen that in the days.

01:10:19

I'm not going to say in everything that's been done since Dr. [Supt.] has got here, but I think there are some examples where we have seen that hasn't been done. Community willing to collaborate with our community, our parents and, and students and families. But that is a two way street as well. Well, we've got to show our parents how to communicate.

01:10:44

I'm going to take off my teacher hat and put on my parent hat and say, I have two recent college graduates and it was tough bringing them up through Fort Worth ISD because I wanted to make them, as your previous question, successful community graduates, what do they look like? And it started in elementary school, but middle school, teaching them how to have those critical conversations with the teachers and ask those questions, letting them have those conversations in high school, why am I failing?

Why have you not graded this? What can I do to do better? Because when they hit college, we, my husband and I, we couldn't call those professors. We couldn't ask that they were on their own to do that. And having them come at different times and saying, mom, thanks for teaching us how to do that.

01:11:30

My oldest son had to do college algebra three times. Our pocketbook, Pocketbook didn't like it, but he was able to navigate through that and he was able to learn and have those conversations because that's something that we taught them at home. We as teachers can teach it, but it's also something that needs to be taught at home.

01:11:48

And those are conversations that we should be having with our families and our parents, helping them to know how to have those conversations.

Speaker C

01:11:57

Thank you.

Speaker Q

01:12:03

Good afternoon. My name is [Speaker Q] [Speaker Q] I've been an educator at [a district middle school] for [many] years going into [many years] this year, as well as [a pastor of a local church] I think there are two things that need to be observed. The first thing is transparency.

01:12:21

That will we have the truth of what's going on in our community. Instead of having the truth that's going on, we want our community to be aware of what's going on. No doubts, but know for a fact that this is what's going to be going on. This is what's going to happen. So transparency is important.

01:12:36

A second thing would be realize that the north side and Diamond Hill, we are a family oriented community. I mean very much so. I've been at [my school] for [many years] with straight out of TCU into [my school]. Those [many] years, my love, my heart is at [my school] and blessed enough, fortunate enough because in 2019 [I have been honored by our school] .

01:13:03

[...] it's about the

family coming together as a community. Three things, community plus church plus school equals positive relationships. So understand, in order to succeed, those positive relationships must stand. Unfortunately, they're closing our school down on 2829, consolidating us with [another campus]

01:13:28

Okay, that caused a big uproar. We didn't know what's going on. And for me that's like a. A family that's like an oak tree in the middle of this. But in spite of that, the community is still able to come together, work together, support each other together. The thing about it, when we, when we hear about funerals, everybody's there.

01:13:46

Celebrations, everybody's there. You can go to Walmart, go to Fiesta, everybody's there. But we support each other in this endeavor. So I think that the two most important things, transparency and understand that we are definitely a family oriented class, classroom, classrooms as well as community as well. All right.

Speaker C

01:14:06

Thank you. Thank you. [Speaker Q]Can I call you the [Speaker Q]

Speaker F

01:14:08

Yes, sir.

Speaker C

01:14:09

I just did. I'm sorry. I'm sorry. All right.

Speaker G

01:14:29

Good evening again, everybody. [Speaker G] I'm here to support [Principal 4] and what she's going through as well as others like her and what they may be going through. A similar situation in the educational space. I. I just see too much outside influence, too much personal. Too much personal things getting involved in just decision making.

01:14:58

And. And I've seen these things eventually lead to most of the time settlements and I'm just, and I'm just really be really tired of, you know, all of us having to pay for it. So I just wanted to make that comment. Thank you.

Speaker C

01:15:17

Thank you, [Speaker G] All right. I'm pretty proud of myself that I'VE navigated this script. Thank you. I love compliments. All right, what's working? Is there anything right now that the school district is doing that you feel, hey, you know, we don't need to stop that. You know, is there anything that the community that you all feel that's working, working right now within the school district?

01:16:01

Okay, not everybody all at once. What's going wrong? What's not working? What do we need to stop doing? Right? So, you know, in corporate America, whatever, Star, stop, continue. What do we need to. What do we need to stop doing? What's not working?

Speaker N

01:16:21

Well, I was slow moving up here because I've spoken twice already, but I think more things are going right than going wrong. But clearly we have a reading level problem. I don't know what the solution to that is. I mean, my mom was an elementary school teacher and so we were reading books before we got to first grade.

01:16:40

But that is the biggest problem, reading skills. And I don't know what to suggest, but I know overall this is a good school district. I don't think it should have been taken over by the state. I think there are a lot of problems with the school district, but there are a lot of problems with every school district that has a low income population with a lot of needs that are not being met outside of the classroom.

Speaker C

01:17:06

Thank you.

Speaker M

01:17:10

That's okay. Are you ready? So I know there was like a, a silence when you asked what's working? And I think the challenging part is because everything is going to be so new and so different, it's hard to say what is working because we don't know, other than scripted lesson plan plans, what's going to happen next year?

01:17:37

I will say I went to a listening session in March of. I have to get my years right. So because this past year. So we're what, 25, 26. We just finished. So I went in March of 25. And it was before we adopted Blue Bonnet. And I specifically asked him at the time, it wasn't a definitive deal, although it kind of basically was.

And the reasoning was. Or one of the concerns or the reasons behind the listening session is what can we do to get teachers to buy into the curriculum, to actually use it? Because Carnegie didn't get used faithfully the way it was intended to be used. And I specifically said you need to give teachers time, you need to give them the ability to plan.

01:18:24

And I think it's the same thing with scripted lessons. I've been at school at least once or twice every week since we've gotten out, not just rearranging my classroom, but I'm looking at. Re looking at the curriculum again, the lessons that I taught last year. What can I do differently? Everything. And what I asked for back in March of 2005 was, when we leave in May, give me, if nothing else, the teacher implementation guide so I can start looking through the lesson plan, the lessons, doing the lessons, getting my, my script ready.

01:19:01

What. What are the misconceptions that my students are going to have? And May came and went. No Teacher implementation Guide teachers that I worked with in June, we were asking, can we have access to nothing? Never got anything back. Never got anything back. Well, the same thing that happened with Carnegie happened this past year with the Bluebonnet curriculum.

01:19:22

We didn't get access to it until two days before school started. And then we were expected to be prepared and ready to go and hit the ground running. That's challenging. So, you know, It's hard to say. I mean, what. There are teachers who are doing things right, and I think they're doing things right because we're putting the kids first, despite of whether or not we are supposed to be using it or not.

01:19:54

I use the book faithfully, but I will say I didn't use the slides that the district prepared because for the students that I teach, I needed to know that if they're looking at the pages that I'm giving them from the book, they're seeing the exact same thing that I'm projecting on the screen.

Speaker K

01:20:11

Screen.

Speaker M

01:20:12

So, you know, it's I, I think having conversations with the teachers and asking them, what

worked for you? What did you do right? You know, looking at the data, I teach a small class. I had 44% of my students pass the STAR test this year, when actually, for the most part, people would probably say, wow, because they really weren't expecting them to pass for the population that I teach.

01:20:44

So, you know, I think just if you can get more with teachers and figure out what's right. What we haven't done right in the district for a long time, and most of this was before COVID is we've never really given anything a chance to succeed. Every six months at the beginning of the school year, we're going to teach this way in January.

01:21:04

Now we're going to teach this way the next school year, we're going to teach this method. January, we're going to teach this method. And that was my biggest frustration as a new teacher. It's like, when are we going to give something to actually work to see the data, see, like okay, this is working.

01:21:22

It should be a three minimum, three year commitment. You know, I'm going to commit to this for three, three years before I can actually see if this is really, really going to work. I mean, it's, it's like we're doing something. It's not working. Rather than throwing it out, you know, let's sit down and talk about why isn't it working, what do we need to tweak, what do we need to implement?

01:21:44

Maybe there's something we're overlooking. We don't have those conversations.

Speaker D

01:21:50

You raised one specific issue, though, and thank you for all of your comments. But did you weren't able to get the materials that you would like to have now to begin preparing for the fall semester? And would somebody on the staff please. I'm looking around, miss.

Speaker F

01:22:09

Dr. [Administrator 1]I saw him out there.

Speaker D

01:22:12

I, I can talk to him because that's a specific issue. And, you know, we're here as a board looking at. But I'm glad you raised that, and that's why district staff is here to follow up with you to these operational issues where there's been opportunities for improvement.

We want to make sure they're addressed.

01:22:28

Purpose of meeting is, is for board focus. But I'm glad you raised that and, and please raise it with Dr. [Administrator 1]and so we can make sure you get the materials you need to be

Speaker N

01:22:37

prepared for the fall.

Speaker D

01:22:38

Okay, thank you.

Speaker I

01:22:46

Feel sad that not more of us got up when you asked what is working. But you know what? There's a lot that is working in certain pockets of our district. And I think a lot of us that have been around here long enough can name off the top of our heads what those schools are.

01:23:06

And you should know where those schools are.

Speaker H

01:23:10

Right.

Speaker I

01:23:11

Because working there, I've seen what they did at TAROT for the past three years. It's really working there. So whatever it is that they're doing, it's working. And I don't think it's, oh, it's just the kids. No, it was something that that leader was doing. There are schools that are very successful in our district because they have very strong leaders.

01:23:41

They have a good culture, a collaboration with the teachers, and then they're all in it together. Once I got out of the classroom and started seeing at the systems level, that's where I find that you have things that really work when you have a really strong leader who is in tune with his or her people, the teachers, and they're all working together for a common vision.

01:24:06

And when the District, instead of micromanaging them, like, just kind of gets out of their way and gives them what they need. Because that's what was happening at places like [a district high school] Like, you didn't have people from the district, like, there all the time. They didn't need to be there all the time. It's like, what do you need?

01:24:21

They trusted the people there.

Speaker K

01:24:22

They.

Speaker I

01:24:23

They did what they needed to do, and it was great. And my son benefited from that. It's a wonderful place. So there are places where things are working really well. So I would say, say, go to those places, talk to those leaders. Unfortunately, like a lot of people have said, a lot of those leaders have left.

01:24:40

You have lost that institutional knowledge because the district got rid of those leaders. A lot of them are. Are gone. So whichever ones you have left that were strong, find them, pick their brains. What. Whatever they did was working. Same with the teachers, the strong teachers. You have pockets of really, really strong teachers throughout the district.

01:25:10

What's working with them? [Speaker L] just said, right. She's an example. Right. But you're losing them. You're losing a lot of those teachers, and their knowledge is going with them. It wasn't just that they were lucky, and it wasn't just that they had, like, a certain set of kids that just happened to score really high.

01:25:31

There was something that was being done there that was right. What's not working? As everybody has said, this scripted lesson thing, I never taught that way because I haven't been teaching in the classrooms since four years. So the last time I was teaching was totally different four years ago, five years ago. It was basically like, here's the teaks, right?

01:25:58

Here's the. The. The book, like, whatever. The. Whatever the resources were, the textbook, whatever. And, like, it was up to us to create the lessons. Like, truly create the lessons. And I'll shout out [a district elementary school] because [Principal 2] who's the principal over

there, she had a really strong team, and she was a really strong leader.

01:26:21

And we would literally sit and do instructional planning calendars together. Then they took that away from us because they didn't want us doing the instructional planning calendars. And for people that don't know, instructional planning calendars is like, you basically planned out the entire school year, and then you backwards planned from that. So as a teacher, when you're able to have that type of understanding of the material that you're teaching, yes, it's a lot of work, but you go deeper into it because you're like, I know where I need to get my kids.

01:26:52

At the end. Right. And we're going to work backwards from there. This, these are the skills they need to have. These are the teks, these are the standards. I'm thinking that's probably something like [Speaker L] did, right?

Speaker R **01:27:05**

Yeah.

Speaker I **01:27:05**

You work from there.

Speaker L **01:27:06**

Right.

Speaker I **01:27:07**

And that's what's happening. Strong teachers do you start from the end, you backwards plan and then you start, you know, calendaring out. But of course it's like, oh, it's

Speaker P **01:27:16**

a lot of work.

Speaker I **01:27:17**

You know, it's a lot on the teachers. Yeah, Some teachers were not ready for that because some teachers are very inexperienced and they're very new and that's not their fault. Right. We all start somewhere. I remember as a first year teacher, if they had told me, do an ipc, I'd be like, what are you talking about?

So there's different levels of experience, but we don't just like with kids, we don't bring it all down. Right. To the lowest common denominator. We bring people up. So if you have a lot of inexperienced teachers, because there was a lot of turnover, which you probably will have this upcoming year. Right. It feels like you're bringing.

01:27:53

They're bringing everything down to the lowest common denominator. Here's some slides. Just teach what it says. Don't ask questions. Okay, well, maybe that's going to work for the teacher that needs that. But for everybody else, that's not working. That's not going to work. It's actually going to cause more harm than good. So I would say do it the other way.

01:28:14

Bring them up, find those strong teachers, find the strong leaders. I would love to see it go back to the days where we had the freedom and the capability to backwards plan together. We would literally meet in PLCs and we would look at data and we would dig into it and we would be like, okay, like what are the teks that we really need to focus on?

01:28:34

So we had all of that flexibility back then four or five years ago, and we did really well. The other thing that's not working, that nobody has brought up yet, but I'm going to have to bring it up because it was my area of expertise for the past couple of years is student discipline.

01:28:49

Okay. You will hear a lot of teachers say that one of the biggest things that that's not working in our district is how discipline is being handled in the classroom and in the campus. They'll say that they cannot teach and they cannot cover content if the kids are out of control. You've heard something like that before maybe.

01:29:13

And I would say that it is a systemic issue in our district. It's not a case by case like that teacher can't handle her classroom. It's a systems wide issue. The discipline, the way that our district is handling kids who are having trouble, right? Kids who are having trouble regulating their emotions, kids who have other things going on at home, there's a lot of reasons, right?

01:29:42

But when they act out in class, the system that's in place to handle that is punitive. What I mean is like, let's get rid of that kid, right? Let's get them out of here so that the teacher

can keep teaching. And I fear that next year and the following year under the intervention from tea, that's going to get worse.

01:30:05

Because that's what I've heard is happening in other districts. The idea is we want to push all the kids to perform at the highest level. So if we can just get rid of these distractions.

Speaker M

01:30:16

Right.

Speaker I

01:30:17

I've heard things, I don't know if this is true, that they would be taken to another place where they would be seeing the lesson on the computer, but they're not in the classroom so that they're not being disruptive. You see what I mean? And you would think, well, that makes sense, right? Yeah, get them out so that they're not disrupting everybody else, but they're still looking at the lesson, that that's not how it works.

01:30:41

That kid won't be learning one and two. Now you have disrupted the community. Now you have shown that kid that they don't belong. And you've created this system which is what's going on with discipline in Fort Worth ISD. Now, there was a brief period when Fort Worth ISD had another way. It's called restorative practices.

01:31:04

10 restorative practices was a whole new system for handling discipline. And I was floored that our district had invested the time and the resources to have a department to do that. Nobody else has it in the state. Okay? This was a big deal for us. We had an entire department whose function was to say, is there a better way to do discipline?

01:31:34

How can we do it so that it's proactive and not reactive? How can we put systems in place so that we're not waiting for the kid to act out and then remove them, but instead we're making the situation different so that we are preventing that from happening in the first place? And now a lot of people hear that and they think that's not possible.

01:31:56

Well, it is actually. And the restorative practices department worked Very hard to show how that could be possible. And I was part of that department and I did a rollout at [...] and we showed what it would look like. [a district elementary school]

I'll shout them out specifically, was one of the early adopters of a campus wide restorative practice discipline system.

01:32:27

We changed the way discipline was done campus wide, not teacher by teacher, the whole campus. They had wonderful results. They had basically no behavior incidents. And I was there for four years. But it wasn't just the behavior. We were about to get to the point because restorative practices build community, and then once the behavior is kind of stabilized, you see the academic gains because now you have all of this extra time to teach.

01:32:59

Now you have relationships with kids and everything just gets enriched. And we were right there, right there. Because it's. It's a three to five year process for you to see the full gains. It's not an overnight thing. But I did it with [a district elementary school] They got badged by the TEA because teachers ta actually badges people on this as an experienced campus and restorative practices.

01:33:23

But now we no longer have that. Okay, that was something that got eliminated. Our district will no longer have restorative practices. We don't have that department at all. All of the specialists have been let go. The coordinator has been let go. So that's what's not going to be working for the district. District, we had a little bit of it and it was starting to work.

01:33:48

They didn't give us enough time and resources to really get it to work district wide. But now it's like zero. It's not there at all. Okay, So I would encourage you guys to think now that you don't have that. What will you do with discipline? Because what you have right now is not.

01:34:09

Not working, not working at all. Pulling kits out, sending them to Metro, continuing that punitive approach. We have data and data and data to show that that doesn't work.

Speaker G

01:34:24

Thank you.

Speaker C

01:34:25

Thank.

Speaker F **01:34:34**
You.

Speaker R **01:34:40**
Did the state takeover affect any of the Montessori curriculum? Like, do they have to do the state, like our. Like, strict lesson plans or lessons that are required by the state?

Speaker D **01:35:03**
Doctor [Administrator 1]we've had a question about operations. If you could get with this gentleman and answer his question. Thanks for that question.

Speaker R **01:35:12**
Now, if it affected Montessori, the staff's

Speaker D **01:35:14**
here to respond to all the operational questions. So.

Speaker R **01:35:18**
Well, I mean, that affects my comment. If you. I mean, if you don't know. Well, is it required? Like, the lesson plans that you guys have that are.

Speaker D **01:35:30**
The board is not in involved in that aspect of monitoring instruction. So to answer that question, you would have to direct it to the staff and, and Dr. [Administrator 1] here.

Speaker R **01:35:44**
I would just like to say, like, you know, I'm a product of Montessori that was provided by 4th ISD. I would say I'm pretty successful and whatever things that I got taught or things that actually I taught myself, that's the whole thing with Montessori. So I know Como has closed. I was a product of that.

01:36:09
But as far as like Daggett goes, I feel like that curriculum should not be touched or the way those things are being taught. So if any of those state mandated things are forced upon them, I think that is not a good look on the board to do or have that be the case for them.

Being hands on is something that I learned in my career and. Or that I learned in school and it transferred over into my career and yeah, just hopefully that doesn't change. In fact, I would like to see more Montessori schools because not everybody learns the same as they were saying. Having a rigid lesson is just not something that everybody has to needs to follow.

01:37:03

Because I learned different, differently in math than other people did in my classroom here at Northside. So people understood trigonometry and I didn't, I didn't understand trigonometry until I got to college.

Speaker G

01:37:16

So

Speaker R

01:37:19

that literally solidifies that the rigidity in lesson plans and being taught the same way does not work. Thank you.

Speaker C

01:37:31

Thank you. Yeah, again, I mean, probably could take the question offline with Dr. [Administrator 1] and have some additional discussion about it.

Speaker P

01:37:46

I want to first thank you for your work in Diamond Hill. Myself, I know that it has left a lasting impact. Some of the things going well. There are actually a lot of things going well. I will say I will echo our comment about their pockets of excellence throughout the district. Been fortunate to see some of them in up close and personal over the years.

01:38:10

There's pockets of progress being made throughout the district. I think we saw that, you know, several examples in our elementary data that just came out days of all the Kirkpatrick and HP helving are all campuses that are slated to close at some point, but yet saw double digigit gains. I hope that we are really, really looking out what is working, what has worked there.

01:38:36

And I hope that we have a very intentional plan for those educators that saw those gains and how we are going to retain them and keep them in the district. Our educators have worked so hard over the years. They need more support. They need more support from

their administration, from the state. But yeah, I think about those three campuses specifically because we know something's working there.

01:39:02

They have double digit gains in math and reading. We need to find out what's working there, how to replicate it, where those educators are going, have a spot for them, intentional spot for them. When those campuses do close and also reconsider our closures. I met with Commissioner Morath. I know his plan is to close more schools, schools that might need to be reconsidered.

01:39:27

If we have we're seeing the progress that we're seeing at those schools, then we need to study it, we need to replicate it. We need to find out what's working.
Another campus, [a district elementary school], saw double digit gains this year in math. Their principal was replaced with no explanation to parents or the community.

01:39:45

There were. She was replaced by a first year principal coming from another district. Where's the data to support that's going to work and be successful? Those are the answer. Those are the questions that parents and community have right now. And I feel like just in the last couple of years parent and community engagement was improving.

01:40:06

I've been a parent in the district, now my kids are going to be sophomores. It's come a long way. We've really struggled. It hasn't always been great. It was improving. Like I said, I mentioned we had some of these listening sessions previously. We were starting to I think really improve parent and community engagement in some ways in some pockets of the district.

01:40:27

But now I'm really concerned because of what I hear from parents and community that now feel with the takeover, a lack of transparency. And so those are some posit positive things I've heard seen over the last year. And then also some things that are concerning.

Speaker C

01:40:44

Thank you.

Speaker L

01:40:49

So there were positive things going on. For instance, my middle son chose to go out to

ymla. It's been rated A campus a very long time. He's actually slated to get his associate's degree when he graduates high school in business. However, now with the takeover, we have everyone in pairs like Noah's Ark at the A campus doing.

01:41:14

All the new mandates that I've said tonight are horrible and for many reasons at an A level campus almost. Well, all the A level campuses are having to do this stuff and it's ridiculous, ridiculous that my sign at a A level collegiate campus has to sit in a pair like Noah's ark and have 30 seconds to talk.

01:41:40

And anyone and a lot of you have heard my son speak at board meetings. He's very articulate. And very intelligent. And that is demeaning to him. And probably if he didn't have only two years left, he'd probably leave, too, and go with me to [another district] But he's trying to stay because he loves his community and he loves his brothers.

01:42:00

And by the way, that school's in Stop six. Okay. Amazing thing that needs to be replicated there. Not changed. So stop changing our A level schools. Stop closing our A level schools, please. Next thing that needs to stop happening, this scripted curriculum for everyone. And like I elaborated on a few moments ago, we need to stop pulling one little small attribute of the reading lesson and teach it only that, because our kids are not going to be successful in reading and in writing if we continue to do that.

01:42:40

The other thing that I would like to address as far as the board of managers is concerned, my first time coming to speak with you, I was interrupted. I was not doing anything that was outside of the law. I was advocating for our kids in this district. I was advocating for educators in this district.

01:43:02

And if you expect. And actually, I'm going to tell you to stop, another thing needs to stop here in a minute. But if you expect teachers to be criticized, which we should, we all need to grow in our profession. There's respectful ways to do that. Can't say that that's being followed in our district right now.

01:43:18

But back to that. I went through your training. I had every intent of hopefully sitting where you are. The moment that I heard that I have to go along with whatever the

superintendent and TEA says is the moment I stepped out. And the reason why I did that is because Tea is a lot of the reason why our schools are not successful.

01:43:43

But in every role, you have to accept criticism. And I stood at that mic and gave data and. And gave criticism, and I was interrupted. So if you expect for this administration to be able to walk in and berate a teacher in front of kids, you better be ready for some criticism. And you better be ready to answer to that, because that's your role.

01:44:06

Your role now is to hear this community and the others and the people in the district who love it. This was my third tour of Fort Worth isd.

Speaker A

01:44:16

Third.

Speaker L

01:44:17

I love this district. I love this community. But this administration that we have right now made it unbearable to teach in from March to May. Do you. I hope you're hearing me. You heard my data. I have receipts. Everywhere I go. I have a receipt. If I'm saying something, I have receipts. And kids need to be first.

01:44:46

Not agendas, not curriculum, not demands that don't work that have no data. Our kids need to be first. And I'm going to go ahead and elaborate. I haven't spoken on this, but I'm going to tonight I told you that I taught at [a district school] and there were 21 languages spoken there. And I had beautiful Muslim little girls in my class.

01:45:13

Beautiful. And I'm a believer. Okay? I'm a Christian. I'm just going to say that most of the people in this room know that. But I would never put hate on one of those little girls. And I would never tell them that they can't be something or they can't achieve or they can't dream or they can't hope.

01:45:33

And I would definitely not withhold my love or, or my ability as an educator. And the growth that those beautiful little girls and boys got this year, they had to buy into that and I had to have a relationship with them. And for this board and this administration to agree to let [an administrator] not be [an administrator] because of her faith and because of something she

posted.

01:45:59

What does that say to our little girls? What does that say, say to our students? Because of your faith, you can't do something you can't achieve. That is insane. So I need all of you, all you, the administration, this board, to get the kids at the center. Not your pocket, not your agenda, not your things.

01:46:20

Get our kids at the center.

Speaker C

01:46:23

Thank you, [Speaker L] And look, I'll speak for myself, right? And hopefully the board, right? We are here for our kids. Right? These are, these are our kids. We live in this community. We thrive in this community. We are aligned on that. That's why we're here tonight.

Speaker F

01:46:42

Right?

Speaker C

01:46:43

And having information from you all is going to really help us as we continue to work toward goals and guardrails. So I think for me, I would say I would like for us to at least know that we, that common denominator, our children, we have that common denominator. We are aligned when, when we say we want our children to be successful.

01:47:13

That's a non negotiable for me. Okay? So thank you. I appreciate the passion. But know that we're all aligned on what we want for our children.

Speaker D

01:47:22

Okay?

Speaker C

01:47:24

Any additional comments?

Speaker J

01:47:36

Hello, I'm [Speaker J] All my children are out of school, out of 4th ISD. I have two children still in college, but other children are graduates of college and they're successful.

And the reason why is because I made it my priority to make my children, their education a big deal in my life.

01:47:59

And for my children, they know education came first. I'm here because of the kids that are not as fortunate to have a father or mother that's there for them every day to make sure that their education is, is priority number one. Coming up from poverty, being indigenous, Native American, things were not easy growing up on the reservation.

01:48:22

I worked in the fields, but I promised my children would never have to suffer like that. So not to say that we didn't have good experiences and I was very much loved by my family and my tribe. But the thing I'm here to speak about is I'm here for solutions to help out.

01:48:39

I donate, I donate now to books and all that stuff for the back to school programs I put in. I give out bikes to kids. I make things where it's fun for the kids to go to school at the back to school events. I donate folders, school supplies, things, things of that nature and all that stuff.

01:48:59

And I'm not here for get credit, but I'm asking for more help for more parents that maybe that have a little bit extra to give because I buy used books from charities and things like that that help battered women and abuse children. And they raise, they give me books, they contact me and they let me know, like, well, I've got 300 books and they sell them to me for a quarter each and I give them to the kids.

01:49:25

So there are other things that we can look at. And then we don't have to rely on 4th ISD. We don't have to lie on the government for certain things. We can help out the community. One of the things we posted three, three times on the North Side neighborhood page that has 70,000 members.

01:49:41

So we did put the information out there and we only got a few people that showed up today. And that is a reflection of some of the things that we're seeing, the people who show up. Like I know that y' all were concerned about who are showing up at the meetings, what do they have?

What's kidding in the game do they have? And you're taking information from the community and when you show up, and then only the few people, the loudest voices that you'll hear out here are the ones that show up. And all of our children are good, you know, our children as students on that aspect, we're all good.

01:50:18

It's the parents that are not here, their children are not successful or not reading at grade level. And my situation, my thing is this. I'm here to help whatever way I can, if that's financially or if that's for putting in the work, starting PTAs. I've done that before in the south side with, with Rosemont, with Carter Park Elementary.

01:50:43

And that's one of the things. I don't know if y' all want to just talk about Northside, if that's. Is it okay for me to talk about Carter park elementary, talking about our children? Okay, so. So here's the thing on Car Park Elementary, a lot of the kids from the Clifford Davis were sent, approximately, I believe it was said, 80 students were sent, and those students were.

01:51:05

Were failing and they were sent to Carter park. And we have Ms. [Principal 3] resigned or not resigned. She retired. She retired. And it's like that. And she has been. [...] and she has dedicated her life to educating. And she's now retired and we're getting a new principal.

01:51:26

One of the things we. We started. I [helped start a PTA] and it was tough, but I. I donated things like that to get the parents involved. And like that, we started teaching our kids. Basically we gave. I gave out free books. And then the grandparents were asked to come and they would go drop off their kids, thinking we have panduce and coffee.

01:51:45

And then we would talk about how we could educate our kids better. And so we got the grandparents to start reading books. But one of the things I wanted to touch on is a solution that I come up with other organizations is that we need the religious leaders, because I think all of us grew up.

01:52:05

The first books that we read were Bibles. Well, I'm Jewish anyway. But the thing is like, you know, with the people that are Muslim, people who are Christians, people who are Jewish, we started off, you know, learning Sunday school, Saturday school and so forth. And one

of the things I'm noticing with a decline in religious classes that are being.

01:52:30

Kids are being taught to read. And I think that would be another solution that we could live part partner with certain religious leaders, certain churches, ministers that would be able to help out with that education. Because I mean, if all these kids are going to church every Sunday or. Or so forth or whatever, every Saturday or wherever they're going to, and the reading will start there.

01:52:55

And that would be another thing that would be an aspect to look at, because when I give books, I gave books to daycares and I wanted the kids to start reading at 3. Once I was able to teach my. My little cousin to read at 3 years old. And he's using AI because now he's viewing voice to audit text, sending messages to me.

01:53:14

So I'm like, if I could teach him at three years old, other parents could start teaching because every kid has a phone. I don't even know why, even if, no matter what neighborhood I'm at, kids have a phone. And so if we can start using tech, I mean, when they talk about AI, you know, I have.

01:53:31

My children are involved in it now. And so it's. It's. It's very. It's useful and it's not. And like anything else with too much, it could be a problem if that's all they're looking at is the Internet. But at the same time, I would like to also, I want to offer up solutions, and if y' all have a program or someone like that, please let me know, because I'd like to get involved.

01:53:56

I like to help out and everything. I got. I got two grandchildren now, so I might not have as much time as I used to, but I'm in it to win it, you know, for. For my community. You know, it's a MITFA for me. And so I would like to, you know, whatever I can do to help in Southside and Carter Park, Worth Heights, in that area, location, I would.

01:54:19

Would be willing to help. So that's. And as far as the sports, we have a baseball league, a little league baseball coming up. And then I would like to get with somebody who do I talk to about that, because we're going to need some of the fields that are. Belong to the schools.

So that'll be question for Dr. [Administrator 1]who's here somewhere. Right.

Speaker L **01:54:41**
So.

Speaker C **01:54:42**
But we'll make sure you get. You. Could you get connected to.

Speaker J **01:54:45**
Yeah, it's going to be [a local park] [a local field]. It's named after [a family member] And at the [a local baseball complex], which is named after [a family member] Dr.

Speaker C **01:54:53**
[Administrator 2] right there at the door.

Speaker J **01:54:54**
All right, thank you.

Speaker D **01:54:55**
Awesome.

Speaker C **01:54:55**
Thank you.

Speaker A **01:55:01**
I'm sorry, I didn't introduce myself either. I am [Speaker A] and I am also trying to figure out the skills and talents that I have, how I. How they can be useful. I do have a master's in education with curriculum and instruction, and I've done a pilot program through the summer before that really helped the kids with math and reading, and it was successful.

01:55:27
The parents were very happy with the results. And when the kids went back into school, they did. They were either on level or they were above level level. So the community that I'm in, they. They really have. They have. The schools are. Are doing well and so forth, and it's hard to Find the clientele.

01:55:50

But I. I'm just trying to see, you know, what can I do, you know, where can I go, you know, who can I help? So is that a part of your operations again, then?

Speaker C **01:56:01**
So I'm going to send you over there, okay? Yes, ma'.

Speaker G **01:56:04**
Am.

Speaker C **01:56:04**
I appreciate it, [Speaker A]Thank you.

Speaker A **01:56:05**
All righty.

Speaker C **01:56:06**
Love the. Love the servant leadership.

Speaker A **01:56:08**
That's what my other question was. How is the. The rti and how. How is that working? Is the tutoring within the schools working before school, after school, over the weekend? And so I'll talk to your guys and. And try to figure out how I can help, too.

Speaker C **01:56:27**
Yes, ma'.

Speaker F **01:56:27**
Am.

Speaker C **01:56:27**
Thank you.

Speaker A **01:56:28**
Thank you.

Speaker C **01:56:32**
All right, if there's not anything else, you know, we'll begin. Yes, I'm in.

Sir.

Speaker Q **01:56:41**
Hi.

Speaker D **01:56:41**
Good evening. I just want to say, what's not working with this board of managers is listening. Not listening to the community, not listening to the teachers.

Speaker P **01:56:53**
If you.

Speaker D **01:56:53**
If you go back to all the board meetings, the teachers in the community showed up and spoke out what they want ISD So we should start working on listening first and then actually trusting the teachers on what they say, on what's working.

Speaker C **01:57:16**
Thank you, sir.

Speaker D **01:57:23**
I want to. And I'm. Mr. Stagal will wrap up. But we're. This is our first one of these meetings and one of the. We're. We're learning as we go on how to conduct these, and we want to encourage as much participation as we can and look for different avenues to communicate with the public, with parents.

01:57:48
And we have several teachers here tonight. I don't know how you became aware of it if it was the district website, but we're trying to figure out ways to reach other audiences and encourage them to participate and share with us. Let me ask, how many of you are our teachers who are in attendance tonight?

01:58:13
Okay, so you likely saw it on the district website. I'm just. Just guessing. And so we need to explore. Yeah. Okay. All right. Well, we need to explore other options. I just wanted to get a sense of where those of you who took the time to be here tonight, how you became aware of the meeting.

Awesome.

Speaker F **01:58:43**
How many Northside parents are here?

Speaker C **01:58:56**
Yeah. So say that again. I'm sorry. Okay, so.

Speaker F **01:59:20**
With a student body of over 1700 students, Diamond Hill has how many students?

Speaker L **01:59:28**
800.

Speaker I **01:59:29**
Roughly 860.

Speaker F **01:59:31**
And you have one parent from that community. You guys, lower your hands. What community are you from? What school?

Speaker I **01:59:39**
Do you recognize?

Speaker C **01:59:46**
Yeah, I. I'll. Yes. So we used to use.

Speaker F **01:59:54**
That would work. I didn't get a Robo call Today you will call me about 50 million things and fundraisers and everything else, but for a chance to hear it may be poison pink. Not a single word. Your social media team was horrible. Nobody interested. How did you guys find out about this team?

Speaker D **02:00:22**
Could you come up front? I'm. We're not miss not hearing everything you say. And it's very important. And we do want to make sure we reach more people, more parents, more. We'd like students to show up.

So I apologize. I'm a very, very shy person.

Speaker I **02:00:37**
So you're gonna see me. That's not funny.

Speaker F **02:00:40**
And I am very shy person.

Speaker D **02:00:42**
All right. Would you speak into the microphone though? So everyone.

Speaker F **02:00:45**
Y' all are wrong. All of y' all are wrong. What I want you to see is your actual demographics that are here. You had folks that had to come from the west side of Fort Worth to a school that's nowhere near close. The only time we interact is when we play football or baseball.

02:01:06
Think about that. You asked earlier, what makes a successful student? Confidence. Confidence makes a successful student. How do you build that confidence? Starts in the classroom. I will 100% give you that. But there are other factors at play. You said the
[Principal 1] baseball field.

Speaker Q **02:01:35**
Field.

Speaker F **02:01:36**
You're going to go to several campuses. I want you to look at the state of my baseball field right now. And as you move around the district, I want you to take note of the inequity that are at certain fields. Look my heights. Parents are shaking their head. I get it. Their PTA raised good money to get.

02:01:59
We acknowledge that turf on their field. Guess what? There are schools that have you look at Paschal. Our facility is not the same. Now, I guide myself because we're sports parents.

Speaker C **02:02:21**
Right?

My son [special education information] [at a university]

Does that come from the school alone? No. I acknowledge us as parents. Have to do our job as well. We have to kick in. But you also have to allow avenues for parents to jump in and help.

02:02:51

And therein lies the difference. The inequity in our district can be seen visually. You don't have to walk around and talk to every parent. Walk my campus. Better yet, look at my auditorium. Look at it. It is in the same state that it was when I graduated here in 1995. We're talking about 30 years now.

02:03:19

You're gonna end up at Paschal. And I want you to see their situation. Look at the love that alone visually. What can we take in? I want you to look at their football field. I want you to look at their indoor practice facility. I want you to look at their baseball field with a beautiful shrubbery that sits around my heights.

02:03:43

Parents, I have nothing but love for you. But your baseball field does not look like mine. Now granted, I have the most beautiful view in the world. I have the view of downtown. But you know what we're talking about. You talk about reaching different sex of kids. The sports kids are probably the ones that try a little bit harder because they have to to stay on the field, right?

02:04:12

What about my band? Kids, I want you to look down. Our band director in the last three years has. Two years has grown our band from about 20 something to 80 plus kids. This is where they get to showcase their. Their talents right here. Any homecoming. Anything else? Do you think that band director can sit 80 kids here?

02:04:42

But I want you to look at the other auditoriums. It's not just about learning. For a kid to have that confidence, it has to be well rounded. It cannot just be book, book, book. I feel good about myself because I can read. Yes, but is that all? Guess what? When I load my kids up into a bus and I'm a parent, not a teacher, I don't think there's a single game any group over there has missed.

02:05:12

Go to the other schools. Guess what? You guys sit up there. But you don't have to look at

these kids faces when I as a parent have to explain why their situation is just a little bit better. We're in the same district. But why is their situation just a little.

Speaker N **02:05:28**
A little bit better?

Speaker F **02:05:29**
I'm an educated person. I choose to live in the north side of Fort Worth. Now on this fort. How many of your kids actually attend Fort Worth isd? I get it. You're there for our kids.

Speaker C **02:05:43**
[personal information about a Board member's family]

Speaker N **02:05:45**
Okay.

Speaker F **02:05:47**
Would you put them in Fort Worth ISD Now?

Speaker C **02:05:49**
I've had kids in Fort Worth.

Speaker F **02:05:51**
No, I'm talking about in the state we are now. They're running.

Speaker C **02:05:56**
Should I. Should I. Should I answer? I'll answer. I'll answer. Because I'm me, right? I was telling somebody earlier that I'm kind of grounded in. In who I am as a person given what's happening right now. Absolutely. I would.

Speaker F **02:06:09**
You would?

Speaker C **02:06:10**
I have hope.

Speaker F **02:06:11**

I have hope too.

Speaker C **02:06:12**
I have hope.

Speaker F **02:06:13**
There's a lot of us that do and that's why we stuck around. Do I have the economic means to move to Alito? Yes, I do. Anywhere else. What I'm saying is we as a community choose to be here. We Want you to be successful. We want our kids to be successful. So sometimes when you stand up top and tell me how much you want to see my kids succeed, you're doing it from up there.

02:06:39
We are the ground workers. We are the ones pushing from the bottom up to make these kids successful. We joke a lot because we always say, man, I don't have. I have two boys that are mine. I have a sophomore that's currently at Northside. Oh, Junior [?] Mom. He will be a junior this year.

02:07:00
He will be. He's a straight A student. He will be at UT in the next two years. That's. He's like. Because there's no options. And I get it. Different households are the same. But think about it. We live in a community where it's multi generational families living in one home. What have you done to reach those kids?

02:07:21
It's hard. It's hard. Don't get me wrong, it's hard. Just like now. This is your first meeting. Kudos for you for standing up there. But at the same time, man, we've got to do better. We've got to do better.

Speaker C **02:07:40**
Yeah. And are you. You still got more. I don't. I'm supposed to be listening. So.

Speaker A **02:07:47**
You are.

Speaker F **02:07:47**
But I enjoy the interaction.

Great point. So here's what I would say to the, to the crowd. I encourage you, please, and I said this earlier, please share the information that you have online. If again, continue to spread the word. I asked PR early today for something that I could even post on my own social media because we want to hear from you.

02:08:16

So I'm all about managing expectations. So this is twofold. Right. We have these meetings and there will be an outreach portion where we're going to have to go touch some people who aren't able to get here. So this, this, this board has put together a list of folks that we're going to go out and reach out and touch.

02:08:35

If, if there are some people that you think we need to go touch, feel free to email us. Okay. That's somewhere in the script. I know. Anyway, but feel free to email us if there are some people that you think we need to be in touch with that need to be part of our outreach perspective.

02:08:52

The second piece about kind of managing the expectation piece. We want to have our draft by August. So. So I'm going to push a little bit and say if there's some folks that you think we need to go see, tell us pretty fast so we can try to get them into the mix.

02:09:05

Right. Because by August we want a rough draft. I would love to have this place packed. I'm sure everybody would love to have this place packed. The more information we get, the better off we'll be in being able to set our goals and our guardrails and improving our student outcomes. Overall, I believe there's nothing better than a kid having a great education and being able to get off into life and do what it is that.

02:09:34

That. That their purpose is. So.

Speaker F

02:09:36

And we live that, sir, every day. Yeah, we live it every day.

Speaker C

02:09:40

Yeah, I got. [personal information about a Board member's family]

Yeah.

Speaker G **02:09:43**
No, no.

Speaker C **02:09:43**
Yeah.

Speaker F **02:09:44**
We live that because our houses stay packed with kids who probably can't eat at home.

Speaker C **02:09:49**
Yeah.

Speaker F **02:09:49**
And they come here. We, as a community are their resources. The kids that need help with their homework. My.

Speaker C **02:09:56**
My.

Speaker F **02:09:57**
My college level senior is the one that's. He's sitting there because he lived that life, and so he is now. And he'll be the first one to tell you, man, that first year of college was rough.

Speaker G **02:10:07**
Ooh.

Speaker F **02:10:07**
That first year of college was rough. Not failing, but not meeting the expectations that he set for himself.

Speaker C **02:10:13**
Yeah.

Speaker F **02:10:13**
And he had to relearn to the do things because it's a different step now. We have to teach

those things as a group. We owe it as a community to our kids. All right, we learned this one the hard way. Where can we improve? But what I tell you is where you can improve, because there are some good things, man.

02:10:31

I am fearful we are losing a lot of people. I know personally, some of the teachers we've lost. I get it. I can't do anything about it. We have to work with what we have because we choose to stay here. But because we choose to stay here. Please acknowledge at least the fact that you do have a lot of people that are willing to work.

02:10:51

Use those people. I don't need somebody to tell me how to raise my kids. And when I say my kids, I mean the 1700 that come here. My band kids. My [coach] is here. Hey, coach, how many kids do you have in your program right now?

Speaker J

02:11:09

When I got here, I had six.

Speaker F

02:11:13

Hey, coach, do you have the resources you need? There's where the confidence comes in. It's. It's okay. My heights parents, I don't know. Do any of your kids play tennis? How big is your tennis program, though?

Speaker Q

02:11:30

Yeah.

Speaker F

02:11:31

Where do you guys practice at besides the school? I've talked to some of the kids. They have access to TCU and some other things. My kids can't do that. You know what I'm saying?

Speaker D

02:11:45

Yeah.

Speaker F

02:11:46

That's where the confidence kicks in and some of the things and I know you can't address everything but when you want to see the full picture please look at the full picture not just what we want to see because some of these conversations are uncomfortable to have they

are flat out uncomfortable to have and there are people that do not want to talk about them and I get that it's it's not comfortable but we us as adults have to have them because us as parents are having to address to many many kids why things aren't equal.

02:12:24

Thank you.

Speaker C

02:12:25

Thank you. All right so again I appreciate everybody coming out tonight we appreciate everybody coming out tonight we're going to take this this this information we're going to collect all the data from every every one of these sessions and we're going to truly develop goals and guardrails that represent our community. So thank you all safe travels home and I appreciate you have a good one.

Speaker E

02:12:51

Thank you.

Speaker L

02:12:58

What is.

Paschal Listening Session 6-29

Auto-transcribed by https://aliceapp.ai on Wednesday, 01 Jul 2026.
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Words	26,196
Duration	02:58:32
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Speakers:

Speaker A - 18.51%

Speaker B - 63.96%

Speaker C - 17.53%

Notes:

No notes.

Speaker A **00:00:00**

It's 5:33. So to be respectful of everyone's time, we're going to try to get started here in just a second if you don't mind. Grab a seat if you can. Everyone hear me all the way in the back. This is, this is a mic check. We don't have a mic. So.

Speaker B **00:00:35**

You can come to the front. There's seats here.

Ye. I'm happy to sit wherever.

Speaker B **00:00:55**
She said somebody complained about microphones. It.

Speaker A **00:01:37**
Thank you all for being here tonight. This is I think our fourth May anything. Let me see if we can get a bite.

Speaker B **00:02:33**
Right here. You're to going to be taking notes. We're going to describe as fast as we possibly can what you're saying. We will say it word for. Well, I don't have that much conflict to myself, but I'm going to try to say it word for word. Okay. When we're done, my laptop will be available for you to review.

00:02:53
If you are concerned about just checking to make sure that you were represented accurately, you're welcome to look at all of the notes. Okay. All of these notes will be made publicly available and you will know where you can find those notes once they're all up and everything on the website.

Speaker A **00:03:09**
Okay.

Speaker B **00:03:11**
So what we're, what we're doing here is we're here listening to you. Excuse me. So we want to make sure everyone can hear. Cuz that's important. But what we really want to make sure is that we can hear you because we're writing down your answers.

Speaker A **00:03:24**
Okay.

Speaker B **00:03:25**
Awesome. Should we introduce ourselves?

Speaker A **00:03:29**
Sure.

Okay.

Speaker A **00:03:31**

I'm Tennessee Walker, member of the board of managers. I'm also a father of three Fort Worth ISD students and I live and work in the Fort Worth community.

Speaker B **00:03:42**

I'm Courtney Lewis. I am a member of the board of managers and the mother of a Fort Worth ISD graduate Rosa Maria Bordejo. And I'm a local attorney here in town and I'm also on the board of managers. So I'm Laurie. I am also the board of managers. I'm a former IT teacher.

00:04:10

I'm a current UNT educator as I finish my doctorate degree. Please. This year, please. And I do. So that's us. And now if we need to wait for the mic, we'll wait for the mic and we'll get started with questions. Or should we just.

Speaker A **00:04:33**

I think I'll push on. Hopefully we have a mic as soon as possible. I will speak as loud as I can here. Again, thank you for being here. This is one of many listening Sessions where to do across the community. They are listening sessions. And what that means is we're not going to be responding tonight.

00:04:49

We want to hear from you. We want to take down raw information. We don't want to interpret. We want to write down as best we can, verbatim what you say. Like Lori said, the data and information we get from you will be combined with that information we get from parents, stakeholders, community members across Fort Worth.

00:05:07

That will all go into a database. Ultimately, what we're looking for is to identify the visions and values of the Fort Worth community that prevail across our community. Those visions and values will help us, as a board, set goals and guardrails for Superintendent [Superintendent] and the operations side of the isd. The goal there is to hold them accountable to the visions and values of this community as they go forth and do the operations work for our school district over the next several years.

00:05:43

With that, it is important to note tonight, we're looking for, again, visions and values. We

want to hear your feedback. If you have an operations question about the food in the cafeteria or a certain teacher or principal, that is something that falls under board work, which is Superintendent [Superintendent] has said staff Dr.

00:06:03

[Administrator 1] is around here somewhere. He's chief of staff. He'll be happy to get with you about an operations issue. What we're looking for for work is the more high level. We are strictly looking to assess and identify the visions and values by hearing from you as a community. So, again, thank you very much.

00:06:21

There's many places you could be. I understand. We understand. You're here because Ford IC is important, because kids are important. Every kid deserves to learn. I can assure you that's why I'm here. It's a job that's taking a lot of time, and we're committed to seeing this through and improving education in Fort Worth isd.

00:06:41

We can't do that, though, unless we properly identify the vision and values. We can't do that unless you come tonight to be here and do exactly what you're going to do, which is tell us your vision and values. There are a lot of people in this room. We want to hear from as many of them as possible.

00:06:56

To do that, though, we will need to be respectful of everyone's time. So with that, is anybody in the room have an idea of what may be a fair amount of time for people to speak? You might have thoughts on that?

Speaker B

00:07:06

Two minutes. Three minutes.

Speaker A

00:07:08

Three minutes.

Speaker B

00:07:11

Two minutes. Two minutes.

Speaker A

00:07:17

Okay, so how about. Does anybody want to volunteer to Be a timekeeper to keep us

accountable. Okay, perfect.

Speaker B **00:07:31**
Okay, we've got timekeeper.

Speaker A **00:07:32**
So I think what we're going to do. I'll ask if you can try to keep your comments to two minutes, but we're going to allow three minutes.

Speaker C **00:07:39**
Three minutes.

Speaker A **00:07:40**
Okay. And you know, please be respectful. I think there will be a lot of people that have similar thoughts to share. That doesn't mean don't share them because the more times they're shared, the better idea that gives us if it's something that truly represents a mission and value. But if you can shorten it to not give the same speech someone gave, please do so.

00:08:00
But it's your discretion. We're not here. Feel free to yell at me if you want. I hope there's not a lot of that, but please know that we're not here to respond tonight. This is again, a list speaks of the intercession. Once we gather all of the data and boil it down to the vision of values, there may be more of it.

00:08:22
This is step. This is step one, the vision of values. Our goal is to have those set by October so that they can affect the budget system for next year. There's nothing we can do in the interim that's going to have a direct effect on next school year.

Speaker B **00:08:37**
About. Ro, Rosa and Lori.

Speaker A **00:08:44**
And the data will be. And like Mar said, you want to make sure that your. Your statements were captured correctly, Please do so. We want to make sure we do. This is to hear from you all. Yes, ma'. Am.

I have a question. So I've done every session and I intend on sitting here too, in other sessions. I heard you guys wanted to have them lined out by August, September. And now you're saying October. So which one is it?

Speaker A **00:09:09**

Well, October is the ultimate deadline because we have to have that done for the budget. Our goal is August or September. Okay, but we have to. We have to get through all the listing sessions. We want to hear from as many people as possible. But if we don't get it done by October, then we fail because our goals and guardrails won't guide the budgeting process for next year.

00:09:26

So we're putting dollars where they need to be be to be aligned with the vision of. Okay, is that a microphone?

Speaker B **00:09:34**

That was a microphone.

Speaker A **00:09:37**

Okay, with that, I'd like to go ahead and get started. We're asking the same general prompt questions in every session so that hopefully we get the same feedback to the same questions. We don't want to ask one set of questions in one session. In another At a different session. Testing. Testing. Okay, so the first question is pretty simple.

00:10:04

What's not working? Yes, ma'. Am. Yep. Yes. 1. I'm going to come to you with the microphone. Hang on. Out. Hang on a second. All right.

Speaker B **00:10:38**

I think that the special education process of referring students for services, getting them tested, getting in a good IEP and getting them services quickly is slow and cumbersome. And I think parents are not treated well in our meeting and are talked down to and are not getting services.

Speaker A **00:11:02**

Thank you. And also, I do want to say I'll give you the opportunity as well. If you want to share your name and your affiliation with the district, you're certainly welcome to. It's not a requirement. So would you like to share? Thank you. Again, no requirements to do that. If you want to, you're perfectly able to do so.

Also, there may be people in this room that are here because they want to listen as well. You're not. If you're not comfortable expressing your thoughts in this environment with all these folks, we're going to put the same questions out so you can respond in writing. That will go out hopefully a week or so or within a week.

00:11:38

Operations side will know that, but you will have an opportunity to share writing as well. Yes, ma'. Am.

Speaker B

00:11:45

My name is [Participant 1] I'm a parent and a volunteer, and I have students here at Pascal High School. One of the things that I think is not going well is having scripted lessons that are the same across campuses and the same across. In general, following the exact same plan playbook for a takeover that you've.

00:12:06

That has been applied in other districts that have different needs and different students and different families is not going well. I think that not having students read entire books, but only excerpts of books is not going well. Another thing that is not going well is running off teachers and administrators that are amazing teacher administrators across the district, making sure that they do not feel safe and comfortable to teach.

00:12:34

Those are just a few of the things that are not that I think are not going well in educating our students.

Speaker A

00:12:56

Hello. My son is in park elementary, and I just want to echo what the

Speaker C

00:13:00

lady before said about our meetings. We had the same experience. We had our meeting before the school was dismissed, and we still have a lot in our.

Speaker A

00:13:09

And the IEP that was there before

Speaker C

00:13:11

the school was not forwarding.

When they asked them,

Speaker C **00:13:16**
they made excuses,

Speaker A **00:13:21**
said, Can you hear me, sir? Don't leave the word. But. But I. I think what I heard you say was you echoed the concerns of the first lady. You spoke about the art process being cumbersome and about the fact that what IEP was put in place. We happy with the timing it took to get there.

00:13:57
But you were also unhappy with the enforcement of the I once existence. Okay. Hey, thank for Clarif. He was not just unhappy. It wasn't being done, it wasn't being enforced. Yes, ma'. Am.

Speaker B **00:14:14**
Okay, I'm just going to repeat a little bit what she said about the scripted curriculum. But as a former Fort Worth ISD teacher who left. So the scripted curriculum that's supposed to be followed with fidelity leaves no room for teachable moments or to meet students where they are. And this is a reason that good teachers leave.

Speaker A **00:14:50**
Please bear with me. I'm going to try to get to everyone.

Speaker B **00:14:55**
Can everyone here? Is it on? Okay. Okay. I'm a student here at Pabspool going into junior year kind of repeating what Ms. [P1] said. We should not be taught from scripted sides. But also we should not be labeled as an A or a B student with forced proximity with the opposing with the other student.

00:15:26
Teachers. And our. Our teachers and our professors are leaving because of their lessons that they have to plan being trash because they need to be part of the slides and that our teachers do not want to be micromanaged. That is one of the main reasons that they are leaving. This is their livelihood.

00:15:50

Also they should be in charge of their personal belongings that should be in their classroom. They should not have to take down their families family photos. They should not have to take down their decorations etc. This is their livelihood. This their place of work. So more freedom for the teachers. Hi, can everybody hear me?

Speaker A **00:16:19**
Yes.

Speaker B **00:16:19**
Okay. Hi, I'm [Participant 2] I'm going into seventh grade this upcoming of the school year before the district took over. We had class discussions, novel studies and engaging projects. And I very much enjoyed going to school after the district takeover. The teachers read from scripts and played slides. These slides lost the class's interest almost immediately and taught me nothing.

00:16:43
I want to be taught without a script and slides. I want teachers to be able to adapt their lessons to the kids in their class and and our questions and interests. I wish the district would allow me and my fellow students to have the right to learn at school again.

Speaker A **00:17:09**
I'm concerned of the treatment of this

Speaker C **00:17:11**
woman that should be the principal of

Speaker A **00:17:13**
[a district high school] that qualified minorities or

Speaker C **00:17:20**
kites will now avoid getting seeking

Speaker A **00:17:25**
employment at Fort Worth ISD and even

Speaker C **00:17:27**
worse racist white people who will think

of this as a new oasis that

Speaker C **00:17:34**

they now want to all join. And I'm very concerned about that.

Speaker B **00:17:43**

I am speaking not on what I want you to stop or continue doing, but what I want you to start doing. I want the board of managers to start filling the role they were allegedly appointed to do. The members are expected to provide oversight of the actions proposed by the superintendent. So far you have totally failed to do this.

00:18:06

A proposal is put before you and without question. Discussion of pros and cons, alternative suggestions, consideration of public comments or any form of deliberation. You unanimously vote yes. Why do you bother with training and listening sessions or even public comments at board meetings if you are not planning on changing the pattern? We have seen change today.

00:18:34

You are wasting your time and the time your stakeholders are spending speaking to you. I want the board of managers to commit to doing their job. Thank you. Can you guys hear me? No. Hello?

Speaker A **00:18:56**

Okay.

Speaker B **00:18:57**

My name is [Participant 3] I'm a FORT without ISD parent. I'm also [a parent-organization volunteer/leader] . Something I want to highlight to all of you is I've gone through the training that the board of managers has gone through.

00:19:19

When you air what they call customer service complaints, most of the which have been spoken about already, curriculum scripted, you know, lessons, slides, things in the classroom, those are things that they are not in charge of. They will note them down, but they're not going to do anything about it because it's not their wheelhouse.

I am not saying don't raise them here because I think it's important for us to come together and raise those concerns. What I'm saying is you need to follow up with the district officials. If you guys want help and any area, if it's special education, if it's our most vulnerable students, if it's schools of choice, you guys can reach out to ford.

00:19:58

We will help you figure out is this an issue that needs to go to the district and if so, who at the district do you need to follow up with? It's fine to come to board meetings and listening sessions, but you also need to take those concerns to the district because they're the ones with the power and we can help you get in touch with them here.

00:20:18

If you have issues with teacher autonomy, valuing teachers, we need to frame those in terms of goals and guardrails because that is what the board of managers is in charge of. And so what I'm asking is that we set goals, that teacher input is sought, that we have guardrails, that teachers voices aren't Discounted.

00:20:42

That teacher voices aren't disrespected, that a lot of the issues that have been talked about already are around autonomy. So that we have some sort of goal or metric. I'm sorry. So that we have some sort of metric to measure teacher satisfaction. And we have some sort of mechanism for teachers to actually give feedback when they are being discussed.

Speaker C

00:21:08

Respect.

Speaker B

00:21:11

So Dr. [Administrator 1] is here. He's the chief of staff for Fort Worth ISD. He's over the operations part. Dr. [Administrator 2] is over.

Speaker A

00:21:27

Thank you. She's exactly right. And I'm. I'm here for. So again, I'm here for it. You can yell if you want, but [Participant 3] is right. These are things that are not the board and proper governance. You can get in trouble. If someone comes to me and I take something to operations and they think that I want a paper dug for someone, that's bad governance.

00:22:00

This. And so we're trying to split the operations and the accountability piece. It's tough

now, again, if. If you want to bring anything to me, bring it to me. I'm not telling you not to, but there is a big distinction in terms of the board work and the operations work. Operations. Dr. [Administrator 1]is our chief of staff.

00:22:16

If you're not getting responded to, I'm just saying this in front of him. That's not okay. All right. Those. Those. Those stakeholder emails need to be responded to. So.

Speaker B

00:22:29

Hi, my name is [Participant 4]I'm a parent, former Fort Worth ISD teacher. I'm just going to add to the curriculum comments and say I believe it's due to poor leadership in our curriculum and instruction department, ineffective and toxic leadership

Speaker A

00:22:45

from our curriculum and instruction department.

Speaker B

00:22:54

I'm [Participant 5] I am a teacher at one of the elementary schools that beats at the classical. I'm also a parent. I would say I have huge concerns about the scripted lessons, the rigor that is not happening currently for our students and my children. And I don't know that [?] the people who need to hear that, but I'm very worried about it.

00:23:22

We've been an A rated school for years, and for the first time, like, I'm really concerned that we're gonna go down in sports. I'm also very concerned that we're wanting. We're saying we want very good teachers in our. In our schools. We're running them off. We have TCU student teachers who are at our campus and they're seeing this and they don't want to work here.

00:23:52

Who grows up Wanting to go be a teacher and read off of the slides, that's ludicrous. And if that is the goal is to bring public education down, then what is the plan? I mean, what is the. Are we. Are we just trying to tank our public schools? And that's what it feels like.

00:24:23

Hi, my name is [Participant 6] I'm a parent here in Fort Worth isd. One of the things that's not working is iready. And that is the response, the intervention plan that was presented by [Administrator 3] as to how we're gonna make sure that our students that are falling behind in these advanced math courses for middle school, that's the intervention for them.

But it's not working. It's too long. It's not engaging for the students and they're struggling. And now you're telling me that this is going to teach my child if they fall behind. That is our. That's our answer to that. Not the parents. I mean, excuse me, not the teachers. But I. Ready. Which I find ironic that we pulled phones out of the classroom, but now we're asking for students to sit behind a screen practically in their games.

00:25:23

So because the budget goes 2i already and we're paying a lot of money for this, I think we need to rethink how we intervene with these students and especially the middle schools. Outside of the elevate middle schools, we have four elevate middle schools. We have about 20 non elevate middle schools. How are we going to make sure that we have resources for them?

00:25:45

Are we providing extra teachers? Are we providing tutors for those students that are falling behind? That has answered and I would like answers to that.

Speaker A

00:25:57

Can we have Dr. [?] reach out. What I think is not working and the must stop immediately is at the Southwest High School listening session. We heard the president say, say that the board of managers has made an agreement that you will not give any note votes to the superintendent, Dr. [Superintendent] for one year.

00:26:34

So that allows him. Which. Which explains the unanimous votes and which statistically seems. And that it means that he has one year to move fast and great things. And since April, he's moved fast, wrote a lot of things that give us a lot of pause, a lot of fear about just how quickly you guys plan on dismantling our public school system

Speaker C

00:27:03

here in Fort Worth.

Speaker B

00:27:11

I have to intervene because that is not actual information at all. There is no such. There is no such agreement. Has anyone voted against that? So yes, he does. He is our president. 100 agree with that. But there's four of us here and all of us are ready to attest that that is not factual information.

00:27:35

And we do have everything recorded from those meetings. I am happy to get back to you on that after I speak with him. But I can guarantee you there is no such agreement. Sir, that is there is no such agreement. This is a very, very specific thing. But when y' all close down Briscoe elementary, you shut down access to summer food for those kids.

00:28:09

You shut down the volunteer food pantry that was at that school, which I understand is not just a given at any campus, but it's an economically disadvantaged group of folks over there and kids can't access easily summer lunch at the schools that are open to them for that. And so y' all need to be thinking about those things and making plans for how do we fill the gap when you've closed the campus and you've taken resources away from a very needed resources for that community.

Speaker A

00:28:59

I'm [Participant 7] High school graduate and. Pardon. Okay. I want to say we thank you for these public listening sessions. I believe that you and we who appear at these sessions share the desire that this school district succeed in improving the education experience of its students. The question is how do we get there?

00:29:31

While the goals of these listening sessions are to be beneficial and productive, I believe that discussion sessions defined as open dialogue among two or more persons would be more productive than the one way listening sessions. And I'll have to confess that this one instance here is contrary to what I'm saying because it's the first time I've seen a dialogue.

00:30:05

But I will say generally that when there is only one way combat, there's the risk of misunderstanding with discussion sessions. Those misunderstandings can be identified and addressed in real time through multi party conversations. Assumptions underlying theories and goals can be tested with timely give and take. The result is that the interchange of diverse ideas and information typically produces a superior outcome.

00:30:40

If public comments, written or oral, are then cloistered in a muted ivory tower, decisions are more likely to be made on untested premises. It is inconsistent with the promised transparency. Superintendent [Superintendent] said, and I quote, we want our process to be more transparent. Transparency is essential to trust. Close quote. Multiple district issues could be the subject of such discussion sessions.

I have previously spoken about Farrington Field. Many individuals with relevant expertise have offered to engage in such discussions. This board's public comment sessions have been listening sessions without observable changes on the Farrington Field issue today. Thank you for listening tonight. Let us in Fort Worth be the we described in the following words inscribed on the new presidential center in Chicago, quote, the single most powerful word in our democracy is the word we.

00:31:59

We the people. We shall overcome. Yes, we can. That word is owned by no one. It belongs to everyone. Oh, what a glorious task we are given to continually try to improve this great nation of ours. We are stronger together.

Speaker B

00:32:32

Hi, my name is [Participant 8] and I am the parent to. I'm the parent to three students who've come through Fort with isd, one who's well in the college college, one who will start university in the fall, and one can be a junior. As far as what's not working well, it's been shocking how quickly things have changed.

00:32:56

So for example, when our daughter who graduated 2024, she came through Paschal. She had so much stability. One principal that whole time. Our son, now just two years later, he's starting his junior year under his third principal at Pascal, under his third out academic coordinator. And y' all just announce your firing all the advanced academic coordinators.

00:33:18

So your largest high school who runs a advanced academic program no longer has an advanced academic coordinator or an academic program. In that part, all this have been eliminated. Also that, that continuity that we're losing. That is, those are people who may pass with successful, but the systems that make passable successful. And we're losing those people who built our programs, our experienced teachers, our AP teachers, our academic advisors and veteran principals.

00:33:49

I don't think that's simply turnover. I think that's feedback. I'm hoping someone's listening because it's very telling about the current environment when those people who built our programs and are so proud of our school, and I'm sure it's happening at other high schools are choosing to leave. Also, I think I see our teachers and leadership are being asked to become very good at delivering instruction, but that's very different than education.

Last year, our sophomore son read one complete book. And that's exactly one more than your curriculum allows. And I will not reveal the teacher that snuck a class set of books into his classroom so the kids could have a physical book to read the entire book. So [?] was that one more than y' all out?

00:34:30

But it is 5 less than our students when they came through that same class, what they were reading, they were reading about six books in a year. He has been told he will be excerpts on a screen, which personally, that's not the way literature was ever meant to be read. And if we're encouraging these kids to go into college, I think we should all be terrified if that's your idea of what getting them prepared is and that they're even better for that.

00:34:53

I think one thing that also is not working. I reached out again, no response. Some of us have had when y' all did your Barrington listening session, which is our home field, that's where our kids can drive to their football games, where they can cheer, where they can be in a band, where we can trust a 16 year old or a 17 year old to go and have a great night out.

00:35:13

And you do the listening sessions for the future of Barrington Field. And you have planted on the night that it's Pascal's academic award ceremony.

Speaker C

00:35:20

So you.

Speaker B

00:35:21

We don't have any of the people who really have buy in along with some of the other campuses can't even be there. So how valuable is our input and our input tonight also when people don't respond to request and we feel like we really don't want to be heard because we're. No one took into account how you're hooking.

00:35:49

You guys hear me? I'll yell into the mic. Okay. My name is [Participant 9] I'm a parent of a recent graduating senior and a sophomore in Canadian pricing. So I am very concerned about school that is built on her. Encouraged by as many people as at this meeting today. We care about the school.

00:36:17

It is built by the parents, the students, the teachers, the alumni that are here representing. Thank you, Mr. [Participant 7] for being here. This is a place, it is an environment. It is a community. It is not a framework and a structure to break down and script. It isn't. And it's very flexible frustrating to feel like you're being ignored after you've decided as a parent to send your skit your kids to public school.

00:36:48

And it feels like we're getting managed. It feels like we're being over managed and it feels like we're not being listened to. Hi, can you hear me? I'm [Participant 10] This is my daughter [Child] Paschal, student. I also graduated from Pascal and my grandmother also kids. So obviously this means a lot to me and I just wanted to make an nl comment about the importance of kids being able to still have fun learning.

00:37:25

I found out that one of the lines favorite teachers was no longer allowed to have collection on display and that's just one example. My son wasn't allowed to have an end of year class party. Also field day time has been cut. So I really think not micromanaging schools and teachers to that extent will definitely ensure teacher autonomy.

00:37:47

Just echoing a lot of the comments that have already been stated. And I am very concerned about our best and brightest being driven away by things like individual teachers no longer have their libraries that they built up over the years. They felt obligated to take those away and just give away the books.

00:38:10

So thank you very much. Hello, my name is [Participant 11] I've been in education about 20 years and so to speak your language, I think a goal that we should have is to increase staffing, not decrease staffing. Like I said, I've been a teacher for 20 years and I, if you don't know, educators are already extremely overworked.

00:38:36

And so I have friends who talk about how slow or inefficient the art processes who are in the speech pathology department, the psychology department, and, and they've had co workers just let go. And again, I've been teaching 20 years, so I know not everyone's great and some people do need to let go.

00:38:53

And I'm all about being efficient and getting the people who don't belong in education out.

But I asked my friends, did those people need to let go? And they were like, no, they were amazing. And so now the work those people were doing now gets passed on to everyone else who was already overworked.

00:39:08

And so that's why the art process is so slow. So again, my goal would be to increase staffing, not decrease staffing. And my guardrail would be to actually, instead of looking at a budget line or whatever, they're looking at looking at the trickle down effect that that's going to have on the other teachers who did stay and the other support staff did stay and the children that they're serving, we need more, not less.

00:39:31

That would be my go. My name is [Participant 12] I am a Fort Worth ISD graduate. I attended K12. I'm a former Fort Worth ISD teacher and I have two kids in the district. My goal, if we're framing it as that, is that I think the AB partnership that has been alluded to has to stop.

00:39:59

I think you're putting the onus on a child to bring up another child and that's not appropriate. I think that we should be able to enrich children and also reteach children that need it without making them accountable to one another. The other thing I wanted to touch on is the goal for teach.

00:40:21

I don't know how to say it as a goal. Sorry, my brain doesn't work that way. I think that teachers being required to speak stand the entire time is unacceptable. Being asked to stand the entire day when teachers are already overworked, they're moving constantly. On a good day, maybe you have a 25 minute lunch after your bathroom break and then you're back in the classroom.

00:40:44

We have to make it better for our teachers if we want them to stay. And I'll admit I'm a five year statistic. And then I was out. So it's already here hard enough. You spend money on your classroom, you spend time, you do all of these things as a teacher and y' all are just making it harder to stay.

00:41:02

And I think we're already seeing that with the exits. So I don't know how to frame that as a goal. But I think you need to trust your teachers until you're given a reason not to and

then address that individually versus telling every teacher this is what you're going to do from here on forward when those teachers have proven themselves.

00:41:27

My name is [Participant 13] I have a sixth grader and an eighth grader in plain and I'm a pastoral graduate. Kind of along the same lines of the standing requirements, the lights on requirements, the taking away the rubber duck using the family photos. I urge the board to adopt a guardrail requiring evidence based decision making.

00:41:49

The four major instructional curriculum assessments are implemented district wide. Major changes should be tied to a clearly identified student outcome need supported by research or other rigorous evidence where available, accompanied by implementation support for educators and monitored by you guys to determine whether the changes improving student outcomes. You should ask for the evidence before the changes are made.

00:42:24

Good evening. My name is [Participant 14] an. I a senior at Northside Somewhere in space. I will have a junior at YMLA and unfortunately I'm having to take my elementary son with me to Birdville ISD because I cannot morally align with the things that are happening in the classroom of 4th ISD. And I refuse to have my elementary son be placed in his last two years elementary as a prison.

00:42:56

Now I, you know, after people leave walls talk I got noticed this week from two very credible sources that some of the principals are leaving, that are leaving were forced out based on achievement data only. And I keep hearing [Superintendent] and I've already addressed this with [Administrator 1] I keep hearing him say achievement don't matter.

00:43:18

Our credibility in Texas system is different than Florida. Achievement absolutely matters because a school will be rated based on which is highest achievement or growth in a place like Briscoe Elementary. And by the way Ms. [Participant 15] she didn't tell you but she was there in my neighborhood, my neighborhood school, feeding my students that are starving right now.

00:43:40

And I'll be there with her the next time, putting my own money and resources to help feed

my babies that are starving. That's absolutely crazy. But anyway, I wanted to thank you publicly. I know you didn't say that, but thank you. Okay, now onto this other situation. Growth matters because when you're getting kids three to four grade levels behind and you as an educator grow them one and a half to two years ahead of what they were, it absolutely does matter.

00:44:06

And certain schools are going to be rated higher based on growth. So why did we force out principals based on achievement only if now you're gonna look ignorant? Because those schools are gonna be graded, once elected, two levels higher than they were based on growth. That makes no sense. And we've lost absolutely amazing principals and teachers.

00:44:28

I know for a fact, personally, we're up to 350 teachers out. And not the bad ones, the good ones. Now, another concerning thing really quick that I got word of. Two days before the job fair on Saturday, principals were sent an email that said, said, by the way, y' all can hire uncertified people now if they have a degree.

00:44:52

Now, how asinine is that, that you foresell all of these good teachers that were certified, that have track records. I have one of those. And then now we're going to hire uncertified people. That's crazy now. And here's another confirmation of that. Teach for worse than how to un. Today, we're reaching out with some good news.

00:45:15

Recent program updates now allow us to reconsider your application, and you are now eligible for potential teaching opportunities with Fort Worth isd. So what that means is they're going to allow teachers who are working to their certification to now teach our kids.

Speaker A

00:45:31

Thank you, [Participant 16]

Speaker B

00:45:39

Okay, so I'm a literalist in this moment. I'm answering question one. What should Volkworth ISD stop doing? Stop micromanaging veteran teachers who have proven themselves as master teachers. Stop insisting that all teachers must earn autonomy. Stop making stealth visits to schools that interrupt instructional time, intimidate teachers and

make students uncomfortable. Stop acting as if the challenges in the district can be resolved with a one size fits all approach.

00:46:25

Here's one thing to start doing. Create ways for Fort Worth isd. This is not the board of Managers. This is the district. So I'm talking to Dr. [Superintendent] and his team to start listening to parents and students. Those two students who spoke earlier.

Speaker A

00:46:43

That's.

Speaker B

00:46:43

That's my job. That's all we needed to hear.

Speaker C

00:46:58

Hey, good evening. I know my time is short. So I'm going to talk fast. My name is [Participant 17] and I have three kids, fourth isd, one at North Highmount and two at Arlington Heights. And I'm [a leader of a parent organization] You may have seen some of this on Facebook. [Participant 3] made some really good points I'm not going to repeat.

00:47:18

The board does have certain, certain things they can and can't do. But we need to find the solutions together as this community and work together to impact the change that we want to see. And we got to do it the best and most productive way we can. So when I went through the board of managers training like [Participant 3] one thing that stuck with me was change starts with me.

00:47:39

I take personal responsibility. I'm a former PTA president. I felt like I did a lot but I was really focused on my school. School really didn't think about the big picture. So I want us all to think about the big picture in other kids schools, not just your own school because we do need to make major changes.

00:47:56

Thing I would like to district to not do or to stop doing is the same thing. [Participant 18] and a lot of people said the scripted curriculum is driving away teachers and disengaging parents and teachers and principals. They're leaving and driving. We have to stop that. We have to stop micromanaging the teachers. Give them the autonomy.

Teaching is honestly more art than science and we've taken that away from our teachers. We need to meet them and reward the master teachers. So [our organization] has three priorities and you can go to our website, join our Facebook, but it's about increasing student outcomes. We in this room, if you care about students, need to find ways to help not only your school but other schools improve student outcomes.

00:48:43

That starts with literacy and third grade which will be their first goal. Third grade reading, fifth grade reading, seventh grade scores. It's all prepared. So just think about the guardrails. What the superintendent cannot do, that's what you should be thinking about. What the superintendent cannot do. So anyways, Please follow us. [our organization] I'll talk to anyone.

00:49:06

I'll give out my cell phone. Let's work together to solve this problem.

Speaker A **00:49:14**

Good evening. My name is [Participant 19]

Speaker B **00:49:17**

I'm going on to my fifth year

Speaker C **00:49:19**

teaching at [a district middle school]

Speaker A **00:49:22**

I know I look very young.

Speaker B **00:49:24**

Yes, that's why I don't teach high school.

Speaker C **00:49:26**

They'll think I'm a student walking in the hall.

Speaker B **00:49:30**

Going to answer the second one, the

Speaker A **00:49:32**

second question about something that I appreciate that Dr. [Superintendent] did and the board of managers did. I believe that the board of the Board of Managers should have a long term goal to attract and retain high quality teachers for all campuses across Fort Worth isd.

Speaker C **00:49:48**
I wanted to put that and speak

Speaker A **00:49:50**
up at one of these meetings so that that could be written down in the transcript.

Speaker B **00:49:54**
You can look at that later.

Speaker C **00:49:55**
It's not just me, of course as

Speaker A **00:49:57**
a teacher I'm biased, but it's for the students. We have high quality teachers.

Speaker B **00:50:02**
Outcomes are going to be raised up.

Speaker C **00:50:04**
I wanted to speak on behalf of

Speaker A **00:50:05**
myself and many other teachers to say that we appreciate Dr. [Superintendent] not going

Speaker B **00:50:12**
to the Houston model of taking away the TIA money and maintaining it in Fort Worth isd.

Speaker A **00:50:20**
So if you don't know in Houston, Houston teachers are eligible to get TIA certified, but the money gets distributed throughout the entire district. Many teachers in Fort Worth isd, including

Speaker C **00:50:31**

myself, as I am TIA certified, was

Speaker A **00:50:34**
worried that that was what was going

Speaker B **00:50:35**
to happen in Fort Worth ISD.

Speaker A **00:50:37**
And instead Dr. [Superintendent] is embracing that and actually encouraging the TIA teachers to come to the elevated campuses so, you know, they could. Conclusion, please. As you look towards the budget and

Speaker B **00:50:50**
the next budget, I'd like to encourage

Speaker A **00:50:52**
you to stay with that.

Speaker C **00:50:54**
Do not move to the Houston model

Speaker B **00:50:56**
and instead make sure that you maintain the TIA system.

Speaker A **00:50:59**
That is something that I think Fort Worth is doing.

Speaker C **00:51:01**
That was a good decision.

Speaker A **00:51:02**
I'm speaking on behalf of myself and a lot of educators wanted to have

Speaker C **00:51:07**
that in the notes.

Thank you so much. Before we move on, it has been about an hour, but we're going to go through the first question on anybody that wants to speak on the first question. Y' all are all here not because you think we're doing a great job. We understand that. So I want to make sure everybody gets to speak on the first question.

00:51:22

As we move to the second question, we'll probably ask to hear from people we haven't heard from yet. Like I said again, everybody's going to have a chance to answer all of these questions online and written feedback as well. So we want to make sure we hear from you. But again, I want to, as long as it takes, move through this first question while anybody wants to speak on it.

00:51:38

To speak foreign.

Speaker B

00:51:43

[Participant 20] I'm the parent of two former Vice TE students. I kind of scrapped what I wrote originally, which was like tales of a tea and a takeover over my dinner. Conversations with my kids, which are deeply concerning and I think the board should be concerned as well. But I want to talk in your language as well.

00:52:03

So as a goal, I. I would take the camera that you were given and not treat everything like it's a nail. Because what I'm seeing in my kids schools is every teacher is treated like they don't know what they're doing and they don't have the time to do their work and everything is treated like there's a problem.

00:52:21

And I'm not sure that's actually true. Another the guardrail I would say on that is to take the time to assess and understand where the issues the district actually are and work with the campus administration, teachers and communities on the ground to address those issues. Another goal I would say is to retain campus administration and teachers in this district.

00:52:42

I know you guys really like, I actually think there's data in this district that supports what's been happening here and under previous administration. We were just ignoring that and again treating everything like the a nail that needs to be hammered. The guardrail there I would say is to understand the policies that the superintendent putting in place and

actually engage with them on that.

00:53:04

It's kind of alarming to me the number of times I've heard like that's not the board's responsibility. And like what are you doing here if some of the stuff that you're trying in is not your responsibility. Or you need to figure out the guardrail. Sorry, sorry. And lastly, guardrails pay attention and engage is clear parents of this community.

00:53:50

Sorry, sorry. And again, like just don't, like don't treat. So be engaged. I was just saying like I don't like this excuse. I keep hearing from the board of managers like that it's not their responsibility. You set up listening to hear us. And I'm hearing the same things from my seating and teachers don't have time and to say that, Hi, my name is [Participant 21]

00:54:25

I'm a parent of a incoming senior and an incoming ninth grader. And I can answer all of these questions right now. Mostly is what's keeping me up at night is that you are destroying the with isds school cultures, individual school cultures are being destroyed by everything that has happened. We are a diverse city and every school, I hear these schools that need, you know, help with food.

00:54:50

I hear schools that need have high sports, I hear other schools, all those school cultures are being destroyed because teachers are leaving and because the kids are upset. And so what I think that you should be doing and keep doing is what you should have done in the future is look at the schools that are working.

00:55:07

We got taken over because of one on campus. Not all of them were not working. They were not all failing. Even the C campuses had some sort of culture. So if you want to have a mission and a statement, look at those communities, understand the culture. And what keeps me up at night is that my child is not wanting to come to school because of the arts are being destroyed, sports are being destroyed.

00:55:31

They don't get to do the fun things. So she's not going to be a successful graduate because, number one, she only read one book last year, and number two, all the things that she loves about school is they're taken away and it feels like a prison.

I just.

Speaker B **00:55:57**

I'll be pretty brief. I mostly have a question or two. First is, I know you can't answer all these things, but if we ask a question now, will it be answered in the October feedback? Is that the plan?

Speaker A **00:56:16**

Okay.

Speaker B **00:56:16**

Because my question is I feel like so many people are saying yes, we don't want scripted lessons. So my question is, how many people have to say that for it to make a difference? Hello, my name is [Participant 22] I'm a Fort Worth ISD volunteer. I'm a PTA aunt, and I also have a family that go to Fort Worth isd.

00:56:44

And I also pay for the. I pay forward taxes. I've been involved with overall ISD for many years. And I think the common denominator here is curriculum. What's not working is your [an administrator] He is not working. He should be fired and be gone because it seems like he's been the common denominator for many years.

00:57:07

Yeah. Yeah. And also I. What I also your communication. Notice that you didn't have a Spanish flyer for this, for the listening sessions. How was that communicated to the Spanish speaking community, which the percentage of the majority of Latino families is like, what, 64, 65? And so how are they communicating? How did they know that there was listening sessions if it was not in their language?

00:57:35

That is appalling. I'm insulted because I speak Spanish and I speak up for my community. And when they don't know what's going on and when it's not communicated with them, I take offense to that. So y' all need to do better.

Speaker A **00:58:04**

It's [address] 4th isd, k through 12. There's something that really wakes me up in the middle of the night. I wake up at night thinking of what the superintendent is trying to do to the cultural district. The guardrail is to do lengthy, very public plan right now. He is right now rushing to sell a big part of the cultural district.

He is determined to sell the farrington field parking lot. We have asked him very public a rational inclusive plan. And the only thing the district has given us is simple slogans. I can't tell you how bad that is. Now my grandfather was a famous straight talking Texas educator. Granddaddy would have said that this city land, this city land deal for sale to real estate insiders is being expedited on a breezed slide to a fixed end.

00:59:27

It is time tomorrow morning to stop right now and plan very publicly. That is the guardrail that can stop this real tragedy to everyone in Fort Worth and to the cultural district itself. Now I'd like to first up with the teachers. I really respect them and I've heard their complaints all my life about the only people treated less, worse than the students are the teachers.

00:59:53

And hell is not about fire. It's about unnecessary paperwork.

Speaker B

01:00:04

Hi, I'm [Participant 23] I'm a parent and former PTA president. I remain concerned about the proposed curriculum changes including reduced instructional flexibility, making ELA double blocked, and the potential loss of electives for honor students that have previously mastered the STAR year after year. The information last shared was a plan was being developed for honor students, but no details have been shared.

01:00:30

Students have already selected their electives and any reduction in elective opportunities at this stage would create significant, significant disruption for families, students and school counselors who would be forced to make last minute schedule changes causing unnecessary stress. If curriculum is truly the issue, I also encourage the district to evaluate the curriculum leadership.

01:00:50

Dr. [Administrator 4] has been in place for a very long time. Fourth has several A rated campuses serving students from a variety of socioeconomic backgrounds. Rather than requiring those successful, successful campuses to adopt watered down one size fits all curriculum, why not study those schools that are doing well and replicate those effective practices where they would make sense for lower performing campuses?

01:01:15

Finally, with rumors circulating that schools could begin to feel more like prisons than

learning, I ask you to remember these are children. They have one childhood. We are trusting y' all with our babies. Let them learn. Let them have fun. Fun. Okay, can you hear me? Is there a button or. Just pull close.

01:01:42

Okay. So I feel like the format of the board of managers meetings is not sufficient. It's just yelling at this point. It's one direction. It's not discussion, it's not collaboration. And I think people are angry because their democracy has been eroded and our kids lost a whole year this last year. Right on an experiment that didn't work.

01:02:18

And we only have a few years left with them to get them to what's next. So what also is not working evaluate guardrail to consider is teacher dignity and creating a safe learning condition. I'm sorry this is painful for me. Dr. Has disrespected our teachers and micromanaged our classrooms and the result is burned out teachers and disengaged students.

01:02:56

It's so painful. It's so painful to me. Admins need to be held to the same conduct standard as the teachers, respectful and professional and we need to get rid of staff like him that can't abide by that. By that.

Speaker A

01:03:22

And I will tell you it's painful for us a lot of times now but by law we can't respond to this.

Speaker B

01:03:33

My name is [Participant 24] and and I have twins that just had an amazing experience at [a district elementary school] and are now at what we call at our house nervous sighted about going to middle school. A combination of being nervous and excited. I'm a [occupation] but my favorite job is being involved at my kids school and what is not working for me is the perceived apathy I'm getting from the board of managers and the district administrators which is just leading to further decline in morale and enthusiasm.

01:04:07

And I'll share my personal example with you. Over a month ago I emailed every member of the board and three district administrators and I didn't get a single response. Which just blew me away because in the old days the elected board and administrators always engaged with me and dialogue and even when I didn't get the response I wanted, I got a

response and that let me feel heard and valued and we were in a partnership supporting our kids.

01:04:39

So what happened a month ago was I was concerned about the what I feel is unintended consequences of changing the first day of school. So I'm a planner by nature and when the board approved the 2627 California calendar, we booked a family vacation so we can be back in time for what I thought would be meet the teacher on August 10th.

01:04:59

But now that the first day of school is August 10th, I assume meet the Teacher will be the week before, which means my family can't attend. And meet the teacher is really important for parents and students. My daughter wants to skip our vacation so we can be there, which will not happen. But for parents, it's our first opportunity to meet the teachers and administrators face to face.

01:05:23

And for students, especially those going to the new campuses, it's a really big milestone in transition experience. So I know the ship has sailed and the board will not revert to the previously approved calendar. But my hope is that they'll consider encouraging campuses to have a meet and greet or an open house that first week of school so families like mine, who in good faith made plans on an improved calendar, can have that opportunity to walk into the classroom and start our partnership.

01:05:52

So I am a Pollyanna by nature. And when the takeover happened, I looked for every reason to be positive and optimistic and hopeful. But slowly I'm just being crushed. And it started at the beginning of the school year with my end of the school year with my kids came home and said the teachers can't turn on their lamps anymore.

01:06:12

We can't use the natural light. We have to have the overhead fluorescent lights on. We can't use the flexible seating. We have to sit in the ab pairs two by two facing the front. So I mentioned I'm a counselor. I'm also a TBRI practitioner. TBRI stands for Trust Based Relational Intervention developed just down the road at tcu and we're talking about Evidence Based Practice practices.

01:06:35

It is well researched as a highly effective intervention for working with kids and teens.

Since my emails didn't go answered, is it okay if I have like a minute more from this group? So at tvri, we're taught that relationships and environmental factors are crucial for brain development, growth and learning. The changes that are happening in the district are having negative consequences on both relationships and the environment.

01:07:04

We know environment and relationships are so important to turning off, fight, fleez or fight or flee or freeze so that we can turn on the executive function part of the brain so that the kids can learn. So the changes that are happening are impairing learning. That crushed my soul. Then hearing about all the beloved teachers and educators who are leaving further hurt my enthusiasm.

01:07:27

Then my unanswered email. And it is just so hard to continue to be the supporter and the partner that I'm trying to be. So I thank you for this listening session. I'm hoping that it's a sign that now we're willing to engage and truly partner in supporting all the kids in the district.

01:07:44

Thank you. Thanks for the extra time. No, you haven't heard from me and my emails haven't been answered either. I wanted to piggyback on what you said. I'm sorry, I'm trying to talk loud. I wanted to piggyback on what you said about contacting the administration instead of just the board of managers. We've done both.

01:08:09

We contacted Dr. [Superintendent] directly. He didn't respond to me. My daughter actually wrote to Dr. [Superintendent] and the entire board of managers after the end of us to share her feelings that she shared with you now a member of the Board of Managers. Not one of you, I want to clarify, not one of you wrote back to her that there may be times when some students, such as yourself, may not feel as challenged as we'd all like.

01:08:32

And what I want to point out is that Paschal and many of the schools in its pyramid and outside of its pyramid have a history of challenging students. We have AP Scholars, you have National Merit Scholarship, National Hispanic Scholars, and we have successfully challenged students. My daughter was challenged in school until the last semesters or the last six weeks of this year.

01:08:54

And so you took schools that were capable of challenging students, took that right away, and then now you're telling us she can't be challenged. And we're hearing that directly again, directly from a member of the Board of Managers. I'm happy to tell you who it was. So I think during the lead up to the takeover, the TEA promised that this process was intended to lift all learning experiences.

01:09:16

We were told that students wishing to advance would have more opportunities to do so, and we're seeing the exact opposite. I would like the district to be clear about how schools and programs that show success with STAR and MAP tests, with growth and with and with achievement and TEA rankings can regain the autonomy in teaching their students.

01:09:34

Students. I would like responses to any of our emails, and particularly our children's emails to the district. And I would like a guardrail in place that ensures the quality of education does not decline for any student as it has so precipitously done with the takeover so far. You have existing schools and teachers that know how to challenge students and children who are asking for it.

01:09:55

Let them learn. My name is [Participant 25] and I work for the school district. I've been in Fort Worth ICD for 25 years. I'm a speech language pathologist. And this year I'll have the privilege of being [a PTA officer] I just want to say that I, too, have tried to be very positive in this takeover.

01:10:27

I've had high hopes and great expectations. We've been promised a lot of things. One thing that I feel like has been a main promise out there is that our students will be receiving more support. And so I plan to continue to question that and hold that up at this point in time. It's my understanding that we are only 75 to 80% staffed for speech language pathologists in our district, which means that if you have a student receiving speech therapy, it's likely that they may not get their services when school starts.

01:11:07

March is the prime time to hire speech language pathologists that are coming out of school or transitioning in life and we have missed that window. So I also would just like to bring up the point of something that's not working for our kids with special education services, specifically our RISE students and our ECSE students, is that they should be receiving high quality science based instruction in literacy.

These students have a right to read and write. Right. And they are not receiving good instruction for literacy. And so I think that that is critically important. I've been here a long time and it's time that those things change and you guys have promised change for our district and our students. Please, please consider providing quality curriculum that our other students are receiving across the district.

01:12:16

Hi, my name is [Participant 26] I'm a parent in the district and I'm also a professor. So first I'm going to share my daughter's thoughts. She says she's a junior here at Paschal. She says arranging the desks where students are forced to work in years instead of on their own or in larger collaborative groups, groups is a problem.

01:12:35

Not allowing students to work for other classes on their computers once they are finished with work in whatever class they are in, and phones being banned during lunchtime, which is their free time. And she does not consider it instructional time. So the changes that happened last year, she said, caused distress to students and faculty and no parent wants to hear that their child is distressed.

01:12:56

So I'll talk about now what's keeping me up at night, which is, is the apparent lack of independence of the board of managers. I know that we were told that you all were not committed to vote in a certain way, but another candidate who made it to the final 30 reported that they were told tea would tell them how to vote and they had to comply for the first two years or they would be out of their slot.

01:13:20

So this board is rubber stamping [Superintendent] Dr. [Superintendent] And I want to remind folks that Dr. [Superintendent] applied for superintendent positions in 10 different school districts and only got hired in one where he worked for 10 years. So you all are rubber stamping someone who even if he had successful outcomes that year, we don't know if they were sustainable.

01:13:43

We don't know if they were a nutshell game or if it was all, you know, real or not. We don't know how that has been. Continue on. You all need to be asking the hard questions. You need to be probing, not asking scripted questions that have been fed to you by some communications person, not only giving scripted answers that have been scripted for you by a communications person.

You owe it to us. You have our children's livelihood in your hands. Our tax dollars and the livelihood of our children is in your hands. You owe it to us to ask the questions and not vote as a rubber stamp board. I'm [Participant 27] and I have two Paschal graduates. But I just want to talk to you about Literacy Roundup.

01:14:39

We have tested 242. We, we've test. Literacy Roundup has tested 242 students and 74 are at risk. And are you all ready to serve them? Hi, my name is [Participant 28] I have two seniors. I am in a unique situation. I'm in a unique situation. One of my boys is an AP student and a high achiever and [special education information]

01:15:23

So I have concerns on both ends of the spectrum. The things that are keeping me up at night is where is the evidence supporting the changes to ap? Knowing the loss of teacher autonomy goes against College Board standards, All of our high achieving students, not just my second thing that keeps me up at night is where is the district on filling the speech therapy, occupational therapy, PT and bilingual goals that the board of managers fired?

01:15:56

Where are we on that? [special education information] And another I can't, sorry, I don't remember your name said that you're 80% full. So we are still missing a crowd load of what are we doing for our students. And then my final thing that you see up at night is, is [Superintendent] certified yet?

01:16:16

Because last I checked he was not certified to be a superintendent in the state of Texas. Thank. Hi, my name is [Participant 29] I have a incoming sophomore and an incoming junior. This welcome year has been our first year in Fort Worth ISD and I that and so I have a couple. So first of all, all of these concerns, I have two teenagers, they are not coming home and spilling their guts to me.

01:16:53

So when they're telling me these things, it's really pressing. So this AB student, you know what's happening with the AB students getting paired up. I also have an AB and a non AB student and I just am reiterating the point that as a student who used to be an AB student, you can't teach.

01:17:16

We put people through college to learn to teach. Pairing them up does nothing but make

the non AB student feel so much more inferior. And I may cry. I was told I couldn't yell at anybody but they didn't tell me I couldn't cry. So listen, this has been a rough year. And another word that came up is partnership.

01:17:36

I feel like I'm an engaged parent. I'm trying to be here. It's just me. I'm trying to figure out how to navigate through this system that is constantly changing, constantly in my mind failing to this one book notion.

Speaker A

01:17:51

I.

Speaker B

01:17:51

My kid also read one book that I found and it wasn't even cracked. And they were like, yeah, I don't have to give it back because I don't think we're going to get charged for it. But no, I didn't, I didn't give it back and I already read it in seventh grade. So all of this is so ultimately concerning and like, what keeps me up at night is am I staying here?

01:18:09

And then are my kids going to take this Texas high school education, this Fort Worth ISD education and be able to go anywhere with it? Is it going to mean anything? But lastly, my question is this because I know nothing about ISDs and quite frankly didn't want to. So the gentleman that offered a cell phone and he's thinking about Everybody, K through 12.

01:18:29

Thank you so much to everybody taking your time being here, listening to everybody's concerns. But my question is this. So no phones in school. I. Anybody else have an issue with the phone?

Speaker A

01:18:41

I don't know.

Speaker B

01:18:41

I don't even let my kids be on the phone when we're in the car because it's rude and pay attention to where you're at. So I support not having phones when it's teaching time.

Speaker C

01:18:51

But

it's 20, 26 and there is a way to allow them time. Lunch. Some parents because also schedules change. They don't know what their, their afternoon schedule is until the middle of the day sometimes when they see their coach. And then I gotta figure out how I'm gonna get them home. And it's just total chaos the whole year.

01:19:12

But so the phone's an issue. The AV not turning the lights off, not being allowed to work on the rest of your work in class when you've got time, that's how longer classes, an hour and 40 minutes. That's a long time time. I facilitate monthly a five and a half hour meeting. We take breaks hourly if we can.

01:19:33

It is a long time to be presenting. It's a long time to be listening and learning.

Speaker A

01:19:38

So.

Speaker B

01:19:39

And standing. So my question is this. I was told that this is the, the state laws and rules, but the ISDs in the school are going to have implementation efforts and Rights and authority. Where is that? Is that happening? Who is, is Dr. [Superintendent] on this list? This person that everybody's talking about is not even on this list.

01:20:09

I don't know who it is. I probably should. Apologies, but thank. You. Okay, so I have an incoming senior, former PTA president, I have a graduate from Pascal. My issue with all this is that you're not listening. You tell us that you're listening, but you're really not. We're having these sessions just to say that we're having these sessions.

01:20:39

Partnership. Because I know y' all know what partnership is on the board of board of directors or whatever, because you're on businesses. This is not a partnership. This is a one way street. And it's very disappointing. Here at Paschal, we have everything from, you know, perfect SAT scores to not. We have perfect students who are, you know, sports and academics and some of that just do academics and theater or whatever.

01:21:06

We have everything. But we have really great teachers who've been here for a very long time and they know their job. They went to college to do this. A job that is very unthinkful,

that they have are shaping the future. And what we're currently doing, telling them they can't have the lights off, that the students have to be seated a certain way, that they have to be standing all day, they have to read these sites.

01:21:32

It's not going to work. We are not going to create students who can go off to college and be something great. We have a really cool holoframe of Pascal graduates that is going to stop if we continue the way that we're doing what it's currently doing. What you guys are currently doing this past year is not working at all.

01:21:52

And you have to go and see what is actually working each of the different schools. It's continuous improvement. And that's not what we're doing.

Speaker A

01:21:59

Me. Okay, we're going to do this table and then we'll move to question number two.

Speaker B

01:22:12

Hi, I'm a. I'm a Pascal parent. I also have taught College English for 25 years and teach some of those students who are deciding not to come to Fort Worth isd. And I just wanted to reiterate some of the points that others have made about not teaching whole text. Do you want to think about a goal?

01:22:30

Why don't you think about the goal of preparing students for college and citizenship? We can't prepare students for college and citizenship by only teaching snippets of text from sample star questions, which is what it sounds like we're doing in English 1 and English 2. So getting to only read one text at the end of your summary of freshman year is again, just not sufficient.

01:22:53

And also, again, we're not letting students actually learn to like reading if again, they're only reading little snippets. To like reading, you have to get involved in a story. And if the teachers aren't allowed to help the students get involved in stories, they're not going to be raising future literate citizens. Second, I understand that one goal of the parent students up is to create an active classroom.

01:23:17

But when I teach how to teach high school English, we have a textbook that has like 60

active learning strategies. Think Pair Share is one of them, but there's 59 others. And I actually heard from my classical students that their teachers were using them up until this year when suddenly they were shackled to one particular active learning model and a model that comes with it.

01:23:40

As other parents have said, a certain division and think a way of making students think that they're lesser. So again, I think that we respect the students who have been taught how to teach. I'm sorry. We respect the students and future teachers. We can let them use what they have learned and they have been doing real past teachers have been doing really well with that.

Speaker C

01:24:08

Thank you. My name is [Participant 30] I'm a resident of South Hills, a former English teacher, high school English teacher in a different district. But I share similar concerns and hearing them echoed here tonight, I just want

Speaker B

01:24:19

to echo those as well.

Speaker C

01:24:21

As a former teacher, I'm combining two questions. The second to last one were the most important values. I just want to speak from a teacher perspective or former teacher's perspective. The value of autonomy for teachers, which we hear echoed in no scripted lesson, allow certified, qualified and proven teachers to have the autonomy to design teaching that inspires passion, that demonstrates their passion to the students that they care about so much instead of presenting scripted lessons that everyone everyone can see is subpar.

01:24:53

Second value, please protect the first Amendment rights of teachers so that they stop being victims of politically motivated witch hunts and are afraid to speak up in any way in ways that are that are protected under the first amendment rights. As we see it opens up districts to lawsuits and not just runs off great teachers, but it opens up districts to lawsuits which if your goal is to leave the district dry, well, there's another fast track way to do that, I suppose.

01:25:22

Last week, lastly, for this session, if your goal truly is to listen, it's not working. People are

voicing, they don't feel heard, they don't feel seen. They're not getting emails responded to. And when you show up to a listening session and haven't even considered, should we have a microphone so that everyone can hear?

01:25:42

That speaks volumes to your true intentions. When somebody says, I can't hear, and one of the managers flippantly says, move closer, it speaks volume volumes to your true intentions.

Speaker A

01:26:02

We are going to move on to question number two. Again, everybody will have a chance to respond to all the questions online, but we're going to move on. I would like to ask, if you've not spoken, you want to prioritize those folks first and then we'll move through the room. Yes, ma'. Am.

01:26:20

That will be Dr. [Administrator 1]Can you explain to them the way that we're going to push out the online service?

Speaker C

01:26:33

Good Evening, everybody. I'm Dr. [Administrator 1]I'm [an Administrator] I'm a former school principal, so I certainly understand everything you're saying. We want to foster a culture where you do feel heard, and I understand it's not an overnight process. So please work with us as what I'm doing right now and what I've been doing through all the listening sessions is capturing all of the operational concerns that come up, and I'm assigning them to staff to provide me with a response, which will then be posting on our district website.

01:26:58

So once that's ready, you'll be seeing the real time feedback, like, as you are speaking, I'm typing, and then assigning it to staff to provide me with a response. So you'll see that online by the end of this week.

Speaker A

01:27:08

How will we get to then answer?

Speaker C

01:27:10

Oh, if. Yeah, so. So to all of the questions that came up, if we didn't have an answer tonight, we will post the official district answer online for you to see. And what we can do to make sure that the community receives it is through our parent link portal, through our

social media platforms, just to push out that this is a website link that's active for you and also provide you, as our board member stated, an opportunity for you to submit a question that maybe wasn't responded to.

01:27:45

And then we will provide a response to. Okay, so I'm under. Now I understand. So you want to be able to answer these additional eight questions. That was. So I will work with staff on that to create an easy Google form that anybody can answer that we can then collect those responses for on our district website.

01:28:07

So I'm gonna. I'm gonna have to create it now, and it'll be on the front page, fwisd.org we're creating a landing page for all things Listening session. And that's where we'll put the link for it. And then we'll also push it out via social media. And I heard the concern about making sure that everything is put out in multiple languages.

01:28:36

No. So they will be. But this process is for the board of managers to. To proceed through the goals and guardrails process. Once that's complete, the superintendent will be doing listening sessions as well. I want to pass this back to the board of managers because I don't want to overtake their platform.

Speaker A

01:28:54

Okay. Like I said, we're gonna move to question number two. What are some things? What ISD is doing right for students now that are working? And we want to make sure we keep doing it.

Speaker B

01:29:10

[Participant 31][Participant 31] Okay, So I am a 4 with IC parent. I have 4 kiddos. All of them are going through the programs of choice. And that is one of the reasons we kept our kids in this district. So what is going right in Fort Worth ISD is our schools of choice. You can easily look up all the School of Choices ratings, and I have not seen anybody under a beat.

01:29:44

So they're all A's and B's. We should be looking at these schools and seeing what they're doing and seeing what they can do for other schools in this district, what is working with them and maybe how we can apply that to other schools. So I think somebody said something about the stealth, you know, people popping up.

My kids are not stupid, especially the high schooler. They knew when these things were happening. They did. They knew that if the district comes, it was not a positive. It was not a positive thing. And they. Sorry. They should not. They shouldn't. When you come to school, you should be learning about our schools.

01:30:50

I think we should keep the specialized curriculum for. I mean, we can say monor. Applied learning, young women, young men, like so many different curriculums, and they all work. And they've been proven to work for 30 years. This is not a new thing. These schools are working. The next thing. I think we're doing well as a tarot parent, obviously.

01:31:15

I think we're doing well at Fine Arts. We're doing well at Fine Arts in the school of choice, middle schools. I see that when I, for the past, however many years, have been going to UIL competitions with theater, music, band, they're doing well. And it would mean a lot to the kiddos if you guys showed up at these things.

01:31:39

I know in the past we had board Members and they go to the place and they're still going to the place. The kids see that, they see who's coming to their stuff and they need that support of our finance IMT we went to, to state competition. We should be, we have amazing educators and we should be keeping them.

01:32:09

Everyone here can get a long list of names, teachers, admins and support staff and we should be doing our very best to have them stay. One of the things that I think we should keep doing and if you are a Paschal parent, you know, this is we are good at advanced academics and that is something that we need to prioritize is continuing with this level of advanced academics like AP classes, dual credit classes, on ramps courses.

01:32:44

And that's what I feel like they do well. Hi, my name is [Participant 32] I'm an Arlington Heights graduate and I also have two kids in the Applied Learning elementary school and middle school here at Fort Worth isd. Ever since my oldest son was in kindergarten, we had a plan for him. He was going to go to Alice Carlton, he was going to go to Applied Learning Academy.

01:33:09

And then when he got to high school, he was then done tabs or I am Terrell or possibly

even pass for their advanced academics. But now I feel like that's disappearing. You're threatening our teachers, you're threatening our curriculum. It's becoming a deep worry for me that keeps me up at night. You need to protect these schools of choices.

01:33:29

They work and the ones that didn't work in the past, they still work, learned from them and they still continued on in Fort Worth isd. That's what I value as a parent is having specialized programs for my students so they can become successful, college educated adults. I'm [Participant 33] I've been a parent in Fort Worth ISD for 15 years.

01:33:59

My youngest just graduated from Paschal and something I want to make sure you keep doing, and I'm echoing what the other said is offering advanced academics for accelerated kids. That is something that has been very important within at least the Paschool pyramid. And I know others as well. It's a very proud tradition of academic excellence and it has kept a lot of families in the school that might go elsewhere is something that I'm very concerned with.

01:34:28

The one size fits all approach that I feel like is coming down the pipeline. Also, we lost our advanced academic coordinator this past spring at Paschal and I'm told that the position was eliminated. And so that is something I'm very concerned about. And I want to make sure this is something the district has done well.

01:34:47

I want to make sure they keep doing that. Thank you. Hi, my name is [Participant 34] and my son is a middle schooler at dagging middle school. And one thing that he has loved and I have loved is the library and seeing the things that have happened in Houston at the library. I would just like to say that I would love to keep our libraries in and also my son is at a school that because of decisions the district has made over the years is smaller population and we're really afraid that we're going to lose our full time librarian.

01:35:26

And so I'm also requesting that every school have a full time librarian. It's so important for these kids especially if we keep talking about literacy. They play such a huge role, especially mine. She's one and also our was really sad that no one from the district was battled the books. It's such a fun great thing that so many elementary kids take part in and not a single person from the district is there.

So that's.

Speaker A **01:35:57**
Anyone else we haven't heard from.

Speaker B **01:36:10**
Hi, I'm not sure if these are the right people to hear, but My

Speaker C **01:36:14**
name is Dr. [Participant 35]

Speaker B **01:36:15**
I work at JPS which is our county hospital system. And I just want to say that the school plays a very important role in helping our pediatric patients that have different developmental timelines, whether that's our speech language pathologist or other kids with with developmental delays after they turn age three, they no longer have services through UCI.

01:36:39
So we are dependent on the school system to help our kids develop. So that's you guys so underfunding or I guess you guys don't get to side funding but not providing those services really harms these kids and really that's something that I take very personally.

Speaker C **01:36:57**
Thank you.

Speaker B **01:37:09**
I'm the teacher [identifying description] I've been at Fort Worth ISD [many] years at [a district middle school] and Sixth Grade Center. And one of the things that I know that are district has done very very well throughout the years is supporting in depth research through history therapy. And I hope because I had to kind of fight, I took six kids I think this year to state and I'm hoping that that is something that the district will continue to support.

01:37:46
They need to do it through curriculum. This year I did a club just to make sure those kids would have that. But that's one thing that they have done very very well and it's continued this year.

So I think what I'd like to do now is open it up, appreciate try to keep people in the room as possible as opposed to me keeping you to question number three. If you haven't spoken and if you'd like to speak on a question, just raise your hand, articulate the question that you're speaking to so that we can take down that for the feedback purposes and we'll move through the room that way and hopefully hear from more people who've got.

Speaker B

01:38:31

Hello, my name is [Participant 36] I'm a parent here in Fort Worth isd. When we moved up here, we, we bought a pyramid, right? Like we are public school kids. My husband's mom is a, is a teacher or she was a teacher and we believe in it and we blend it and so and we picked this pyramid on purpose all the way from elementary all the way through.

01:38:53

You've met my like upcoming junior here and my youngest is in the mix in middle school she had the, my youngest had the worst experience of her fourth and I know you said I'm babbling a little bit by speaking specifically with the questions. Two things I'm going to answer two. One of them is what I want for Worth IC to Q.

01:39:16

So I'm going to speak specifically with Paschal as well as middle school and all the things but these extracurriculars for these kids, I'm using that term very loosely. Whether that's fine arts, whether that's uil, whether that's Battle of Books, whether that is the librarian going into picking out the very specific book that is perfect for that kid.

01:39:35

That is what we bought into. And I want it so bad. But it's also like when you get to past school, you have these amazing teachers and you walk in and it's ninth grade. And here I am dropping my baby off at ninth grade and she's so petite, as am I. And so you look at these like huge 6 foot 4 man children walking around and it's a little overwhelming.

01:39:56

And so you hope that she finds her people. And part of finding the people are through those teachers and organizations and extracurricular, whether that's sports or band or theater or whatever that is. And they find them. And that leads me to what I think the most successful graduates of Paschal or any Fort Worth ISD high school are going to have.

01:40:20

It's knowing their worth and, and knowing what they can contribute in their own unique

individualistic ways as well as learning to work with so many other people that are different than them but yet the same because they have this shared like community, right? And they learn empathy and they learn critical thinking and they learn to discuss hard subjects that quite frankly, the adults haven't figured out.

01:40:44

And guess how they do that. They do that with theater, they do that with band. They do that with the full book that they read To Kill a Mockingbird in eighth grade. Like I want that. So that answers what I want to keep and what I think our graduates are currently doing. And that better stay.

Speaker C

01:41:10

Thanks. [Participant 37] I'm the parent of two Fort Worth I ISD students. I have kind of two things that I think are community non negotiables and I think they answer these other questions and that is advanced academics. We moved to the, to where we are because of that and because of, you know, for example, friends I had in college.

01:41:29

I didn't go to Fort Worth isd, but went to Fort Worth isd, went to Paschal High School and I saw the education they were provided. And so I think that's the number one community value to, to continue to have as a goal is those advanced academics. I think the second thing is extracurricular activity.

01:41:47

So I think about my development in high school and I think about sports clubs, the lessons I learned in that. And I think especially for high school and junior high students, those are important things. I think that the term one size fits all approach was said tonight. I think that's something that for the board of managers to make sure that doesn't happen.

01:42:07

Because every school needs to have a different recipe for what it takes to be successful. My name is [Participant 38] I'm a parent of [student] and a long time TCU professor, as is my wife. And just I want to say something in support of fellow teachers who have spoken tonight. And just from the college side of it, what these kids most need as successful graduates is to have their passions and their minds and their hearts ignited with learning.

01:42:45

And the only way that happens is when the teacher is free to be themselves as a teacher and to bring whatever special insight and passion and art and creativity they have to the

task

Speaker A **01:42:57**

of teaching, which has never been harder but never been more important.

Speaker C **01:43:00**

So I just want to say in terms of the successful graduate, please help turn them into learners who can spend more than a few seconds looking at something and let the teachers teach and stop this scripting business. It's just teachers are not interchangeable parts.

Speaker B **01:43:17**

So let each one of them develop

Speaker C **01:43:19**

their own unique skills.

Speaker B **01:43:32**

Hello, I'm [Participant 39] I would say for non negotiable, you cannot continue down a path that is failed. You do not have to let homework. You are wreaking havoc on children. Children will lose learning opportunities. So this is for the border marriage because that is a non negotiable. You need to rethink your path and you need to protect teachers through due process and stand behind them when they are attacked online by trolls.

01:44:08

You do not cave to them. It creates an atmosphere of fear and that is not confusing to teaching or learning. Hello, my name is [Participant 40] and I have a son who attends Young Men's Leadership Academy. And what keeps me up at night is the fact that the post secondary specialist has been eliminated and my son is going into 10th grade and he has all these dreams and passions that this man over here mentioned earlier and there's no one to really just help him navigate that.

01:44:47

And there's also no CCMR coach anymore. And I noticed on Facebook recently one of the graduates posted on a YouTube video saying like I have this dream of going to this college and I got accepted but I don't have the money to get to the school. And I just was completely flabbergasted and shocked that Fort Worth ISD honestly has done a failure on his part that we didn't have the net that we needed.

He was at an amazing school with incredible teachers but those positions have been eliminated. So now he cannot attend the school of his dreams that he was accepted into because he doesn't have the money to go. And so the fact that there was no one there to help navigate in those positions or those scholarships for him, it's just sad.

01:45:36

Also, I've heard, I don't know if this is true, that the assistant principal will be taking on those responsibilities. I brought it up at the last meeting that I attended and I don't understand why Young Men's has one assistant principal from 6th to 12th grade. And we saw posted online school titled William Bonnie Middle in 4th ISD has an AP for 6th grade, AP for 7th grade and an AP for 8th grade.

01:46:03

And we have one assistant principal for 6, 7th, 8th, 9th, 10th, 11th and 12th grade who will also now, from what I've been told be taking on this additional role of a postcard specialist helping these students. It's just a lot. It's just I don't understand what is happening to the. To our students, why they don't have the support.

01:46:32

Okay, so can everybody hear me? Okay? I'm speaking to important values of the community the superintendent must honor. So my name is really [Participant 41]I have an incoming senior this year and I am Terrell and graduated as from Young Women's Leadership Academy. So schools of choice. The. The first thing that I want to say or the most important thing that I want to say that I haven't heard discussed at large in this group yet is that the property that is owned by Fort Worth ISD is our patrimony.

01:47:03

We have paid for that with our tax dollars. We have educated our kids there. It's been built over years and decades as our community has grown, as we invested in our schools. And so a non negotiable value for the city is that this is the way that we educate our children, investing in the property that's really benefited and grown in value since the city has begun to grow.

01:47:31

And so we as citizens have paid for all of that property. And at this point point, we have no say in how it's being used. And that's a loss and a waste. And it's non negotiable that we should have property sold to the highest bidder or even the lowest bidder in the case of the ISP building, without our input.

Over here.

Speaker B **01:48:12**

I just have a follow up. Dr. [Administrator 1] came over and talked to me after I made my statement about the ducks. And he said, did somebody tell you you had to get rid of your ducks? And I said, no, but that's all over social media that we're having to take down all our personal effects.

01:48:27

He goes, no, you can keep your ducks. So thank you all for allowing me the venue.

Speaker A **01:48:38**

Thank you. Thank you, Dr. [?] for clarifying that. Over here.

Speaker C **01:48:51**

Good evening. My name's [Participant 42] the son of

Speaker A **01:48:55**

two Fort Worth ISD graduates, the husband of a Fort Worth ISD graduate and

Speaker C **01:49:00**

two father of two students of Fort Worth isd. What keeps me up at night is there's a lot of things. I'm a first responder for the city of Fort Worth. So the biggest thing right now is violence in young kids. You'll see a lot of it.

Speaker A **01:49:14**

The other thing that really keeps me

Speaker C **01:49:15**

up at night is the political influence. Influence in education. I've known [Staff member 1] since she started at [a district school] I trust her with my kids. Sometimes people say things that are hurtful to people. It's not right. One of the biggest concerns I saw at the board meeting was people drove two hours that don't have any heart forward biasing.

01:49:42

And I just think that's kind of concerning them outside influences. It's getting inside.

01:49:53

Anyone else we haven't heard from?

Speaker B

01:50:01

Thanks. I'm [Participant 43] I'm a parent of two kids in the district. I want to just add to all the concerns about the lack of blackhead and appreciation of lack of acknowledgement of expertise. A lot of kids, a lot of people in my community, a lot of my family members home school or send their kids to charter school.

01:50:17

But the reason I choose public school is that this is where the certified teachers are. This is where the experts are. My kids went through dual language. They're taught by some of the most qualified teachers in the district. Those teachers are losing their positions. The people with authority and the administrative positions are being cut.

01:50:33

And so those programs are not going to be the same in the future. And so I'm very concerned about this, the lack of respect for our teachers and our administrators expertise and their qualifications, which should be something that we have as a goal and a guardrail to really prioritize certification, expertise, education, because we're school.

01:50:51

So I think prioritizing education in our faculty members. I'm very concerned because I emailed Dr. [Admin 2] after I heard about the Mastery labs and I asked him, hey, who's going to be teaching in these masters? My kid is a pretty bright sixth grader. I think he's going to be passing those dols on the first try.

01:51:07

He's going to be Mastery labbing it. Well, it turns out the people who are teaching the Mastery labs do not have college degrees. Not just teaching certifications, but college degrees. The requirement is 30 hours of college. That's not even an associate's degree. And so I'm very concerned about just the dumbing down of my kids education overall.

01:51:26

This is something that QCM at night. Before I run out of time, I also just want to say that one of my questions for y' all as the board of managers is what is keeping you up at night? I'm thinking every day that board meeting where dozens of speech pathologists and teachers from the Newcomers Academy showed up and brought us all to tears multiple times.

We sat there and nothing happened. And I feel like if that didn't change anything, if that didn't move the needle, nothing is. And I really believe, and I've heard from people who love y' all and know y', all that y' all are good people. And I maybe just want to encourage you to consider quitting.

01:52:09

I want to consider you. I want to urge you to consider disrupting this process. We want to disrupt this process. As parents, we all agree that no one's listening to us, that this process is not working. Please put your body and your experience and your knowledge and really change things, even if that involves stepping down.

01:52:32

That's not about you. It's about the position and the fact that you will not do good in this position.

Speaker A **01:52:43**

Else never heard from.

Speaker C **01:52:53**

Hi there, my name is, my name is [Participant 44] and [Family member] are passionate supporters of public school education and I've

Speaker A **01:53:02**

served for a number of years on

Speaker C **01:53:05**

the past site based management team and

Speaker A **01:53:08**

other mental teachers like Iron Terrell Elementary

Speaker C **01:53:10**

School and now East Hampton Elementary School. And I was asked to apply to be on this board of management and

Speaker A **01:53:19**

I went through the training. In fact I think [?] said you were in my class. And it was made very clear to us that we, if we were on

this board, we were appointed by the

Speaker A **01:53:32**
tea, Mike Brown and we can be

Speaker C **01:53:37**
taken off that board

Speaker A **01:53:40**
if we voted

Speaker C **01:53:41**
the way that Mike Morad or his

Speaker A **01:53:45**
superintendent did not want us to vote. So that I want to defend the

Speaker C **01:53:50**
board of management because they're really not, it's a misnomer, they're not managed. They don't manage anything.

Speaker A **01:53:58**
They're like they are a board of rubber stickers. As a practical matter

Speaker C **01:54:05**
they also are a board of being punched at.

Speaker A **01:54:11**
Their purpose is to make sure that they hear all of our concerns in

Speaker C **01:54:16**
place so that my RAT doesn't have to be here.

Speaker A **01:54:21**
And where is Dr. [?] He doesn't have to be your senses assistant, you say.

Speaker C **01:54:29**

So I'm telling you this, that if we're going to make academic education priority in this city, this school, we have

Speaker A **01:54:41**
to take that responsibility on ourselves.

Speaker C **01:54:43**
The board, this board of commanders came to do and I would echo the importance of, of the advanced education Pascal High School.

Speaker A **01:54:54**
Twenty short years ago Pascal High School had more National Merit Scholars than any

Speaker B **01:55:00**
high school in Texas had more national

Speaker A **01:55:06**
married Scholars than the entire Dallas Independent School District. And that was primarily because of a

Speaker B **01:55:13**
guy named [Teacher 1]

Speaker C **01:55:15**
He was an academic sportsman and we desperately need a clone of [Teacher 1] and to get an academy now. Very concerned to hear that the academic coordinator for Pascal has been let go. All of them have been let go.

Speaker A **01:55:35**
That's ridiculous. But again, our friends on the board of managers can't do anything about it.

Speaker C **01:55:42**
And so, so the person that needs to hear is Dr. [Superintendent] and he needs to hear strong and he, by

Speaker A **01:55:50**

the way, they want to die. Now he may think that we're helpless.

Speaker C **01:55:54**
We're not helpless because you see, I think we can. Every one of us who owns property

Speaker A **01:56:03**
can protest that property valuation and say that because of the statement forward ISD I thought had increased drastically.

Speaker C **01:56:13**
And that's the money source.

Speaker A **01:56:15**
That's one of the money sources. But we have, I have two children, [Family member] and I have two children graduates of Basketball. We have a seventh grade grandson who is considering what high school to go to.

Speaker C **01:56:32**
And I can tell you that we hope it's passed.

Speaker A **01:56:40**
But it all depends on what we're going to be doing and what we do as citizens. And whenever, if we ever get a

Speaker C **01:56:47**
chance to vote for another school board,

Speaker A **01:56:50**
we better vote, we better put up candidates because that's the reason we're here today. Thanks. I want you, [Participant 44]Thank you, Chair. Who we have heard from him.

Speaker B **01:57:29**
Okay, so I have a few things and like you, I didn't go through the governance training, but I went through a leadership training that mirrored a little bit of what the governance was. So I'm very familiar with the goals and the guard rails that need to be set up for the district. And I hear a lot of what, what everyone's saying.

01:57:48

I live what some of you are saying, but we have to, we gotta pull the emotion and the passion out and then look at what needs to be done and like really, really get it done. So first and foremost what I'm gonna say is I've sat through board workshops training. I've sat through board of leadership training.

01:58:09

I sit on boards. I'm sure the board of managers, being the professionals they are, sit on boards. I had a conversation last week with the board manager members and I specifically said what we want to see is we want to see you asking those questions. I, as a board member to a non profit organization, am not doing my due diligence as a member if I am not questioning why the operations of that non profit is not working or is falling apart.

01:58:37

Those are the questions that we want to see the board of managers asking. You may not vote in favor of what we want, but we at least want to know that you're asking those questions because you see some of the things that we're seeing. You see them because you hear it from us.

01:58:54

You see it because some of you are parents with students in the district. You've got to be living it. So I'm just going to kind of touch on a few things and some of it is a recap of what I was addressing. The Southwest. So we need a plan for engaging parents. We need to ex.

01:59:14

We need to communicate and educate our parents on the importance of active support and participation in their students education. I had, there's parents over here who are talking about how their IEPs aren't being met. There are students whose parents do not show up to IEP meetings. That to me, I mean, don't get me wrong, an IEP not being Met is bad.

01:59:41

But a parent does not show up to a student's IEP meeting. What does that communicate to the teachers? What does that communicate to those students when they hit middle school and high school? We need to educate parents on their goal because that is in all the years of working for the district and having students come up through the district, being an involved parent, that is one thing that the district has not done, is address parent involvement, engagement in their role.

02:00:10

They are their child's first teacher. Not me, not her, not him, not Dr. [Administrator 1]They're not. Those parents are. You know, and I walk through the store and I say, what is the difference between me coming to Fort Worth isd, my kids coming from Fort Worth ISD, and the kids now, the kids that come through our district now, the teachers are required not just to be teachers, but to be parents as well.

02:00:38

When I came through school, when my parents came through school, because they are products of Fort Worth isd, we came prepared to learn. The parenting got taken care of at home. And I know people say, well, parents. Parents don't have time. Parents don't have time. It is a sacrifice as a parent that you do and that you make.

02:00:58

I can tell you I sacrificed my house being clean on a regular basis, a social life with my husband at times or whatnot. But it was a short time sacrifice because now we are empty nesters. And you ask my husband, people, I said, what are you gonna do now that you're empty nesters?

02:01:14

He goes, we're gonna be 21 again and we're gonna go out like we used to. Aren't that right? Okay, so strategic and relevant training for teachers. I saw a post that said Dr. [Superintendent] wanted to know why so many teachers called out during PD training. I'll tell you why. Because it's been, at least for math, it's been the same constant Carnegie, let's break down a lesson.

02:01:38

And you sit there and you plan a lesson for three hours. That is not relevant training. I just finished a week long training of two outside district math conferences that I had to pay for on my own because the district wouldn't pay for it. And getting ready to start another one tomorrow. That's two days.

02:01:58

So that's all relevant training. And it's great training. Teaching kids how to break down a fraction. What is 30%, 36% of 80, and getting the visuals and the scaffolds and teaching it how to do it. And I'm sitting there going, how am I going to do that in scripted Lessons. How are any teachers going to do that in scripted lessons?

02:02:16

It's not. Growth matters when proper achievement goals are set. If the seventh grade

math student has a math score of 175, which is elementary level, and they are encouraged to reach a Pro goal of 180, which is only five points, it's still an element of level. That's not proper communication that we should be having with our students.

02:02:38

The beginning of the year score for a seventh grade math student is 220. That's a big discrepancy. The last thing I'll say is our POC programs at the middle school level pulling high academic students away from the community schools. And I ask this because the parallel that I see is that when you look at the high schools, none of the high schools are failing.

02:03:02

It's the middle school and elementary schools. Right? Let's look at the seventh grade. You talk to a seventh grade math teacher. Their frustration when seventh grade math scores are low and we constantly get dinged as a district at the seventh grade level, it's because those high academic seventh graders are doing eighth grade math and algebra.

02:03:20

So their scores are pushing up those other test scores.

Speaker A

02:03:24

So anyone else we haven't heard from yet?

Speaker B

02:03:37

Hi, my name is [Participant 45] I wanted to come today and ask that the board of managers actually give the public some teeth in what is happening in this district. A lot of y' all are attorneys on that board and I would like to see some guardrails that actually give the public a voice in what is happening to their children's curriculum.

02:04:00

When I say that, what I mean is this Blue Bonnet curriculum, we know it's riddled with errors. The state's already admitted to that, yet we're still implementing it. It's the curriculum that my children will have to go through that doesn't sit well with me. And there's not a guardrail in place that allows me to hold Dr.

02:04:16

[Superintendent] and his staff accountable for choosing that curriculum. Fort Worth prides itself on collaboration and communication with constituents. I'd like to see that continue. So put some guardrails in place that require notices are sent out to parents. That actual two sided

dialogue is happening before changes are put in place. I know I've heard a lot today about rubber side stamping.

02:04:42

And while I think there's some truth to that, I think there's also truth of the goals you set. How you word them, how you phrase them will actually give the public power. That's what I want to see. As a parent, I would like to say in what happens with my children, things that are going well in Fort Worth ISD that I'd like to see kept are was already mentioned.

02:05:04

Our programs of choice are beautiful. It is the only reason my children will be attending Fort Worth ISD in the fall operationally. I do ask though that the staff engage the younger parents that are coming in. Notices about this meeting were not sent to pre K parents. I can tell you that. The only notice we got was on social media and we are in parent portal.

02:05:28

The other concern I hear a lot from younger parents are the state of our facilities. Least you had to show up to a meeting. And my children are sweating back here because your AC is not on because you've centralized that in order to save money. I'd like to see more control at the school environment where parents and the staff that's on campus can actually participate.

02:05:50

I know that's not to the board. I'll leave that to Dr. [Superintendent] and his staff. But please, please help us. We like we are here. We're ready to engage and help and board. If you can emphasize that that's important and put that in place, that would be great too. I know in your board training y' all talked about theory of action.

02:06:10

Those if then statements are helpful. If the curriculum is riddled with errors, then we need to replace it. If there are too many poor decisions or negative feedback coming from parents, then we need to replace the staff that is in those positions. You have the power to do that. Please use it. I promise I'll be as brief as possible.

02:06:39

I just wanted to comment about [Teacher 1] [personal information] He's really. He really set the standard. He's a gold standard as far as a teacher you would want your students to have. So and also another teacher right here, [Teacher 2] right next to me is another one and things that [Teacher 1] did.

He just really had a heart for teaching for improving education for all kids. He really gave his heart to the National Scholarship program. I was fortunate to go through his program for satisfaction. SAT prep really kept in mind all students helped out the advanced learners with SAT prep and helping them really excel.

02:07:24

So I would say as far as the types of teachers we want to be attracting, that would be [Teacher 1] certified teachers. I hope you will learn all about [Teacher 1] and consider that with your hybrid standards for the future.

Speaker A

02:07:41

Thank you.

Speaker C

02:07:55

Hi, this is [Participant 46] and my wife is here. We both have. She already said we have two daughters that are in Fort Worth ISD and I just wanted to kind of underscore and play off of some comments that were made by other people who had attended Lone Star Governance and attended the workshop, which I did as well.

Speaker A

02:08:18

In fact,

Speaker C

02:08:21

I have the packet here from that training. And one thing that I just want to call attention to, that there are. There's a framework put in here and different metrics about vision and goals for the board of managers and for the superintendent. And when we come to the place that speaks to guardrails, it's worth thinking about what masters focus entails and what it doesn't entail.

02:08:54

So the definition for mastering focus for vision and goals, number three, the board has adopted guardrails. All board members and the superintendent agree there is broad community ownership of the guardrails through involvement and communication with students, staff and community members. Similarly, on the next page, vision and goals four, the board has adopted superintendent interim guardrail metrics.

02:09:21

Masters focus. All board members and the superintendent agree there is broad community ownership of the superintendent igns through involvement and

communication with students, staff and community members. Now, in the workshop we received a lot of data and there were a lot of data points put forward, but maybe not surprisingly, there's not really a sharply worded metric about the guardrails and about what constitutes broad community ownership.

02:09:57

Right. So what I would definitely encourage you to do is hold Dr. [Superintendent] to the fire. Hold the board of managers to the fire. Because this is, quite frankly, it's nebulous. It's a metric that is could be capricious. And the board of managers and Dr. [Superintendent] can decide whenever they want to that they receive broad community ownership.

02:10:24

So make sure they know how you feel about it. Make sure you are able to give them specifics about what your level of ownership is.

Speaker A

02:10:35

Thank you.

Speaker B

02:10:47

Hi, I'm [Participant 47] and oh my gosh, I hate public speaking. Anyway, I am a parent of an incoming junior year at Costco High School, and I have to say I'm just flat out heartbroken about the state takeover. And also, as some of the students have spoken, my child and others are very fully aware of what's happening and it's not good.

02:11:10

But I was going to answer the question. What should Fort Worth is students known be able to do? Besides the academics we know, reading and writing and arithmetic and science, that's all important. But I also want them to be an engaged citizen. No accurate history, not the whitewashed, crucial national stuff the state board is working on right now.

02:11:29

I want them to know that we know or they know. They live in a diverse world. Advocate for themselves, advocate for others. Be curious about themselves, their communities and the world. And have a growth. Mindset. Mindset. And know that they are safe in our schools. And if our teachers don't feel safe in doing their jobs at their school, how are our children going to feel safe?

02:12:04

I'll make this quick because I already spoke, but I can't not comment on the ducks. Okay.

I'm so happy you've been told you get your ducks back. So here's my question, reflecting on that. How many teachers, administrators in enrolled families have we lost due to poor communication from the district? I've heard multiple things that, like, give me great relief.

02:12:39

Things like that. I can't come up with anything else right now, but I'm always so happy, like, oh, they are being reasonable, but why can this not be communicated broadly? More recent thing two, I've really been trying to lean in. I've been going to board of managers meetings, listening, trying to understand how all of this works and how to show up as a concerned parent.

02:13:08

I've heard tonight several times the board of managers doesn't really have autonomy. You guys can't vote no, and I don't want to believe that. And you're saying that's not true. There's a little bit of a disconnect, though, because all you've done is vote yes so far. And I cannot wait. When I watch on YouTube and I see all the greens come up, I just hope for one red.

02:13:34

But it hasn't happened yet and I trust that it will. I hope it at some point because it means you're finding your voice. But A.J. crabill, who, those of you who don't know that name, he is the Lone Star governance coach. Is that the right. Yeah. He's done training for how to do these sessions, and I was so fascinated by that.

02:13:57

But he told you guys less than a month ago, if the governor himself tells you to do something and it goes against the community's vision and values, don't do it. That's like a really big disconnect. That's a huge disconnect for me because for me at that moment, I'm thinking, we do not want this takeover.

02:14:20

I don't know anybody in the community who wants a takeover. So how does that work exactly? I'm continuing to lean in and try to understand. Understand that it's just very confusing to me. Again, quickly, one thing I felt like was working was Dr. [fmr. Supt.] and I feel like the recent increase in test score showed that one of the board of managers Came to our PTA meeting to speak in the spring, which I really appreciated.

02:15:02

And one thing that stuck in my head was she said the job of the board of managers is to

hold the superintendent accountable. And I haven't seen that. And I'd like to be bold and ask you all to consider firing [Superintendent] and [former Superintendent] somebody this community trusts in that sense. Yeah, I kind of wanted to touch base on sort of what you were saying where.

02:15:32

So we used to have an elected. We used to have an elected school board. We don't anymore. We only have a board of managers and we used to have a superintendent who was supported by that elected school board, which you don't anymore. So we used to write the school board. We'd get a response, we wouldn't.

02:15:48

But we had any sort of channel to communicate and know that voice was heard. And now what we have is a superintendent selected by the state and a board of managers selected by the administration. So we were essentially voiceless except for these listening sessions. So I think my question to you guys is specifically who do we talk to?

02:16:11

Who do we contact when we have these problems? Speaking specifically, do I write to you? Do I write to [Superintendent] Do I write to the director of curriculum when I want to be heard or when any of these people want to be heard? We're all spending two hours in the heat for this.

02:16:27

Like we, like there's, there's no, we can't vote anybody out.

Speaker C

02:16:32

We can't.

Speaker B

02:16:33

There's no repercussions here except for us. And so we're sort of at a loss. So I'm asking like a liberal question question. Who do we talk to? Who actually has the ability to change anything? Like just like a legitimate question.

Speaker A

02:16:49

So short answer TO that is 95% of the things we've heard tonight are operational questions. Who is that? And that's [?] Etc. Okay, if you are not getting response communications from them though, let us know. That's. And I'll do it. Be very honest with you. Communications have [mild/coarse language]. All right. Doing this job, I can assure you, all of us here, [personal information about a Board member's family]

I'm committed to this district. I served on a site based decision making committee at [personal information about a Board member's family] In the two years before that, I'm a member of various charity groups here. I've invested in Portland. I want this one, they want this one. It's a very difficult process. It's very difficult process communication.

02:17:33

We're trying to improve. I can tell you that you don't have to believe me. And I understand most of you know, but I can assure you behind the scenes we're working our [profanity] off to make it work. Now, I, I can't promise you when that's going to happen, when it's going to come to fruition.

02:17:47

And like I said, I'm here for it. Come show up, yell at me, scream at me, that's okay, because I live this as well. My sister in law is a teacher. I'm invested in this district. We got a lot of things, instruments. We're working on it. I don't have the answers. We're working on trying to find some, but this is important.

02:18:04

This is how we determine the values and visions so that we can hold the superintendent accountable going forward. It's these sessions. It's the culmination of what we hear from you and I. And you know, I was forthrighted. I wanted the first question. When we worked to put these questions together, I wanted the first question to be what's not working?

02:18:20

Why? I don't need you to come here and tell us what we're doing. Y' all need to be hurt. I won't be doing it. And so that, that's where we're at. It's. It's a frustrating process. It's a hard process, but. And again, you don't have to believe there's a lot of people in this room who never.

02:18:34

But I want this. I want this district to succeed at a very, very high level. I want our high achievers to get higher. I want our low achievers right now to be brought up to become high achievers. I want everybody to be served and I can assure you everybody else on this board does.

02:18:49

And again, I wish I had all the answers tonight, but this is the beginning of hopefully the process to get this. You don't have to believe me. I understand.

So I, I want to address one thing. The Farington field issue. The Farrington field issue. There was an rfp. It was originated in January.

Speaker C **02:19:40**
Okay.

Speaker B **02:19:40**
You know that the, this board. I was, I and other board members were not comfortable with that process. So that process was stopped. And we. It's different. If you'll read it. The request for proposals on Farrington Field are being accepted until July 24th.

Speaker A **02:20:32**
So

Speaker B **02:20:34**
I, I said the, the RFP for our Farrington Field. The concern was heard. It was reopened. Feedback that was brought up by the community in a less listening session by Dr. [Superintendent] was included in the new RFP that is open for bids currently

Speaker C **02:20:54**
it is open for bids and until

Speaker B **02:20:56**
July 24th it is open. We heard that and that was a result of what we heard. It's still open.

Speaker A **02:21:06**
It is.

Speaker B **02:21:07**
The process is open. We haven't seen the proposals. They haven't been submitted. Okay, I'm going to be super quick because I know I already spoke, but a lot of what we are talking about is the, the community wanting teeth, the community wanting some voice or ownership in holding the new administration accountable. And so one of the very specific things I'm asking for the board as a non negotiable is I know that you have been coached by at least some people.

02:21:44
I don't think your current coach to limit the number of guardrails that you set. This

community has lost trust in the administration because of huge decisions that you guys allowed to be made before guardrails were put in place. So you have the option to correct that by not caving to that pressure of limiting the number of guardrails.

02:22:11

So a non negotiable for me and I, I think when they, when I finish speaking, the round of applause, you will see it's a large agreement with is do not limit the number of guardrails. Every community concern that is brought to you. Teacher autonomy. I know this district needs help. I have been leaning into this intervention against my will because it has been forced against us, forced upon us.

02:22:40

But I am leaning in. I am working so hard as a parent to make this work because our district does need help. A lot of us in the room have students in high achieving schools, but a lot more out there who aren't able to make These meetings at 5:30pm do not have that luxury.

02:22:59

So we do need the help. But give us the guardros. Do not limit the number of guardrails. Have a guardrail for every concern that you hear. Can you hear me? Yes. This is weird.

Speaker A

02:23:22

Hi.

Speaker B

02:23:22

Sorry. So I have a corporate job and if I don't respond to my, my boss or my client within 24 hours, it's an issue. So my question is going back to the operating. [Participant 48] mentioned about who to contact. It's an operational issue. I believe you said contact Dr. [Superintendent] correct. Doctor [Superintendent] is an office.

02:23:51

So Dr. [Superintendent] and [Administrator 1] Okay. And then if they don't respond, who do we escalate to? The board of managers. Okay. Thank you. Thanks. That was a question. Thanks. Have a comment for you, sir. Tennessee.

Speaker A

02:24:25

Okay.

I mean I really do appreciate what you have to say about. You want to hear us, but it doesn't like the discourse that I saw. I don't know what meeting I went to and it was like six hours. I was there for four hours and I was so excited to see all the discourse and to hear all the people speak.

02:24:46

And then I was so depressed the next day when I woke up because I went to bed, I was like this is so exciting to see all this discourse and all this. This amazing parents, teachers, students speaking up and to think that y' all were actually listening and you say you really want to care.

02:25:03

And then I woke up the next day and I saw that every single one of you voted to get rid of all the speech pathologists the positions to get rid of the post secondary specialist position. I was absolutely flabbergasted and depressed for several days to think that I thought that y' all actually were listening.

02:25:22

And it just is shocking to me that you say like there is no how can you reconcile this? How do we reconcile what you say like five minutes ago and then what you dismat.

Speaker A

02:25:46

I tried to listen very carefully to this and for the listening session. I mean Southwest clearly at this level the person that we all need to contact truly looking for change is is neither the board of managers nor the superintendent but rather Michael said and and Governor Abbott, I want to remind you all Governor Abbott's first response to the slaughter of the children and teachers in Uvalde and his news conference to you at every it could have been worse if you have dead children.

02:26:34

That is not the first thing you want to hear but we can always vote and no Also I'm concerned about the I'm a retired Episcopal priest. I'm concerned about the tribulation of Judaism and Christianity of the demonization of Islam in the decisions that the board of managers has made regarding the blue blood curriculum and the harassment of one administrator not because of that particular case, but it can be expanded to anyone whom they decide is believing a wrong way as mentioned that working class managers members can be removed immediately if they vote the wrong way.

02:27:27

Also harassing the Spanish language teachers posting a Spanish flag in his classroom job. That's where harassment not just the specific case but that means that any faculty member can be harassed by the board of Education managers if that one group decides that they want to make some hay out of posting ugly things about that person or those people.

02:27:59

I think that we should P ourselves to a higher standard because clear the work of the organizations is is help us tread water, get some catharsis, do nothing for a year and then in that time the Superintendent will run fast and break things, some of which will be difficult if not impossible to restore.

02:28:27

And I think that's one of the things we've got to face that the true power is beyond. It's impossible and it we don't. If we divert our attention elsewhere, we're wasting our energy. He's going to speak to guy the chain of command on the communication sheet. Somebody had asked him to repeat an answer they gave.

Speaker C

02:28:53

So the. With the new regional structure that our district is under, my apologies, my backs to you. The Every principal has a super supervisor in their respective region. So for example, if it's a school concern or something immediate that happens at a school you are dissatisfied with how something happened, the first chain of command at the school level is the principal.

02:29:15

If you don't get a response, you're not happy with that response, then that principal has a supervisor in each region and we've posted the regions on our website. And if you're not happy with that person, then it comes to me. And then we would coordinate with you or the superintendent. That's. That's a school issue.

02:29:32

Now if you have a curriculum issue, you have something with operations, with transportation, with an RFP process, with the curriculum that's been put in place. You're not that your child comes home and says the AC was horrible today at their school. That falls under operations.

Speaker A

02:29:46

There's a.

That list that you have here contains the contact information for the direct supervisor of that person. Now like we've heard tonight, if you do reach out to this person and get no response, I would encourage you to forward it to me or include me on the original email and I will make sure you get a follow up.

02:30:06

I don't, I'm sorry,

Speaker B

02:30:20

I don't want to put you on the spot but I. One of the things you. You had said she's a louder ducks and I don't like. I think you've been like we've been talking about the ducks a lot but I think this is an issue and so would you mind just explaining to the room like what the rules are?

02:30:35

Because what I've heard from my kids is that things that are personal to the teachers have to be taken down and then if it's not somebody subject specific that is not allowed to be in the classroom. And so I just. Could you clarify, could you clarify for us like what that policy actually is?

02:30:55

Because I think this is having a huge impact on.

Speaker A

02:30:59

I appreciate the question. I do want to answer your question. And so it's not privileged me Care that causes fear, causes problems.

Speaker C

02:31:13

So, yeah, no, don't mind at all. So again, I'm a former principal, so I understand that when communication is not 100, rumors like that take place. We administratively. Dr. [Superintendent] Dr. [Admin 2] myself, have not been a part of the conversation where we have told a teacher or a principal that they cannot have reading rugs.

02:31:36

I heard that rumor where the kindergarteners can't be on the reading rug. Where, for example, this example of like little duckies on a desk. I cannot stand here and tell you I've been a part of a conversation or been asked to deliver that information. So I'm. I'm going to attribute it to rumors that are circulating on social media or what.

What individuals in the community hear from perhaps other districts, but it hasn't been something that our administration has been a part of. Yeah, well, I would love to know which school, because then I will call that principal tomorrow if. If. So let. Let's all be respectful.

Speaker B **02:32:13**
We're.

Speaker C **02:32:14**
We're here together to work with you, as you can see.

Speaker A **02:32:17**
If.

Speaker C **02:32:18**
If that is happening at a school, please email me and I will follow up with that principle myself.

Speaker B **02:32:22**
Can you just clarify what the rules are?

Speaker C **02:32:25**
I don't want to quote any. Anything that our superintendent hasn't officially posted, guys. So what I'd like you to do is send me an email. If you are hearing these things because they are most likely rumors, send them to me directly. I will respond to you and I will provide follow up from that school's principal.

Speaker B **02:32:52**
Just email me.

Speaker C **02:32:53**
Like I said, I will try to respond to the public record. We are going to do that.

Speaker A **02:33:01**
Why do you always come to Maintenance without your business card?

Speaker C **02:33:08**

Yeah, I. I agree with those comments about a lot of clarity and transparency. What Pete said, radical transparency. We absolutely need more of that. The teachers are in the dark. They're afraid, and that's causing massive turnover, and we have to solve that problem. I want to actually summarize a lot of what I heard, and I just want to make sure I put this point out there.

02:33:31

It's very, very important. We're trying to create values of the community to help establish the guardrans. That's right. So here's what I wrote down from what I heard tonight. I want you all to let me know if it sounds good. Superintendent must honor these values regardless of pressure or politics. Teacher dignity and professional autonomy.

02:33:55

Holistic education. Superintendent must honor the full educational experience, which includes fine arts, libraries, counselors, bilingual programs, advanced academics and extracurriculars. Not merely what is measured by the star. You all agree? Equity of access. The Superintendent must honor every student's right to high quality instruction, regardless of campus, zip code or language spoken at home.

02:34:18

What is available to one school must be available to all four. Transparency. Two way Community engagement. This is the best believe it or not that I've seen in the last nine months and I want more of this. Superintendent must honor the community's right to genuine dialogue, timely responses to and meaningful participation in decisions that affect their children.

02:34:41

In English and in Spanish. Student wholeness. The Superintendent must honor the full development of each child. Social, emotional, creative and academic. Not reduce students to test scores or compliance metrics. Culture, cultural and linguistic identity. The Superintendent must honor the diversity of Fort Worth families. Families including the preservation of bilingual and dual language programs and the provision of communications in the languages of our community.

02:35:12

What can the superintendent not do? That's actually what we're here for. We need to create guardrails. Not one or two, but like [Participant 3] said, as many as it takes. The superintendent must not eliminate or diminish teacher autonomy. Superintendent must not mandate scripted one size fits all instructional models that prevent teachers from meeting students where they are or responding to the needs of their classrooms.

Another thing I heard about five times was the superintendent must not micromanage school culture. Superintendent must not issue directives that strip classroom identity like little duckies, ban natural light or personal expression, or conduct unannounced visits designed to intimidate rather than support our staff. The Superintendent must not deprioritize special education. I fully agree with [Staff member 2] and the effort they do with dyslexia speech language pathologists.

02:36:13

But we just got rid of them and you can't replace them easily. So we have to put more priority on this. The art process is an absolute failure. Please fix it. Fourth, the superintendent must not water down advanced academics. Being here at Paschal, I've heard this a lot. My kids go to heights.

02:36:33

We have the ability, not everyone does, to go elsewhere, to go to private school, to go to a different district, wherever we chose for orthiz for a reason. And we want our the value of these schools to be made. And right now it's being watered down with a lack of advanced academics. The Superintendent must not replace certified educators with un credentialed and uncertified staff.

02:36:58

Superintendent must not allow Mastery Labs or similar models to substitute un credentialed instruction for certified teachers as a cost saving or staffing measure. Superintendent must not suppress employee speech or create a culture culture of fear as we've seen with Ms. [Staff member 1] recently. Superintendent does not allow retaliation, direct or implied, against teachers, staff or administrators who speak truthfully about the conditions.

02:37:27

The first Amendment protections are non negotiable.

Speaker B

02:37:33

I'm gonna wrap it up because I

Speaker C

02:37:34

know I've hit two minutes. Superintendent must not you make un unilateral structural changes without community input. And then lastly, student. The superintendent must not ignore community communication such as emails, public comment or community concerns to go unanswered. Silence is not neutral. It's a breach of public trust and we

need that fixed soon.

02:38:01

Must not treat standardized test as a sole measure of student success. We know that there's growth is a huge measurement in some schools that are with lower socioeconomic and need to focus on growth as well as achievement. Like [Participant]said. Finally, superintendent must not operate without board accountability. Accountability the board or the community?

02:38:21

Community must not function without meaningful oversight. The board of managers exists to represent community values and the superintendent must answer those values, not circumvent them at behest of Mike Moran. Okay, so my question question is what are the most important values in this community? And that the superintendent must honor regardless of the pressures of politics while accomplishing the work of the district.

02:39:07

I guess I want to start off by saying that it's telling to me that this is the second to last question when it really should be the first question that is called to your attention when you look at this paper. Because if, if I remember correctly from when y' all were trained on like what these listening sessions were supposed to do, one of the main things that you all were supposed to establish is what the values are and then the guardrails.

02:39:30

And I feel like that is said now as what these are meant to establish. But it's not just what you say, it's how, it's what you do, right? So what do you seek out to gain from these? And so you have to seek out the values and the guardrails. I think one of the biggest values in education just period is true.

02:39:48

I think we need to value the truth in education, which is why. And I'll give you one example of why it's important that you value the truth. And I'll give you one example of what you guys are doing that does not value truth. One example that is really important right now is that after the Civil War, there was a concerted effort to rewrite the history of the Civil War to say that it was not about slavery, it was about state rights.

02:40:17

That the main thing that we needed to take out of the Civil War is about state rights. And I still got taught that in seventh grade. And you fast forward to today and you see the taking

away of protections against Jim Crow in the south by the Supreme Court a couple of weeks ago in this racial segregation that we're calling, you know, party line segregation.

02:40:41

And people are okay with it because it's a narrative that is untruthful, that when you look at the history, is not what actually happened, but now we're feeling the consequences of these things. So we need to value truthfulness in what we put in our curriculum. We need to value truthfulness in what we tell the community.

02:40:59

We need to value truthfulness in what the intent of our actions are. And when you take actions that are contradictory, that's the board and [Superintendent]that you say we want to listen to people, but yet clearly people here have not been feeling heard because they don't get answers to their emails, because they don't get callbacks from the school, because information is not posted when I don't know how.

02:41:24

How long have you guys been already taken over the district? 24th March. And yet we don't have posted guidelines for teachers to follow when they need to rise grievances of the chain. And when you value student outcomes and how do you get student outcomes, it doesn't just happen out of vacuum. It's the teachers.

02:41:46

So you have to value the teachers. And if you value the teachers, when a teacher says they're not feeling comfortable with their work, you need to listen to them. And so you hear that from the community, teachers, teachers, teachers, teacher autonomy. And yet your actions reflect something different. So I don't think that I would call the board of managers or [Superintendent] particularly truthful in the ways that things have been shared, because withholding information is the same as giving bad information.

02:42:18

It's not answering the question. So I just want to put that at the top of our values is truth as a thing that needs to change. I think we need people to be truthful and you need to truthfully listen to the community and what our values are.

Speaker B

02:42:41

One more thing I think from me, I'm just gonna keep going because it feels so good to find be engaging in some conversation. This, this is really helpful. I really appreciate this and just trying to clarify processes. I just wanted to know how active, involved, aware does

the board want to be? I mentioned in that email, I emailed everyone because in like the old days, we knew that Andar was assigned to our school.

02:43:08

And God bless Ann Dar, she would respond, respond to all my emails. And say this isn't a board concern. Let me push you to the right person because I know you know there's more people than this involved in the administration at board isd and that was really helpful. And so do y' all want that layer?

02:43:26

Are we stepping back? Do we start with the district and then go to the whole board or who do we contact if we don't get a response?

Speaker A

02:43:36

Encouraging. Follow the chain that Dr. [?] If not, we don't have school board members represent a single school and and not represent school. She represent the entire district. You're, you're voted and elected on in the district. But after that votes done. Every member, they serve the entire district and so we serve the district as a whole.

02:43:56

If you're not getting answers, I, I, I would say email. But if, if everybody starts, if everybody starts with us, it's impossible. But if we, if we move from the bottom up and hopefully things get done as they should, then hopefully there won't be a lot of mutual. But if you're getting no response, I would encourage you to ignore the board as a whole because the board as a whole and copy the superintendent.

02:44:20

It's your problem. We don't represent a single school or a single paradigm. We represent the ISD as a whole. Hi.

Speaker B

02:44:37

Hi. My name is [Participant 49] You've seen me at the board meetings making public comments. So the meeting that we had, I think it was this week on the 23rd when we passed where you guys passed the budget. There was a question on the math curriculum. I think it was. Was Frost one of the board managers?

02:44:55

Frost, per low. He asked a question around. Hey, can you double click on the math curriculum? We had a lot of comments and like during public comments, a lot of people

came and spoke about the math curriculum. So Frost asked [Superintendent] to speak on the math curriculum. What's going on? And so I think the way Mr.

02:45:11

[Superintendent] or Dr. [Superintendent] responded was quite telling because he immediately assumes negative in the sense he said. Yeah, you know, I was very surprised. Now I'm paraphrasing but I was very surprised that some teachers and then he rolled his eyes are objecting to this and I don't think that's fair. Like if any question or any.

02:45:29

Yeah. So like a board manager, a board manager's question should not be received by the superintendent as some kind of a threat.

Speaker A

02:45:38

Right.

Speaker B

02:45:38

And he, the superintendent should be inviting questions and yeah, he's being married questions and not putting down the teachers for having an opinion and for making their Way into public comments and speaking up. So I just, I just didn't like the whole discourse. It's on video, you guys can watch it. Toward the end, Frost asked [Superintendent] like hey, let's double click on the math curriculum.

02:46:00

So that was one. And then Mr. [Superintendent] he only. Or Dr. [Superintendent] he only spoke about like the responses he heard from the teachers during public comment. But he didn't have the support substantial information on the curriculum so he punted it to [Administrator 3] who also didn't. To my, my opinion, I don't think he answered adequately.

02:46:19

So what am I trying to say is that you as a board of manager could do, at very minimum you could hold Dr. [Superintendent] responsible for how he even speaks about public comment, how he even speaks about people who speak in public comments. Like you should just be like, oh yeah, those teachers.

02:46:34

Like I didn't like that.

Thank you very much. I'd like to thank the board members for coming out to pay such close attention to us tonight. One thing we're looking at, one thing we didn't hear tonight was the detail of how you're going to sell Farrington Field out of the cultural district. That's not board member stuff. Board member stuff is setting policy.

02:47:00

Do some sell Farrington Field or do not. Please set policy this month. Do not sell the Farrington Field parking lot out of the coastal district. Thank you. That's your job as board members. The request for proposals is just a green slide to work around you.

Speaker B

02:47:30

The last thing I wanted to say is it seems a lot of times you guys go into your executive session and then you get your information from so called experts and then you come into public comments. And so you know, we spent a lot of time coming to these public comments and staying there for a number.

02:47:46

It just feels like it didn't have any impact because you all have already decided how to vote on that topic. So from like a dialogue perspective, it didn't feel like we had like I don't want to. I know it might feel like we're shouting at you, but like some of us do come there to critically engage, provide feedback.

02:48:03

Like for the budget. I had to. I was sitting in the lobby doing research on how are the numbers changing year over year. You all asked questions on the budget and then you opened up for public comments. I came and I asked questions like telling me why is it that you think that local revenue is projected to increase by 8% or $40 million year over year when tarant appraisal District has frozen the residential appraisals.

02:48:29

Like, why is it that you would project the revenue source to increase something as basic as that? It was left unanswered. So I take your point that you have children in this isd, you have family members who teach. But then actions speak louder than words. Something as simple as, like, answers are not.

02:48:46

The questions are not being answered. So then we're just left to like, well, I don't think they care.

Yeah, right. So.

Speaker B **02:49:10**
So I, I came to this not prepared.

Speaker A **02:49:16**
I came with my wife, who's very prepared.

Speaker B **02:49:21**
But there's a lot of stuff that

Speaker A **02:49:23**
you guys did a much better job

Speaker C **02:49:24**
discussing, and I'm going to try to.

Speaker B **02:49:26**
So I will not.

Speaker A **02:49:27**
I just have one request is that

Speaker C **02:49:31**
when we're talking, you say that this is a. It's not a dialogue.

Speaker B **02:49:36**
You're listening, but at some point you're

Speaker A **02:49:38**
gonna document what you heard.

Speaker B **02:49:42**
And so I'm very interested in you

Speaker A **02:49:45**

getting that done as quickly as possible

Speaker B **02:49:48**
with errors, with mistakes, with misunderstandings. But you need to write that down and let us all see what you heard us say.

Speaker C **02:49:58**
Because I know what I've heard.

Speaker B **02:50:00**
Even when here say, we've written it

Speaker C **02:50:02**
down, but without any type of documentation on a webpage.

Speaker B **02:50:05**
And you can change it.

Speaker A **02:50:06**
You can put the date right underneath

Speaker B **02:50:08**
the state and be like, this will be updated. But you need to write it down

Speaker A **02:50:12**
so that once, once it's written, then

Speaker B **02:50:16**
we can have a dialogue because we

Speaker A **02:50:18**
can say we agree here. You did a great job. Thank you for listening. This whole section, we need to revise

Speaker C **02:50:24**
because we don't know if you've heard us.

And then you go out speaking as our representative in any way, shape or form, then two things will happen. First of all, I don't know what you're saying to other people, because I don't.

Speaker B **02:50:37**
I don't know what you're thinking at all.

Speaker A **02:50:39**
I appreciate your willingness to speak. I have no idea what you're thinking or anyone else that's been sitting down. I don't know what you guys are thinking. Right. Because none has written that. I appreciate you commenting, but even when

Speaker B **02:50:50**
we asked to write it, you're like,

Speaker A **02:50:52**
well, that's not how it works. That's a problem.

Speaker B **02:50:54**
The second part is this.

Speaker A **02:50:56**
If you don't write it down, we're not going to trust you.

Speaker C **02:50:59**
If we don't trust you, this environment and the attitude that you feel here,

Speaker B **02:51:04**
which, wow, it's pretty powerful, I didn't

Speaker A **02:51:06**
expect this coming in here. If we don't trust you, then this

Speaker C **02:51:10**
is just going to get bigger and

Speaker A **02:51:12**

bigger, and it's not going to go away. Even if you let one wonderful teacher have her. Doug's back.

Speaker B **02:51:18**
Everyone else is going to be terrified

Speaker A **02:51:19**
because maybe she's the exception.

Speaker B **02:51:22**
I don't know if I can have my whatever back.

Speaker A **02:51:24**
My rugs, my chairs, my lights.

Speaker B **02:51:27**
We don't know any of that, so

Speaker C **02:51:28**
we need you to.

Speaker B **02:51:31**
It sounds simple, but I need to

Speaker A **02:51:32**
know what you're thinking, and the only way for me to know what you're thinking is you need to write it down and then we can revise it

Speaker C **02:51:37**
and have a discussion.

Speaker A **02:51:40**
I appreciate that. And just again, you know, there's a lady in the back, Lori George. She's writing down everything that's being said. Rosa's writing down everything's being said. It's going to be published and reviewed by all of you. And our goal and commitment is to try to get what you.

But when.

Speaker A **02:51:59**

I did was I gave. What I did was I gave him a written text of what I said. Clear. There can't be any mistakes about what I said. I suggest with anybody else who's already written down what you said at this meeting, you'll submit it to them. They'll have no excuse.

Speaker B **02:52:55**

Well, you were talking about taking notes on everything that was said here and then getting that information back to us. Will that be given to every parent and person in the district? Will that be emailed out to the entire district? Because a lot of people couldn't be here today and weren't able to be here, and we want them to hear all the things we've heard.

02:53:14

And so will this entire, like, session with all your notes on that be posted publicly to the entire district so that everyone can hear this? Yeah.

Speaker A **02:53:24**

Yeah.

Speaker B **02:53:25**

Okay. Also remind them that this will be also available online. We're also working on getting this. This questionnaire available online. So anybody who cannot attend a session or doesn't feel comfortable speaking in public can go in there and enter their questions and give us their feedback as well. I don't have an answer to that.

02:53:51

I don't know if it's right. I don't have an answer. We're going to post them. There's going to be a page on the ISD website that's going to direct you to the Board of Managers listening sessions, and it'll be posted there. I don't know the format yet because our coaches are helping us facilitate that.

02:54:11

I don't know what format it's going to be, but the goal is to make it available Right now. Yeah, I don't think that would be a problem at all. Yes, yes. That should not be difficult. I think they requested about a recap, not just a form for us to timeline when we should expect

as soon as possible, I would think. Wrong stuff being posted this week,

Speaker B **02:54:51**
Some kind of information based on this is my second session. So on the discussion that I

Speaker A **02:55:00**
by next week, I believe it will be published this week again. Mr. [Staff] Can we push out a blackboard notification and then couple days with a link to where it's going to be published, we'll put it on social media. Hopefully we'll try to saturate all the communication channels.

Speaker B **02:55:15**
How about before the next board meetings?

Speaker C **02:55:24**
I have a suggestion on what you could do for like literally this problem, which is I see I when I walked in, I did not realize that we had two other board members at either side of the cafeteria taking notes. Why not put the notes up on a screen on a projector and we can see what y' all screens are mirroring and that way people can read what you're writing down.

02:55:50
Because that's how we do like work meetings. Right. We have take meetings. Yeah. If we have the meeting minutes, like literally.

Speaker B **02:56:14**
Changed it to more intimate location in Denver 1, it was fantastic. This group has different records and so, so we learned from the first

Speaker A **02:56:27**
and

Speaker B **02:56:28**
then now, you know, everybody has preferences and that's okay. That was my suggestion.

Speaker A **02:56:32**
Love it.

You know, it can happen.

Speaker C

02:56:42

Yeah. I think the thing about it is that like if you take like when we take meeting minutes, right, that's also a chance to for everybody who's in the meeting to say, wait, wait, wait, no, that's not what we said. That's not what we meant. Or that maybe give the wrong intention. And so I think that would be like a good baseline for like, you know, put it really big so that people can read and you can see like exactly what's being written down and then it's immediate, right?

02:57:07

Like it's immediate feedback. You don't have to wait until it's like, obviously you still have to post it in a reasonable time frame and then ask for directions, same way you would do at a meeting minutes at a job. But in the moment, to have these people have their thoughts written down the way they want them to.

02:57:23

I think that would be a very useful.

Speaker B

02:57:25

Thank you for acknowledging the.

Speaker A

02:57:28

I don't, I don't disagree. If I had all day, I would come here to try to get it better. I wish it was better. You know, that's with the eyes that you took better ways to do this. We're learning. And like Mar said, people have. We did use that. With that negative feedback from that.

02:57:50

My personal opinion, which is always better. I think it's good to have. But it is what it is. I really want to thank everybody for coming out tonight. I really, really appreciate it. You know, as a board, we appreciate it. Again, we. We've got to hear from you, bad or otherwise, so that we can set the guardrails and the goals.

02:58:10

And that's our. That's our task in the near term. So thank you very much for coming out. I really appreciate you. I think it'd be very useful.

Although.

Dunbar High School Listening Session 7-1 (1)

Auto-transcribed by https://aliceapp.ai on Wednesday, 01 Jul 2026.
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Words	32,134
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Speakers:

Speaker A - 3.82%

Speaker B - 6.81%

Speaker C - 0.96%

Speaker D - 16.74%

Speaker E - 2.07%

Speaker F - 7.28%

Speaker G - 1.34%

Speaker H - 2.93%

Speaker I - 2.96%

Speaker J - 1.94%

Speaker K - 3.43%

Speaker L - 1.3%

Speaker M - 2.6%

Speaker N - 3.87%

Speaker O - 5.03%

Speaker P - 2.68%

Speaker Q - 3.04%

Speaker R - 2.59%

Speaker S - 4.76%

Speaker T - 2.23%

Speaker U - 4.61%

Speaker V - 2.96%

Speaker W - 3.66%

Speaker X - 1.49%

Speaker Y - 3.18%

Speaker Z - 2.96%

Speaker AA - 2.76%

Notes:

No notes.

Speaker A **00:00:00**

Of the Fort Worth isp. As you all know, we're appointed non elected and I've spent a lot of my life, I'm a recovering politician. I appreciate the difference. And there's no better education than you can get than going door to door talking to people where they live. Now, Pete, Pete, we got a microphone.

You don't need it.

Speaker A

00:00:35

And we're all new. All, all nine of us were appointed on May 21st. So we built into a school district that was two thirds of the year gone. And we were in a position to have to put things in place for this coming August. And it's caused 80 days goes by pretty fast.

00:00:57

And I'll confess at the outset that we were moving so fast and all

Speaker C

00:01:03

of us were covered up.

Speaker A

00:01:05

We didn't get out into the community as much as we'd like. But I can tell you we use those first 80 days very well for our kids. But we're here. Legislature and Austin created this law in 2015. A state rep from Houston who represented the 5th board passed a bill, but he said, I don't want school districts ever again to be able to ignore a favoring school.

00:01:30

They look the other way. The schools that are in the poorest neighborhoods, they can just look the other way and go on. And that's why this law was passed. And we have a situation in Fort Worth. And I don't want to point fingers at the district or the board. All of us as citizens, we stood by and we allowed the neediest children among us to be ignored.

00:01:55

We had schools that year after year after year failed. And where was the outcry? We didn't focus on the kids that needed it the most. And as we stand here tonight, 4 out of 10 children in the Ford ISD read a grade level, 4 out of 10. And when you look at the schools that serve our neediest children, the numbers are a lot worse than that.

00:02:22

So this law said we can't ignore that anymore. We can't ignore that anymore. And that's why we're here. None of us would have preferred this outcome. Again, I'm recovering politicians, I like local elections, but we're here because the status quo is failing our kids. So we've got to make changes, got to make big changes.

00:02:45

And that's what this listening session is all about. We're asking all of you, and we've got questions that we've passed out so you can see where we're going to go in. But the technical purpose for this is to help. Help prepare us to set Goals and guidelines. Part of goals and guardrails and a vision statement for our district.

00:03:07

One that sets goals, that says we're never going to let this happen again. We're not going to ignore our poorest children, who system has failed, who we as a community have failed. So we're listening. We've got these questions. We also are going to be setting guardrails. And those are the same statistics. Superintendent, you can go this far, but no part.

00:03:28

These are the non negotiables. Nobody asks questions about that. And over the course of this summer, we're going to be having many of these and likely going into the fall. And in the fall, we're going to set the goals. And these goals are going to be based on the input that we get from the citizens all across the community.

00:03:47

We want to know what matters to you. Our goal, our charge is to represent the vision and the value of this community. Again, knocking on doors, asking people for their vote, that's like getting a master's in life. This is different. But it's so important that you're here. Want to thank everybody for being here and sharing your input with us.

00:04:14

Before I turn it over to our moderator, Courtney Lewis. And I want to also introduce Jay Stagal, a fellow board member. Tennessee Walker, a fellow board member. And I have to acknowledge very distinguished elected official that we have in our presence who so connected to the people that he served. Commissioner, Precinct 1.

00:04:37

Robert, thank you for your service. Now I'm going to turn it over to Courtney. She had a daughter that graduated from [a district high school] a few years ago [personal information about a Board member's child]
But Courtney is going to lead us through these. These questions tonight. And again, can't thank you enough for sharing your time and being with us tonight.

Speaker D

00:05:04

Yeah, there's a one pager there.

Speaker E

00:05:12

Okay.

Speaker D **00:05:12**

I want to do a sound check. Can everybody hear me? Okay, we have a microphone. If I need it, I'll use it.

Speaker F **00:05:20**

Use the microphone.

Speaker G **00:05:21**

Got it.

Speaker D **00:05:23**

I'm not a. I'm Courtney and I'm not a politician.

Speaker A **00:05:29**

Take offense at that.

Speaker D **00:05:31**

You are a recovering politician. I have not entered that arena. My name is Courtney Lewis. As he mentioned, my daughter did graduate from [a district high school] [Board member's child] [personal information about a Board member's child]

[personal information about a Board member's child]

00:05:50

But she did graduate from [a district high school]. [personal information about a Board member's child]

[personal information about a Board member's child] But first of all, we want to thank you for being. Being here. This is. Is not easy work. It's important work.

Speaker H **00:06:04**

It's.

Speaker D **00:06:04**

It's not. It's not the easiest. And thank you for taking time out of your day to come and help us as we try to help the district serve all students better. You met each of us who are here serving. And so Fort Worth ISD only has one purpose. The purpose of a school district is to increase student outcomes.

That is the only reason the school district exists and the only reason a school board exists is to represent the vision and values of a community. So that is the work that we're doing right now is we want to hear from the community, your visions and values. And so that's the purpose of these questions that you see here.

00:06:45

These will be in an online survey so we can get maximum input. And as he mentioned, we will continue to do these through throughout the summer. Our goal is to have these have a clear vision, vision of the vision and values of the community so we can start our process of setting goals and guardrails.

00:07:04

Goals and guardrails are what we use to guide the district in. And it's very important work and we would like to have those done by the fall so we can impact resource allocation for 27, 28. It's a big budget, takes a long time to plan. That planning starts in the fall for the next year.

00:07:23

So that is our timeline. So we will be listening for the next couple of months. We'll go back, we will put all of this raw data together into a summary. And our goal is to go through, find what are the highest priorities for our community, our community as a whole. And we want to hear especially from people that we don't hear from.

Speaker I

00:07:42

We're.

Speaker D

00:07:43

There are some we hear from a lot, but then there are a lot that we never hear from. So that. That is the reason that we are trying to diligently do outreach and go into, make sure we hear from every community here. So this district belongs to all of us. And we. It has a duty to educate and improve our student outcomes.

00:08:04

And you'll hear Pete say the only reason we're here is student outcomes. Student outcomes, student outcome. So that's going to be at the forefront of everything that we do. And there's a. And I want to differentiate between board work and superintendent work. The board's job is to represent the community, set the goals and the guardrails, tell the superintendent.

These are the things that the community wants our students to be able to know and do when they graduate. These are the things that we hold dear. You can't violate these. Other than that, superintendent, you run the school. So the superintendent is responsible for the operations of the school. So that is everything from making sure the bus is on time, that the air conditioner works.

00:08:46

Thank you to whoever turned on the air conditioner. Thank you, Mr. [Staff member 1]Appreciate that. All of those little things that have to happen for the school environment to be right, Curriculum, that is a superintendent job. And so tonight we do have a representative of this school administration, and he

Speaker H

00:09:03

is in the back.

Speaker D

00:09:04

He's taking notes. [Administrator 1] a district administrator

. He will be listening. And when he hears something that is operational in nature, he will send that in real time to who can help fix that. We've also brought a directory of items that you may have a question about and who you can call to address that question.

00:09:27

And so if you need a copy of that, we, we, we passed that out. Happy to get that to you. But Dr. [Administrator 1]is in the back and he'll be listening for any of those operational issues or concerns that come up. So that's why we're here, and that's where we want to start.

00:09:49

So want to set just some rules. We want to hear from everybody. We don't want any one person to dominate. We want to make sure everybody has a chance to give their feedback because we do really want to hear from everybody. So we will ask, you know, we may ask, hey, who hasn't spoken yet?

00:10:05

And make sure that we get to you. We are, we do have two note takers here. Jay and Tennessee will be diligently taking notes, and they are going to take the notes as closely to what you say. We want to hear what you say. We don't want to interpret what you say. We want to write down what you say.

00:10:22

So that is what these two gentlemen will be doing. That's why their laptops are here. And then we just ask everybody to be respectful. I think understand that we all have good intentions here. We are here to improve student outcomes for all students in the district. We want every student, no matter what zip code they come from, to have the same opportunity for an education.

00:10:44

I'm a first generation college student. Without a public education, I would not be able to a bank president. So every child should have the opportunity to have the choice to do whatever they want to do, whether that's go into career, military, or college. But it should be the student's choice. Their choices should not be limited by adult behavior.

00:11:03

So with that, I'M going to. You've got a list of the questions there. The questions are broken down. There's a few sub questions there. So I'm going to ask the first question and I'll ask who wants to respond to. You don't have to come up here. You can be back there. You can raise your hand.

Speaker A

00:11:20

Just make sure. Stay back there.

Speaker D

00:11:22

Yeah, you keep your seat or come up. What, you know, whatever is comfortable for you. There is a microphone here. If you prefer to use it or if you want to participate from your seat, I will ask, how long do we think each respondent should have to answer a question? I see three.

00:11:41

Three minutes. Is three minutes. Good. Everybody, we agree? Okay. Does anybody want to be the timekeeper? Okay, we have a timekeeper and we've agreed as a group that three minutes is what we will have. She will call time. No, let the alarm go off so I can hear it. Because sometimes somebody might have like a half a sentence to finish and maybe

Speaker J

00:12:04

we let them go.

Speaker F

00:12:04

Let's go, chauffer.

But, yeah, please let the alarm sound so I. I will know that that has happened. Yes, ma'.

Speaker K **00:12:11**
Am.

Speaker L **00:12:12**
Before you start taking the responses, if I might have a brief comment.

Speaker K **00:12:16**
Yes, ma'. Am. Thank you.

Speaker L **00:12:21**
Good evening.

Speaker M **00:12:22**
Good evening.

Speaker L **00:12:23**
Can you hear me?

Speaker K **00:12:31**
Yeah, we tested that.

Speaker L **00:12:34**
Good evening. My name is [Speaker L] and this is my neighborhood. Thank you for coming. I want to thank my friend Congressman Garon and the other board members of the board of managers for coming to our neighborhood to listen. I also want to share that I'm celebrating a season of gratitude because for the past 56 years, education has been my vocation and my advocation.

00:13:07

I have the privilege since 1970 of holding lifetime teacher education certification and through the superintendent level, I'm also grateful to have completed 50 years of internal service as a member of the board of trustees of Tarrant County College, all from right here in this neighborhood. I came today to say three basic things.

00:13:36

Thank you for accepting the challenge to serve in this position of board of managers. Also, thank you for having the courage to. To serve children and their parents. Thank you for having the courage to respect the human capital available to you. Those who are currently employed, those who seek to be employed, those who are willing to volunteer, and all of the members of the community.

00:14:11

Most of all, I want to say you took the opportunity to accept the position. Now the hard part begins. Serving in the position, not always fun. Hopefully it will give you some sense of accomplishment. Most importantly, it will give you a sense of duty to the community and to the public. So again, thank you for coming to our neighborhood.

00:14:43

This is my neighborhood of choice. And I know that my three children who graduated from this school under the principalship of the great Dr. [Speaker Y] who have gone on to be good citizens, productive citizens holding their own in a tough world and many others parents have. Have had that experience too.

00:15:09

And so I want to say thanks for coming. I know you'll get lots of input and I hope that you will use the input that you get here today and other places to ensure that the administration listens and is attentive to the needs of our children, their parents, their teachers and the other institutions in the community that serve and support them.

00:15:40

Thank you and God bless you and your responsibility.

Speaker A

00:15:44

Thank you.

Speaker D

00:15:45

Thank you. Thank you, Dr. [Speaker L] So now we will get to our questions here. So our question number one is really to get a sense of vision. And so the question is, what should for these three students know or be able to do? If you can only pick one or two of the most important things that 4th ISD students should be able to know or do when they graduate, what would they be?

00:16:11

So who wants to be first?

Hello everybody. My name is [?] 1973. One of the things I think every student should be able to do is come to Dun High school or uniform school and have a quality program not just academically, but athletically. Okay? If it was not for athletics, I would not be able to go to college.

00:16:54

And from the years I've been back and forward since 1993, athletics here in forward has declined. It doesn't appear that anybody seems to care about athletics. I met with the superintendents, every superintendent, every athletic director over at the former D. I American principal here at Dunbar High School, okay? And the sports in Fort Worth is behind every other district probably in Texas.

00:17:26

And no one seems to think that athletics matters when it comes to the success of a student. And I think that that's a problem with enrollment. It hurts the attendance. It hurts to hold the rest school and, and. And we all are responsible. I did an evaluation about four years ago and I and I and I called out the forward athletics and myself and the stops this community for allowing Dunbar to be in the position it is right now.

00:18:00

But not just Dunbar, but throughout the whole district. It doesn't occur yet. Forward air dies even care about sports. I even told the athletic director and superintendent, you guys just don't care about athletics here at Folklore because nothing has been done about it. Like it's not important. And for students like me to work for athletics I wouldn't be.

00:18:23

I wouldn't have went to class the way I did. But because of athletics, that motivated me to get an education. And I think the thing that ranch in my head bosses when Ms. [Speaker Y] was here, athletics and that academics are parallel. And that's no longer important here at Dunbar High School and throughout the entire district.

00:18:43

Not just D, throughout the district. If you look at our athletic program, we cannot compete with anybody outside of our district. Our kids, our best athletes do not stay in the forward district. They go somewhere because the athletic program is terrible and no one seems to care about that. And I think the quality of athletic program needs to be parallel with the academics.

Speaker D

00:19:09

Thank you.

Speaker N **00:19:12**
Okay.

Speaker D **00:19:13**
Thank you for being first. That takes courage. We learn courage with athletics and teamwork. So who would like to go second? What should 4worth ISD students be able to know and do? Yes, ma'.

Speaker F **00:19:26**
Am. Yes, my name is [Participant 1] I am a retired Fort ISD teacher. Went been with the district, was with

Speaker K **00:19:35**
the district for 40 years.

Speaker F **00:19:37**
He's correct. Number one, kids have to have a reason to want to come and school. They're not going to come and be their best unless they have a reason to come. We've taken fun out of education and given them a script to follow that's not getting their attention. They have to have something to look forward to.

00:20:03
They have nothing to hold to make. So until we make it where the kids are enjoying the atmosphere and the environment and looking for hold to something that they would love to do, you're

Speaker G **00:20:17**
going to lose it.

Speaker A **00:20:19**
You.

Speaker E **00:20:19**
You tune them out.

00:20:21

But if they have something to look

Speaker F **00:20:22**
forward to, they'll do what they have to do. They always have reason to the occasion when it was something that they know that they have to look just like everybody. Thank you.

Speaker D **00:20:35**
And thank you for your service.

Speaker F **00:20:40**
I know this may be off topic, but I need to get this in. Oh, I'm. I have been volunteering since our time. Is that still a possibility that we can come back into the schools?

Speaker D **00:20:54**
Dr. [Administrator 1]is. He's nodding. Yes.

Speaker P **00:20:56**
Always.

Speaker Q **00:20:57**
Always.

Speaker D **00:20:57**
Volunteers are welcome to come and help with the school.

Speaker G **00:20:59**
Thank you.

Speaker D **00:21:01**
Yes, ma'.

Speaker R **00:21:05**
Am.

Speaker D **00:21:05**
Yes.

Good evening.

Speaker F **00:21:26**

My name is [Participant 2] I am a proud graduate of Palo's nun bar class class of 2003 High School for Science and Engineering Professions. I was a magnet student. I have not been as active with Dunbar or the Dunbar Pyramid in some years. But the one thing that I would really like to see, which is very

Speaker D **00:21:45**

basic, is that the students can read.

Speaker F **00:21:51**

Taking nothing from athletics. I was all academics when I was here, but the students need to be able to read.

Speaker D **00:22:00**

And that's all I have to say. Okay, thank you.

Speaker G **00:22:05**

All right.

Speaker D **00:22:08**

What should our Fort Worth ISD students be able to know and do? Oh, okay. Ladies first.

Speaker O **00:22:21**

I'm [Speaker O] also retired forecasting employee.

Speaker F **00:22:26**

I was in the social services department.

Speaker O **00:22:29**

Before they can read, write, play the basketball, on track, do anything else, they have to know how to get along with others. They have to have social skills that has been wiped out. We taught that years ago. Starting from, well, I would say service kindergartens, go into the classroom just teaching them the golden rule, how to get

Speaker S **00:22:56**

along with others, doing the others as

Speaker O **00:22:58**

you would have them do unto you. Well, by the time they get to sixth grade, they don't know that it hasn't been instilled in them. I would like to see social. Social skills brought back, a curriculum brought back into the district. It was phased out probably about gender twist 12 years ago because of politics, you know, and we need to put politics aside.

00:23:20

These are babies we're dealing with, and you're talking about the outcome. We need to work on the income because we're getting students from all areas that haven't been taught. Last week, or maybe week before last, I had three of my former students who have been charged with felonies because they didn't. They missed the group of social skills.

00:23:43

We tried to do it. I was at the alternative school my last couple of years, so we saw everybody. So I would like to see that brought in. And then on a second note, my daughter told me to be quiet on it. You have downsized. Well, not you, but the superintendent. Who else?

00:23:59

Whoever was given permission to downsize. The speech therapist. [health information] ordered out of speech therapy last week. We were working on something and he still needs it. But the speech therapist, because their caseloads are so large, he doesn't need it anymore. Why not? This baby is still trying to pronounce his words correctly and put connect the letters.

00:24:24

So please, please look at what the child needs and not what we as adults need. We have to be the students where they are, and if that can be done. And I have been approved for my volunteer service for next year, so I've already completed my form. So if the school needs me, I'm available.

00:24:43

I volunteer.

Speaker E **00:24:44**

Huh?

We need you.

Speaker O **00:24:45**
We need you.

Speaker F **00:24:47**
I volunteer all over.

Speaker S **00:24:48**
Wherever they call and say when you come.

Speaker O **00:24:51**
So I don't mind, you know, helping out.

Speaker D **00:24:53**
Well, thank you for your continued service.

Speaker O **00:24:57**
And then married to a [district employee]

Speaker D **00:25:01**
Okay. We'll go to [Participant 3] and then you next, ma'.

Speaker F **00:25:04**
Am.

Speaker C **00:25:05**
Yeah.

Speaker K **00:25:05**
Good evening, [Participant 3] I am a 4 ISD graduate.

Speaker J **00:25:10**
TR

Speaker K **00:25:13**

but one of the things that I think. Well, a couple of things. Civics and history. All history. Our children need to know for some American history. But American history is diverse. A bad word all of a sudden. And we need to teach them. They need to be able to learn about all cultures, including their culture should be allowed into the schools.

00:25:39

Civics is badly needed. I currently have no idea of what politics, true politics is really about and how it affects their lives. The parents don't know either because a

Speaker T

00:25:53

lot of the young parents don't know

Speaker U

00:25:55

either because it was taken out of

Speaker K

00:25:56

the school so long ago. And in order to thrive, they need to understand what really how their lives, their lives are affected every day by people just up the street from them. They may or may not take the time out to know who they are, go for them, excel. But history is very important.

00:26:17

Yourself is very important. And I think, you know, I appreciate. When I was in school, we learned about everybody and everything. We learned civics, we learned social skills, all those things. And I think I'm a better person because.

Speaker D

00:26:34

Thank you.

Speaker B

00:26:36

I'm [Speaker B] and I'm in craft grades to talk was Dunbar high school, class 94. Well, I'm gonna answer one. I was waiting for you, but I wanted to just piggyback off of how Mr. [Participant 4] and [a former leader here] led. Case in point. Look at South Oak Cliff. Look at Crowley. Yeah, those kids that are playing for Crowley right now came out of this neighbor.

00:26:57

And the fact that Dr. [Administrator 3] gave them space and created an environment that they wanted to be in. I think the average DPA is 3.7 on the 18th. Same thing with Saki.

Completely rebuilt their neighborhoods. So the fact that we are. I think it's sad that we're at a point where we have to ask for the basics.

00:27:19

Children reading, which is. We've talked about it being a civil Right. That's minimum. I think we need to get to a point as a community as well. We can have some imagineering space around what type of excellence can come from. Because it's been here before.

Speaker F **00:27:36**

Right.

Speaker B **00:27:36**

Even with this community being divested in as much as it has, I can still remember being here and her fighting for books for my AP History class. We have books for a chemistry lab that Mr. [Teacher 1]had to send me to Dr. [Teacher 2]because he didn't have a chemistry lab. So this community is.

00:27:55

Used to be in divestiture and we hope that that doesn't continue. But what I do want to talk about. She mentioned social skills. I hope that you start to listen to the students as well.

Speaker F **00:28:07**

I assume the hurt.

Speaker B **00:28:08**

I was just down the street at the Boys and Girls Club yesterday and they kept wanting to be seen.

Speaker P **00:28:13**

They kept wanting to hear.

Speaker B **00:28:14**

We talk about reading. We talk about all these other things. I can remember soon at William James I was pulling up a wirehouse art the street to take a bath. Maslows and their basic needs are so important and we can't. We expect kids to sit in the seats and perform miracles and we don't give them the support to function.

What most of our children are dealing with us in this room would never be able. I can't consciously think of dealing with some of the things that our sixth graders, our seventh graders fortunate enough to lead leadership, footworks leader kids. My kids were. They would come hungry. They would show me pictures of moldy food coming out of cafeterias, things of that nature.

00:28:58

So I hope that you not only make space in communities, but that you talk to them. They have the answers and this is their experience. This is their educational experience. So I hope that you all put some intentional thought behind listening to them as well. Because like I said it would be. I just think it's.

00:29:16

It's sad that the conversation has evolved into basic functions of a district instead of how we can expand the district to make it better. And so I said one of those. Answer one. But certainly the intervention supports. They need that. That you're not going to get the student outcomes without the intervention. You're not going to get it.

00:29:39

And I hope that you all are able to find space. I understand budget constraints, but space given the support. So they're in environments as to where they can function and then accept.

Speaker D **00:29:51**

Thank you.

Speaker G **00:29:54**

Yes, ma'.

Speaker A **00:29:55**

Am.

Speaker F **00:29:56**

My name is [Participant 5] I second everything that you said and

Speaker V **00:30:01**

our babies deserve it and they're capable of doing it. But I also say that reading and literacy is the key priority.

I also do a lot of work

Speaker S **00:30:10**
at the Boys and Girls Club and

Speaker V **00:30:11**
we work with kinder through sixth grade and just seeing how our kids are

Speaker F **00:30:15**
coming in so far behind.

Speaker V **00:30:17**
But when they're given some intentional direct intervention, they're able to succeed and they're able to close those gaps. So I just want to reiterate on literacy and then also just say for us not to focus on just the third grade and put some focus on

Speaker F **00:30:31**
early intervention so our kinders through second

Speaker V **00:30:34**
grade so that then they're prepared and we don't have to just worry about the test that our kids are able to.

Speaker D **00:30:40**
Thank you.

Speaker H **00:30:43**
Hello.

Speaker F **00:30:43**
Hi, I'm [Participant 6]

Speaker G **00:30:45**
[Participant 6] and I served on the

Speaker F **00:30:47**
school board for 29 years over state and we have been fighting in this neighborhood. We

have fought and we didn't sit still.

Speaker G **00:30:58**

We knew what was going on. Thank you. Thank you, thank you. I just sitting there, you know, we have fought in this neighborhood for years over and over. We've requested resources, social skills, whatever you're talking about. Now we've been requesting that over and over again. And to sit here and ask what is the most important, we should already know it's reading.

00:31:33

You know, I heard, you know, when you first came, they were going to focus on reading. Well, we've been focusing on reading for years and years. So it's time to, you know, the kids need to know how to read and that shouldn't be one of the two here. You know, that's a note.

00:31:49

You know, you know, reading is number one because you can't be successful if you cannot read. And so I agree with the ladies and the teachers and all of you that spoke this afternoon, but we are in the same place we've been for years. So to the board of managers and the superintendent, you know, this is nothing new.

00:32:15

You know, they started taking over school districts back in the back in New York and all of that. What 20 years ago you were taking over school districts but they had not. You've not seen one improved really, just to be honest. But we do need change and I agree with that. We need change.

00:32:39

But it's going to be upon you board of managers to make that change and make sure our children are not only reading but receive all of the things that we're talking about now. So you said if you could only pick one or two. So I hope you pick more than one or two because you've heard a lot of things that we need in this neighborhood.

00:33:02

And I didn't grow up here. I grew up in Lake Como and I graduated from Lake Como High School. So, you know, I'm a proud student for worth isd.

Speaker D **00:33:13**

Thank you.

Hi.

Speaker D

00:33:17

Yes, ma', am.

Speaker W

00:33:17

I was just going to share. My name is [Speaker W] I live in neighborhood. Both of my boys go to ymla. I wasn't going to share on this one, but the last couple comments made me think of it. I actually am an educator, so I work in a different district for kinder first and second grade literacy.

00:33:35

So that's literally all I do all day long. And I will be completely honest. My children are now in middle school and high school, but I've lived in this neighborhood for 12 years now. When my kiddos were in elementary, I pulled them from this district and put them in mine where I work.

00:33:53

And then when they were out of elementary, I brought them back because I know the curriculum's changing now because we've decided to adopt poop on it. It's got another set of concerns. But I know that when my children were in elementary school, Fort Worth had very outdated research, very outdated teaching methods. Specifically, when it came to literacy.

00:34:15

They were probably five, 10 years behind what we were doing in Arlington and man school. So when we're talking about how kids are struggling with literacy now, if you do not close the literacy gap before kids go to third grade, you are. You're not going to catch them. You've got to catch your first and second.

00:34:34

I'm not originally from Texas. I'm from Chicago. So coming to Texas, I learned all about star. And that seems to almost kind of be a deficit where we focus so much on STAR in this state that you came to our first and second grade teachers and students don't put the attention, the resources, and that's where that connection is made.

00:34:54

First grade literacy is the largest, like, growth point for a child. First grade reading, that's where that shift makes, and that should be a place where we put attention and resources.

Thank you.

Speaker N **00:35:08**

I gotta piggyback off this one. [for several years] I had the blessing and honor to teach at [a district elementary school] It looks like University [Principal 3] Where it was, my principal, [Principal 2] was our beautiful Georgia grandma's home.

Speaker F **00:35:26**

Good to see you, [Principal 2]

Speaker N **00:35:29**

But during that time frame, I can remember what my kids were able to do. I taught kindergarten, and my kids came out reading on D and E level, and they could write a paragraph that made sense. Now, it wasn't complex sentences. You know, I went to the park. My dog is brown. The sun was shining.

00:35:48

But it made sense that it was all in order. And they were in kindergarten going to first grade the moment it went downhill. So that was my first year. [year] The very next year, we handed every kindergartner in my class an iPad and we told them to get all on smart eating.

00:36:05

So that was the most terrible thing I'd ever seen in my entire life. And from then on down. So now, just as y' all don't know, I usually meditate in fourth and fifth grade reading now, but our kindergartners nowhere near can do that. And not only that, not only do we put iPads in their hands, we put scripted lessons in our hands.

Speaker X **00:36:25**

Right.

Speaker N **00:36:26**

And that became a whole problem.

Speaker X **00:36:28**

Right.

Speaker N **00:36:29**

So, yeah, I can look back and see what's changed in 12 years. And those are the two major changes of why our babies cannot be right now.

Speaker D **00:36:38**
Thank you. Okay, anybody else on what? First question. What we want our Fort Worth ISD students to be able to know and do.

Speaker F **00:36:56**
Screening students for dyslexia in 13 community centers this summer and five libraries. And we're finding lots and lots of students who are at risk for dyslexia.

Speaker X **00:37:06**
And unfortunately, they are going to face

Speaker F **00:37:08**
an uphill battle when they go back to school in search of services. So our students, literally, I have to advocate with them and go with them to school so that they get services from their schools. Dyslexia is the most common, common learning difference. It occurs within somewhere between 15 and 20% of our student population right now, 6% identified.

00:37:30
So we're severely under identified. And most parents, when they talk about dyslexia and getting services, use words like battle or go to battle with or fight the.

Speaker H **00:37:41**
The school system to get the services that they need.

Speaker F **00:37:44**
And that's not right. Parents shouldn't have to have an advocate that go with them to school and get services. I do think the most basic thing the school district should be providing is literacy.

Speaker D **00:37:56**
Thank you for all students. Okay, anyone else? Hello, my name is [Participant 7] I grew up in Grand Prairie in

Speaker F **00:38:11**
Arlington, but my grandparents live on [address]

[address] right here in stock six and I spent a lot of time there.

Speaker S **00:38:18**
My dad's Dunbar graduate.

Speaker D **00:38:20**
I also used to be a recruiter for a large accounting firm.

Speaker F **00:38:24**
And I like to see, in addition to the reading, the writing, and being able to communicate in the written form,

Speaker D **00:38:31**
I was surprised at how many college

Speaker F **00:38:33**
students actually got to the workforce and couldn't compose an email or know, draft

Speaker D **00:38:38**
a summary or something along those lines.

Speaker O **00:38:41**
So I'm not an educator.

Speaker D **00:38:42**
I don't know what the skill set

Speaker F **00:38:43**
is to build that in early on,

Speaker D **00:38:46**
but that is something that I would

Speaker K **00:38:47**
like to

Speaker F **00:38:50**

do in a really compelling way.

Speaker D **00:38:52**
Okay, thank you. Okay, so our next vision question is what describes a successful graduate? It's similar, but how would you describe a successful graduate and how would you consider them a success once they graduate from Fort Worth isd?

Speaker G **00:39:15**
Yes, ma'.

Speaker A **00:39:15**
Am.

Speaker S **00:39:15**
If they're employable.

Speaker D **00:39:17**
Absolutely. And off your payroll. Yeah, got it. That's my number one. I'm not paying your rent.

Speaker G **00:39:23**
Got it.

Speaker V **00:39:26**
Share Again, yeah, absolutely.

Speaker D **00:39:28**
Everything's welcome to share from me all the questions I will ask at the end. If I haven't heard from somebody, I do want to hear from everybody.

Speaker W **00:39:36**
In my eyes, a successful graduate is a well rounded human that has a

Speaker H **00:39:40**
vision for their future.

Speaker W **00:39:41**

And that is the one thing that I am scared that my child, who my oldest is a junior, could lose if we start making adjustments based off of the struggling schools. We are at an A school for years, top of his class, [ranked] in his class knows what he wants to do in his life and that is a blessing.

00:40:01

I understand that. But I don't want to lose sight of those kids as well. Because if we start closing down schools of choice or programs, we've already lost employees at the school that they go to. Will those things that made my child, [health information] be able to stand and look somebody in the eye, shape their hand, tell them my

Speaker F

00:40:22

name is [Child 1] and I want

Speaker W

00:40:23

to go to tcu. Like he has grown so much while being at ymla. If we choose to downsize those things to put money in other directions, will they be well rounded graduates that can know what they want to do and where they want to go and look somebody in the eye and fill out that application and things like that?

Speaker D

00:40:44

Thank you, Ms. [Speaker W]

Speaker R

00:40:47

What makes a successful graduate is really what makes like a really good human and that's a lifelong learner, somebody who wants to continue to learn after they graduate school. That means they know what interests them. And we don't have those coming from for work with things like scripted curriculum. We don't have those things with move on a curriculum, we don't have have those things.

00:41:14

Whenever kids aren't allowed to read full novels in their classes, we don't have those things. Whenever we over discipline students like we do specifically in high school. What you need are well rounded humans and forward ISD is no longer helping kids be whole rounded humans. You want kids to come out in a box.

00:41:38

That's what our curriculum is doing. So really what we need to do is to be making sure that. Let me read this. [Administrator 2] [title] and blue bottom

curriculum is held to a high standard and that his job is put under a microscope. Because if you want successful graduates, if you want good humans to come up on with isd, what you're doing right now is not going to get you there.

Speaker D **00:42:07**
Thank you.

Speaker V **00:42:10**
Yes,

Speaker F **00:42:14**
I hear the word options.

Speaker B **00:42:16**
Our students are graduating with options because they are so severely handicapped through their education experience. So we talk about, you know, Cece, Mar and you, great college career, military ready. But most of our kids, I used to tell parents all the time, kids experiment in middle school and they manifested in high school.

00:42:42
We know what the trajectory is going to be between sixth, seventh grade. And so I think our kids need, they need options. But that's based on the environment that we set through. Yes. Curriculum, you know, what works. We've seen what works already. We already, we know what works. We just need to have some fidelity to those things.

00:43:04
And there again, making sure. I kept hearing the word well rounded. And it is just looking at the whole child. It's not just academics, it's what they're interested in. It's making sure that they, as they matriculate through the system, that they have options as well. And so for me, it would be making sure that when they step foot into, you know, they get that diploma, that it's actually real world, that they can be functional but have options to live, to grow, thrive and flourish the way they see.

Speaker D **00:43:37**
Thank you. So who else wants to share on what makes us successful? Fourth ISU student.

Speaker F **00:43:45**
Yes, I would say I fly size students graduating. And when they're ready to go to college,

they're not taking remedial courses. That's something that I hear a lot of parents saying our kids are not

Speaker V **00:43:56**
even getting credit for, but are current

Speaker F **00:43:58**
debt for remedial classes. That's not even count towards their major. So just preparing them to make sure that when they're taking TSI and all of these, you know, final exams, that they are proficient in them. And I think that goes back to literacy too. Thank you.

Speaker G **00:44:15**
Yes, ma'.

Speaker V **00:44:16**
Am.

Speaker E **00:44:20**
My name is [Speaker E] I work at [a district middle school] I am a native of [place] And I think what makes a successful graduate is a student who has a realistic perspective of housing. When I think about my middle school students, I think about the students who have been moved along and they have no idea how they made it to middle school or how they made it to high school for that matter.

00:44:55

So a student who, who's moved on throughout their educational process and they get to high school and now they're trying to figure out how do I get to a graduating point if I can't recall anything that helped me get there besides being moved along. In order to be able to successfully graduate, you have to have a clear understanding of the steps it took to get to that point, a clear appreciation of how you got to that, that point.

00:45:29

And then I think that will definitely help them after they Graduate to be able to navigate through life. Because if they don't. If they don't have a clear understanding of how they got to that point, it takes a struggle to get to that point. If they know that, they struggle and they just moved along.

00:45:50

And I see it every year. I'm just hoping and praying that when they get to high school, and I'm trying my best as much as possible in the space where I am to help them grasp their realistic perspective before they get there. So I think that's one of the most important components is that student realistically being able to understand and navigate through their academic in.

Speaker F **00:46:22**
You want to see if people want

Speaker A **00:46:23**
to move down front? We got a lot of shares.

Speaker D **00:46:24**
Yeah.

Speaker B **00:46:25**
Does.

Speaker D **00:46:25**
Does anybody want to move down? We do have chairs open if anybody wants to come up front. Yes, sir.

Speaker C **00:46:32**
Yes.

Speaker Q **00:46:40**
So I'm [Speaker Q] Wildcats. Sorry, [?] but I have notes planned out. But I can piggyback right off of her because, like, my story is kind of relatable because I think we were in [another district] and it was going great, but for certain situations, we had to come to fwisd.

00:47:03
And so I started an elder elementary near north side. I'm not elementary middle school in Northside. And pretty much I thought life was just.

Speaker K **00:47:12**
Just.

I was just living life large and in charge. And I was just going through each grade not realizing how much the education system has failed me because I thought an assignment was just an assignment that I had to complete. And I just got on with my day, not taking anything from it. And then it got to a point where I'm pretty sure all everybody here has gone through this where high school has opened your eyes to the real world.

00:47:36

And I realized I only got four years left now, too, because I'm going into my junior year. And just coming to YMLA has really helped me because originally I was going to go to Northside, but if you know their situation, you know. But YMLA has really helped me because made me the young man that I am today, able to talk in front of people like y' all and share my testimony.

00:47:59

And I do know what I'm going to do with my life now when after I graduate. And to sum it all up, I think a successful graduate is someone who knows what they're going to do after their life and has a plan and has many options. And that's what I got to say.

Speaker D

00:48:19

Thank you for sharing.

Speaker F

00:48:31

Can't be done. All students should be followed after that exact. You're doing the other Kids a disservice. And you know, I was sitting right up there when talking to a singer maybe two years ago and he cried. He had passed by wide when he was me from college. He was taking classes, learning classes.

00:49:01

And he said why are we treated like this? And he was the one of the valedictorian. He cried and said why can't we be treated like this? So they see the difference, the kids. Thank you.

Speaker O

00:49:21

Okay, to piggyback on what he said, what she said. My both my babies were under. She showed a love for the students. They may have not liked her way of loving them, but they appreciate, you know, cuz when we're young, right, we don't. We don't believe what our parents say and what our teachers say.

Speaker I

00:49:45

Right?

Over one day when that frontal lobe could closes up, right. We said oh, that's what they meant. That's why she was out there. That's why she was making sure. So we had our teachers not to sit in.

Speaker P **00:50:03**

What do you call this stuff y'

Speaker O **00:50:04**

all do in service, right? Starting on the first day of some fantastic curriculum that nobody has entirely experience in the district. But they bought it, right? Cuz somebody's selling it and then they give it to the teachers and this is what we're going to do. Not a thing in that curriculum has said let's work with the students, let's know the students, let's know the students parents, right?

00:50:31

My daughter is seeing students that she taught. She's seeing their students now. So there's a connection. We have to have a connection as a school and as a community. We just. What's the. No man is an island. We all have to piggyback on each other and work together. So I like the idea that this young man got up and spoke in front of all these adults.

00:50:54

That's that self esteem that he has that we can't teach because they're too busy. I'm a social worker by degrees, so you know, education. I'm like her that, you know, all of this other go is foreign. Let's work with the student, let's work with the parents. Did they cut parents as teachers? Did they cut that?

00:51:14

Yeah, the student engagement, all of that has been cut.

Speaker S **00:51:17**

All of that.

Speaker O **00:51:18**

What are you going to do to involve the parents? We have to involve our parents. It should be more parents here than retired people or people who don't have leadership. You know, we need our parents and if our parents don't show up, we have to knock on the doors. I used to do that when I was young.

Yes, yes.

Speaker O **00:51:41**

My mother said that's how she had to go. Back then they didn't have cars, but especially we had teachers. They had to walk and introduce themselves. I'm the new teacher for your baby. This was in the 50s. So we have to know our students. Don't just drive in, park your car, get out and ignore what you see in the neighborhood.

00:52:02

Know your community, let them show a love for it. Come back, you know, for meetings and all. Yeah, we'll get there. I'm not giving up.

Speaker F **00:52:12**

Yeah, okay.

Speaker D **00:52:13**

One second. I think we have one here and then we'll come back this way. Yes, sir. In the gray shirt.

Speaker K **00:52:22**

Successful school. They come from schools that pay attention

Speaker A **00:52:28**

to the least detail.

Speaker K **00:52:31**

They come. If you look at these schools across this district, a lot of graduates come from schools that are known to graduate successful students. They're known to go to successful college. You can't hand pick. I mean everybody has a lot of ideas. But we cannot miss the school district got to pay for to work.

00:52:58

They got to pay for coming to work. They gotta give them the monies that they need so they don't have to work part time jobs. You have to give them a good license. The school cannot be know to fail five years. That's unexpected.

Speaker D **00:53:17**

I agree.

They don't need to fail one year. So we have the making of having successful students. And they allow successful students that come from this school right here. But we got tying the loose end. I know everybody got a program they like to have and this, that the other and that's okay. But you got to have known school people want to come to D because the successor is teachers.

00:53:53

If they have high degrees, yes, they want to come to them. They come to sport all over the district. They'll move to this neighborhood and move to her unlady. But you have to have a successful program and it has to be consistent. It can't be good one year and the next year we applaud you on coming in.

00:54:16

Let me say that because we need a drastic change.

Speaker D **00:54:23**

Thank you. Okay, so we will come back to the middle. Yes, ma'.

Speaker F **00:54:26**

Am.

Speaker Y **00:54:28**

Well, I tried not to. And Ms. [CM 1] you know I get to talk.

Speaker L **00:54:32**

Go ahead.

Speaker Y **00:54:33**

But I tried to be still. I can answer a lot of these questions for you. First of all, I believe in the whole child.

Speaker F **00:54:46**

The whole child, not just the academics.

Speaker Y **00:54:50**

I want the child first to feel good about themselves. And it starts from. From the top. Yeah. If I am in charge and I

have people working under me, I want

Speaker Y **00:55:04**
to make them feel Good, because it will filter down to the child.

Speaker F **00:55:09**
It's a sense of belonging, it's a

Speaker Y **00:55:11**
sense of having social skills, all the

Speaker F **00:55:15**
things that you heard.

Speaker Y **00:55:17**
But the bottom line is they must feel good about themselves and they must hear it on a daily basis, not just whenever you want to. And that's one of the things I feel. And I have former students here, you've heard. I was out and about. Not only just out and about, I was in those classrooms making sure that those teachers were doing what we wanted done and they saw those successes just time after time after time.

00:55:47
And I can tell you, for the [years] that I was here, I can pinpoint over this district, we have teachers from Dunmore High School. You have entrepreneurs, you have doctors, you have lawyers, you have teachers. Because we did the whole thing. Not only did we share the data

Speaker F **00:56:05**
with these young people. I would pull them by classes, into the auditorium by class and let them

Speaker Y **00:56:13**
see the data, let them know they

Speaker F **00:56:15**
needed to know some things.

00:56:17

We throw things at them, but now

Speaker F **00:56:20**
you throw things at them, but they need to know that.

Speaker Y **00:56:23**
They need to know that. And so we can't. It's a across the board from top to bottom, and it's an ongoing thing. I was in the classrooms. I made sure when I visited the teachers there was something good going on in that classroom.

Speaker F **00:56:38**
When I had faculty meetings, the teacher had to share.

Speaker Y **00:56:42**
They never knew what they were going to be called on spot. And that's the whole thing, getting into the whole child. Listen, ongoing.

Speaker F **00:56:50**
It's consistent.

Speaker Y **00:56:51**
Not just every other day, but every. We had a motto.

Speaker F **00:56:54**
What was the motto in class?

Speaker Y **00:56:56**
Every class in class, we were there to get something between our heads.

Speaker L **00:57:03**
With class.

Speaker Y **00:57:04**
We were dressing for success. We tucked our shirttails in. We were getting ready for the real world. Sometimes one day people were coming to

Speaker F **00:57:14**

put hawks in the machine and they

Speaker Y **00:57:17**

had the shirt tails in. And I just went with the lessons. Some of the young men. All right, tell them why can you do this? And so we had sophisticated ladies, we had distinguished jets, we had people. And I can tell you just time

Speaker F **00:57:32**

and time again, I can just name,

Speaker Y **00:57:35**

I think Ms. [?] Son, don't you have a business somewhere, young man? All right, Clothing business all over. You can just pinpoint where it came from. They had a sense of belonging. They wanted to. And when we arrived [at the school] I'll tell you that to that first year, our grades and scores were 36% math, 36% math.

00:58:01

They had not had a math teacher certified across the board. In the old department, the reading and writing was like 60%. But we got in there, we shared this data. I had it on the boards for

Speaker F **00:58:17**

the young people to see.

Speaker Y **00:58:18**

And the classes started competing with these each other because they had to take the test that particular year in the sophomore year. And of course

Speaker F **00:58:27**

they were competing against each other.

Speaker Y **00:58:30**

Guess what? When we, when I left it was 90% in reading, 93% in writing, 89.4% in math. And I hate to tell you, I'm going to tell you. And that's what upset me the most.

Speaker F **00:58:50**

We needed 0.6 to make it 90.

And the district could have helped me. But they didn't. They go across the town. I'm going to tell you the truth. They were going across town and I had teachers coming and they would go and they, those personnel people telling them

Speaker F **00:59:13**
send them to the west side and

Speaker Y **00:59:15**
they say I want to know what's on the east side. They told me those things. And I had to recruit over and over and over again.

Speaker F **00:59:26**
And we had success.

Speaker Y **00:59:30**
We raised on task test scores 117,500 for raising top test scores. The largest amount ever given to a high school in the state of Texas.

Speaker F **00:59:45**
And that still stands.

Speaker H **00:59:47**
Thank you.

Speaker D **00:59:48**
Thank you for those results. And we want to replicate that.

Speaker S **00:59:52**
By the way, that's. She didn't say who she was, but that's [?]

Speaker D **00:59:55**
I kind of guess that that might be her. Thank you for your service.

Speaker Y **00:59:59**
Thank you. And I'm sorry I'm taking your time

Speaker F **01:00:02**

but I want let them know that our kids were not.

Speaker Y **01:00:12**
In fact, when I became principal of Texas, I was given some money and I took that money and we set a reading program for the ninth grade students. They were reading below level. I brought the parents in with them. Parents had come. Now I was a parent first. You talk about all the neighborhood.

01:00:37
I rode the bicycle. Everybody knows me riding the bicycle all over this neighborhood. I still ride. My son is kind of restricted me now. I rode up and down the halls. I was everywhere with children. So it's a matter of keeping the young people, people involved, making them.

Speaker F **01:00:55**
And they knew that.

Speaker Y **01:00:56**
Yeah, yeah. They didn't like me. I told them that I wasn't here for a popularity. When I was in high school I was drum majoring. I was all those things. But I was here. I knew what the future was for them. I could see it. And I talked to them daily.

Speaker F **01:01:17**
Planning at sea and over here game.

Speaker Y **01:01:19**
And I'm telling you success is 10. What are you at? Let them know what you're doing.

Speaker A **01:01:27**
At.

Speaker F **01:01:43**
When she taught me Friday him at.

Speaker Y **01:01:55**
Enrollment was 500. So when we took a trip, 100 left camp.

Speaker S **01:02:11**

Yes.

Speaker F **01:02:11**
And you were surrounded with people who care.

Speaker Y **01:02:18**
We had a program, Youth Fair Chance School to work. They came in here with a $650,000 grant because when you got money, you get money. We got $710,000. We had children that lived in stop six and never let out, gone out of stop six. We had a program that carried them all over the Metro complex shadowing people in their areas.

01:02:40
So it's a matter of getting somebody in there, getting these people. Yes, I understand. I, I, I don't know about the star and all that night.

Speaker F **01:02:48**
I know we got to do it

Speaker Y **01:02:49**
and whatever you have to do, but it starts from the top, from the person making everybody else feel good. And I did I walk in a teacher's classroom someday say, all right, what are we doing? I take over. I said, you need to take a break. I did those things. Sometimes I came out of my pocket doing things.

Speaker D **01:03:13**
Well, thank you very much. And so Mr. [Staff member 1] just left, but he go get his bicycle. Yes, sir.

Speaker Z **01:03:21**
Yes, ma'.

Speaker B **01:03:21**
Am.

Speaker Z **01:03:22**
Thank you so much for taking my question. I work, so I'm a little late, so excuse me if you're repeating yourself, but my understanding is that this is a board listening session. You guys representate representatives from the board of management that are helping make decisions and plans for the district. We're here today to answer these questions that

you were asking of us.

Speaker U **01:03:43**

Is that correct?

Speaker D **01:03:44**

That's correct. So we are working on setting goals and guardrails that the board will hold the superintendent accountable for. Our job as a board is to, to represent the vision and values of the community. So these listening sessions or are for so we can hear from the entire community.

Speaker Z **01:03:59**

Okay, so my follow up question, and I have a couple is I know you were presenting this to the community, but do you all already have answers to these questions as a part of your particular plan?

Speaker D **01:04:11**

No, we don't. We, we were just appointed in March, so we are listening. Our goal is to have these formulated and in place by the fall. This is how resources are allocated in districts. And so we want to hear from the community before that budgeting plan starts. So we want to hear from you.

01:04:29

So we, we just started these listening sessions. This is week two, maybe three. We will do engagement sessions where we invite people to come to the school. We'll also do outreach sessions where we go out and we, we speak with the community where they will meet people where they are.

Speaker Z **01:04:44**

Okay, this May not be a direct question to the questions you have here. This may be more of an operational question.

Speaker D **01:04:51**

And we have Dr. [Administrator 1]here in the back, and he's notating all operational questions, and he is forwarding them to the correct department. And we also have a directory of all of the operational contacts for each. Each issue. So we will get that for you.

Speaker Z **01:05:05**

Okay, awesome. My question is if you are coming into this community, be with the board of managers, maybe fully a part of the community, entrenched, maybe not. I'm not sure how.

Speaker D **01:05:18**
My daughter's a graduate.

Speaker Z **01:05:20**
Okay, awesome.

Speaker D **01:05:21**
I live on the east side.

Speaker B **01:05:22**
Yes.

Speaker K **01:05:22**
Okay, awesome.

Speaker N **01:05:23**
Awesome.

Speaker Z **01:05:23**
So my question will be, as a institution or as a body that is pushing out regulation, why would you not come with these questions already answered as a. As a part of your plan that you're offering to the community, does that question make sense?

Speaker D **01:05:40**
We want to start with the community telling us what they want. We want to. We want to hear from you. So we don't want to push something on you. We want to hear what your goals are. What do you want to see from your district? Because this is your district. We're just representing your vision.

01:05:55

So we want to hear from you while we formulate, we'll draft, and we'll come back to you and say, is this what we heard, or is this what's important? So that's why we don't come to you with questions already answered, because we. We don't want to push this down on you. We want you to inform us.

I hear what you're saying, and we don't have to tear here, because I understand other people want to speak. I guess my thinking would be that the experts or proposed experts will come into a district, have a set of questions. They would then say, this is based on our wide body of knowledge.

01:06:26

This is what we. We think will work best. These are the answers that we propose. We're now going to initiate conversations with our constituents and see how they feel about what we have already been paid to put our brains to. And then we're going to start that dialogue back and forth so we can make the decisions necessary by the timeline that's in front of us.

01:06:46

Does that make sense? So I'm not here to necessarily challenge as much as I'm here to be informed, given the timeline of the school.

Speaker D

01:06:57

Oh, so we. We are here. So there are two types of work there. There are two types of work there. There's board work and their superintendent work. The superintendent is your expert that you're speaking of. I'm a banker. I am a 26 year banker. I'm a president of a bank. I'm not an educator.

01:07:14

I've been a volunteer in many public schools in Fort Worth isd.
[personal information about a Board member's child]

My own daughter graduated [from a district school]. So I am a community member just like you who saw that there was a need and I filled out an application and I agreed to use my time to try to help and make it better.

01:07:36

So that's, that is the role that me and the board of managers are. We're participating here. And so we're here in of front from the community.

Speaker Z

01:07:45

So it would be the superintendent that may have answers to these questions, Correct?

Speaker D

01:07:51

If you, if you have a operational question about educating students, then Experts who have PhDs in this work are here and they are the ones that will be crafting this. What we're

going to do is we're going to say these are the three things. These are the three goals that the community wants from you.

01:08:08

These are the three guardrails. These are the, the, the values of our community. You will not break these values with the community. But other than that expert, you go figure it out. We hire you. You are the expert. This is what our community wants from you. And this is what you can't do other than that expert.

01:08:26

Go be an.

Speaker Z

01:08:40

So he was in Florida for 10 months and then he comes here.

Speaker D

01:08:47

So the superintendent has 30 years educational experience. You're welcome to look up his background. He's, he's 30 years experience. He was hired. Dr. [Administrator 1] you've worked with him. Those, I mean Those are not 14 months was when he was the head superintendent. But he had other roles with leadership roles within his career.

01:09:16

He is working on that certification.

Speaker U

01:09:18

So no.

Speaker D

01:09:19

The answer is no, not yet. He's working on it.

Speaker U

01:09:22

So we gave him a job before he got certified

Speaker F

01:09:27

to turn this in

Speaker Z

01:09:29

this meeting, outside of listening, this is me just trying to inform myself so that I can also inform other community members who could not make it to this meeting tonight, let them know that I'm involved in education so I can spread that awareness. My question is if he has the level of experience that he has as a superintendent and I know the decisions have already been made, but just to catch me up, why would he go to one of the largest discoveries, districts that exist after small.

01:10:03

I'm sorry, after his tenure.

Speaker D

01:10:05

So he was in the sixth largest district in the country where he came from it was much larger than this district.

Speaker I

01:10:11

So.

Speaker D

01:10:12

So that's. So yeah, he came from a much larger place to this district. So anybody else? What makes a student successful? What is a successful Fort Worth ISD student?

Speaker S

01:10:26

I would say for. For me is a few things. One Fort Worth is when we say diverse you can literally go up the street to pilot. It'll be a different type of community. And what my fear is is is I don't want cookie cutter education. I think that the community that people build in should be reflective of what the needs of that particular school is.

01:10:58

The needs at this school is not going to be the needs of Pascal. The needs of this school is not going to be the needs that even Eastern Hills. So I A successful student has everything that they need that doesn't is equitable across for them and not based on what other schools do.

01:11:17

So that my fear is that all the input that we're providing is it really going to be used and who's gonna be held accountable for making sure that once they're put in place that this. Because it's useless for us all to get all of our input and what we think or how we feel or what we want to see in the community since our check dollars are paid for what.

What it looks like for us for, for. And I'm saying specifically as a Dunar Grad that's 1992 but and also a daughter who just graduated didn't have a son at jk. So in this trinity I don't want what the needs of everybody to go across the district. I think that if we're going to, if we're taking out our time to give input and give information that they're going to be a follow up to say okay, these are the things that we did okay, but now this is how we get it done.

01:12:12

And that it's actually something put in place to make sure that because we've all. Some a lot of us have been coming to meetings and stuff before this is not foreign to some of us. And so I don't want it to be a clueless act of show saying how good we we listened.

01:12:28

But are we really going to get what we're looking for meaning okay now maybe a month from now we're going to say okay, these are things that from. From our wonderful don't takers that these are the things that came up the most for this community because I don't like the fact to be honest that everybody should have their own meeting.

01:12:50

Dunbar should have their own meeting Polish at Their own meeting. Everybody cuz everybody school is totally different.

Speaker V **01:12:55**

Every fighting pyramid does not look the same.

Speaker S **01:12:57**

We do not have the same challenges on every district. So to lump everybody into one meeting I think was not good. Number one two is to work your mom. Five thirty is horrible. There's no way I can make. There's no way. So you're not getting the student, the people like me who the actual parent.

01:13:15

You're not getting the voices of people

Speaker V **01:13:17**

that were actually in the school school

Speaker S **01:13:18**

because we just getting out work at 5:00 or 5:30 and in this economy some of us working two jobs. So there is no opportunity should be an opportunity or a way for those parents because they do not feel part of the process because they've been told all of this time what they have to do for their kids and nobody listens to what they need for their kid.

01:13:39

And so I want to make sure that as we stand here today and we provide, provide information is that information actually going to be used or. I don't want this to be a song and dance and, and and we go down the line of school starting. We've gone on with our you know getting ready for school and then it's the same thing that we were feared in the first place.

Speaker D

01:13:59

So my, my friend here J. Stagall wrote all of that down. So when you see dance in the notes you know who said it. So this will be posted, this will all be posted online your world raw comments are going to be posted. So you know that we heard you and you know what others said.

01:14:14

So all of our raw data will be posted. We will summarize that and we heard you about the 5:30. It wasn't exactly easy for me to get here by 5:30 either. So we've heard you. So we'll push Those back to 6 o' clock and that's something that we've discussed that we, we can push this back to encourage you.

01:14:30

So thank you. What makes as. Who have we not heard from? Okay sir, in orange we've not heard from you. What makes a six successful fourth IC student.

Speaker F

01:14:45

Okay, does anybody.

Speaker D

01:14:46

Okay, does anybody else want to answer that question before we move on to the next question?

Speaker F

01:14:54

Okay.

Okay. Can we let him answer? Are we good with that?

Speaker G **01:14:57**
Okay.

Speaker D **01:14:57**
Yes sir.

Speaker K **01:15:02**
Anyway, [Participant 8] class of 1974.

Speaker T **01:15:11**
Anyway.

Speaker D **01:15:12**
And we will have other listening sessions. This is not the only one on the east side. We are going to have more, we are going to have more schedules. This just happened to be the first one that we, we spoke to the principals and the first principals that raised their hand and said yes, those were the first five that we did.

01:15:25

So there will be more.

Speaker K **01:15:26**
So that was my question.

Speaker D **01:15:27**
No, it wasn't your question.

Speaker G **01:15:29**
Okay.

Speaker K **01:15:29**
My question is what type of, I guess marketing strategies or method that the board is using to enhance better community involvement participation with the board. In addition to that, what measurements are using to make that effect.

That's all.

Speaker D **01:15:49**
So communication isn't on. Actually Pete and I just talked about that today. How do we most effectively. We will continue these things listening session. So this we won't listen to you one time and move on. This is a continuous processes. We want to continue to check back

Speaker K **01:16:01**
with you measuring that as well.

Speaker D **01:16:05**
Working on it.

Speaker K **01:16:06**
Okay.

Speaker D **01:16:06**
In process.

Speaker K **01:16:07**
Thank you. Yes.

Speaker F **01:16:11**
Yes.

Speaker T **01:16:12**
So I want to be. The question says what describes a success?

Speaker B **01:16:19**
You should smile.

Speaker T **01:16:22**
Well, I was, I was coordinating with her before I. Because the question says what describes a successful graduate? But I heard you stay student.

Speaker D **01:16:30**

So I'm just trying to graduate when they. We. We did student earlier. What, what can they know and do?

Speaker T **01:16:35**

So for me, a successful graduate is a student who has been employable since they entered the 10th grade. And the reason I say that going to [Participant 9]question or her comments is in this neighborhood, if our students are not employable in the 10th grade, then they start to linger. So school does not become their primary methodology of acquiring skills to create compensation.

01:17:02

So our students in this neighborhood need to be able to maintain a part time job from the time they're in the 10th grade till they graduate. And then also I think a successful graduate is someone who has the option to choose from college, career or military and be successful.

Speaker D **01:17:23**

Thank you. Okay, so.

Speaker R **01:17:30**

This is my third listening session. And every session I have been to. Your message has been very loud and clear to the board of managers. Every single session. I have been to South Southwest, I have been to Benbrook and now I have been in Denmark. And it has been very loud and clear that our community is our community.

01:17:47

And our community needs are very different than everybody else. And the board of managers needs to make sure they hear us and they respect us. And that has been echoed from every single community, from lots and lots of parents. And I just want to say it again that this community is not like Southwest.

01:18:03

It was not like Denver. It is a very separate community. I'm also an educator and it's not like my community. I teach in the Southwest Fort Worth. Every community needs to have its own I think set of values and visions and guardrails from every single community. So I Want to make sure that, you know, every community has said the very same thing.

01:18:24

And if that is not in the visions and the guardrails, then they're not listening to us because

it has been said over and over and over.

Speaker D **01:18:36**
Okay, so now we'll move on to our values question. So 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? This man in the back?

Speaker B **01:18:57**
Equity that you invest and continue to invest in underrepresented, underserved communities, that you keep the voice of the people before any decision is made, that you come to the community and make sure they

Speaker P **01:19:11**
weigh in right now, but still going

Speaker F **01:19:14**
forward, that that continues to take place

Speaker B **01:19:16**
and that you respect families, whatever that family unit looks like, they. Yeah, we need to keep that.

Speaker G **01:19:24**
Thank you. Well,

Speaker D **01:19:29**
you can. It's your option.

Speaker C **01:19:31**
I need to exercise.

Speaker D **01:19:35**
This one's louder.

Speaker C **01:19:37**
You know, it was funny last night everybody used a mic, but it didn't work good. Tonight

the mic works great, but nobody uses it. So anyway, what I want to point out here is on this sheet here, you'll notice there's four of these things that have the word student in them. The third one has superintendent.

01:19:56

It is important to reflect on what we need for the students, but I think it's also important to reflect on our staff and our administration. So I'm glad to see that in there. Other things I want to do is I watched this guy take questions last night for three hikers from 75 people and repeatedly twice I was there.

01:20:18

Yeah. Oh, I'm sorry.

Speaker F **01:20:19**

I'm going to come at you later

Speaker C **01:20:20**

because you're a banker.

Speaker A **01:20:21**

I want you to remember. Anyway,

Speaker C **01:20:26**

what I really want to get out is that there's negative and positive and always going to be negative and positive. But if we bring some positives with

Speaker A **01:20:33**

the negative, I think we have a

Speaker C **01:20:34**

better chance of work. And I want to thank these people because before they got here, I never was in the same room with my board member from the school board. She never returned a call, answered a question, let alone take questions. So I appreciate that. Another thing is I have begged and begged for years for our council members to come out and do this very thing right here and take questions.

01:20:58

Has anybody ever seen our council member come out and take questions? Let's see one of

them come out. I challenge them down here to come out and do this.

Speaker F **01:21:05**
So I appreciate these people.

Speaker C **01:21:06**
I want to compliment them. Now, I know there's some negative and positive and some things that need to be done. But I think this is a very good start and should be embraced.

Speaker A **01:21:14**
Thank you.

Speaker D **01:21:17**
Thank you. So, values, what are your non negotiables?

Speaker E **01:21:23**
Yes.

Speaker F **01:21:23**
And so good evening.

Speaker D **01:21:25**
Good evening.

Speaker P **01:21:27**
I'm grateful to see this question on here because the things that as an organization that we have, it's been poured into our organization. So some of the non negotiables and things that I would be to be good to see and to have as an experience, number one is respect.

Speaker F **01:21:46**
Respect for the community, respect for the

Speaker P **01:21:49**
people and respect for the children who we're so concerned about.

Speaker B **01:21:53**

Respect.

Speaker P **01:21:54**
Another, we hear the word transparency all the time, breaking it down. We need to be able to see what is happening. They need to be able to know

Speaker B **01:22:04**
what is going on.

Speaker P **01:22:06**
You know, we hear the word, you know, where's the plan? There is a plan, but yet who knows what the plan is except for those folks who are sitting in seats not amongst us today. But to be able to see and to know what the plan is, because it's one that's there. The other thing she mentioned about equity, also we need to think in terms of equity and equal opportunity as well.

Speaker F **01:22:33**
They're two different firms.

Speaker P **01:22:36**
There needs to be a time when what is needed over on this side of 35 or 822, 87, it's different from what is needed on the other side. So think in mind of what is needed for each area and for the children, that is a really big concern. So you even here, the accolades and the shouting and the rejoicing of the scores that were released or were seen just not too long ago, that was very disheartening because little did you see or hear that the scores of the

Speaker Y **01:23:13**
African American children declined down.

Speaker P **01:23:16**
They declined. Bottom line is the other scores, surely they were raised. But then the other piece of that was how can you celebrate something that you didn't create that was not from what is now?

Speaker V **01:23:32**
Right.

Right.

Speaker P **01:23:33**

You haven't had time to give, swore. You have not had time to test the children. That was something celebrated, partially a celebration from the past. And so again, truth, big truthful about what is another thing is again, when we talk about being equal, you can say equal. But again, when you think in terms of what has occurred, the disparity that has occurred, how can you say we want to be equal?

01:24:05

You can't afford to do that. You can't afford to do it because again, situations bring about circumstances and circumstances are not always those that you can take and solve the same manner. And so I say that. And then again, I would say that being able to let your talk represent your walk or your walk represents your talk, that's better said.

01:24:34

But I think in terms of how many calls we get of how some of the leadership that was in place would say the disrespect and degrading of walking in an office and ripping stuff off the wall, that's not it. I appreciate Ms. [Speaker Y] saying what she said. It starts from the top. And if you cannot show respect, if you cannot show action of care, then how can you expect that from others?

01:25:05

They're reading a book and following the page lesson. And that's not. You want people to come to work and feel like I'm here because I want to be here and not in fear. So that's another thing. Remove the fear and allow people to be able to come in to work, because why? They've got a job to do.

01:25:25

Our children are our main goal. And when you think in terms that. Again, the celebration that took place, how ridiculous was that? That you're celebrating when you see the scores went down for the African American children, they went up for cost supply. Then the other thing I do is not to turn an eye.

01:25:48

A phase two. When I look at Clifford Davis Elementary School, a pillar of this community, one who was one of the mat, really a patriot of the civil rights community, and yet to say we're closing that

school, that was a legacy.

Speaker P **01:26:07**
You're closing it. So again, being thoughtful with decisions that

Speaker F **01:26:11**
are being made, hearing from the community

Speaker P **01:26:14**
and not just listening, but having some actions to follow from the listening.

Speaker A **01:26:20**
Thank you, Ms. [Speaker P] I just want to thank you for being here. But Clifford Davis is not closing.

Speaker F **01:26:25**
I'm not saying it's closing, but look

Speaker P **01:26:27**
at how it's being handled. You know, that school from years past, when I think about when I use the word equity and equality. Again, that school consisted of students that spoke. I don't remember how many languages. You cannot give the same pot of money to that school.

Speaker F **01:26:47**
School to operate.

Speaker A **01:26:49**
Yeah.

Speaker P **01:26:49**
That you give to other schools because it's a different situation. So I'm just saying, if you're going to have it open, let's make sure that what is not there is there for what is needed. That's fine.

Speaker D **01:27:05**
Thank you. So what are the most important values of the community? It's. Anybody we

haven't heard from?

Speaker J **01:27:16**
We.

Speaker D **01:27:17**
I just want to make sure everybody got a chance to speak. Okay. I did see [Speaker B] hand first. Did I miss you?

Speaker N **01:27:29**
Oh.

Speaker D **01:27:30**
Oh, okay. Well, we're gonna keep Jay and Tennessee typing.

Speaker B **01:27:38**
We're going to make them take a break right now.

Speaker D **01:27:40**
Yeah, you're giving them a break from their, their typing.

Speaker B **01:27:45**
I, I've been waiting for this question and I listen to Ms. [Speaker P] I kept coming up with a title from when they see Us.

Speaker F **01:27:54**
When they what?

Speaker S **01:27:55**
When they see us.

Speaker B **01:27:57**
And I think about I can take you back to being an elementary student in the spaghetti C out west with with Dr. [Administrator 4] and not being seen first and foremost. I think you all need to understand this process especially in the political climate we're in. Nobody trusts right. So being transparent and making sure that things are explained and and I, you know the fact that you all are out I, I, I still want to see things implemented because sometimes industry

check boxes and I don't want that because people showing up tonight means that we want to engage, we all want to see our students better.

01:28:38

But I think the good faith intentional effort to ensure that we are seen, we are heard because like I said before this community is used to being divested in this community is used to not have the resources and you heard from my principal we've always had to make what miracles out of nothing over here.

01:28:58

And so the fact of the matter is I think transparency and two being collaborated with it's felt very and I've observed far from because I wanted to see what everything was being especially coming into even with you all being the board of managers. Connection to our communities is important because you're asking us to trust in good faith that you're gonna turn the ship around.

01:29:32

So being present and actively listening with the intentions of implement and not just check the boxes like I said you all with us seeing what's happening in Houston and seeing this like taking across the the board with contacts going in Beaumont and right like, like the the process in and of itself is not trusting.

01:29:53

So I think you all are going

Speaker N

01:29:54

to have to earn trust.

Speaker B

01:29:56

You're going to have to build trust and you're going to seek to have to create an environment with not just different communities but that the superintendent guard rails and goals. You all are the ones making sure that the superintendent has the okay. These are not that he understands that how he's been leading is very off putting and it doesn't give parents or communities the trust that he's here to

Speaker F

01:30:25

do right by our community.

A school is a microcosm of community. You don't change a school unless you input yourself in the community to help guide that. So I think in this aspect it's you all earning Our trust, you all being transparent and making sure that when we reflect on how you see us, it's from a standpoint of I feel seen, I feel heard, I feel valued.

01:30:56

And just like the young man spoke, that should be across the board. It shouldn't be one side. I remember at a public comment, a. A1. And I wrote down actually saying, oh, well, we're fine over here. Y' all need to go bearing work. The investment should have been made a long time ago.

01:31:15

But make sure that, equitably speaking, you see the needs, you attend to the needs, and then it's transparent. The whole thing is transparent.

Speaker O

01:31:27

You're beginning everything thing.

Speaker B

01:31:28

And like I said, you know, we'll start getting, you know, I mean, the concern will be br on how much you are talking about student outcomes. But like m said, unless we all rise, it's not a celebration.

Speaker R

01:31:40

Right?

Speaker B

01:31:41

It's not a celebration. It's actually there again, it's how you see us.

Speaker D

01:31:46

And there will be an opportunity. Dr. [Supt.] will be doing listening sessions similar to this. He will start. Is it okay, end of August. So the superintendent will be listening and engaging with the community. That. That will be on the superintendent work board on the operational issues.

Speaker V

01:32:06

This opin really quickly.

I'm sorry, you said he'll be listening, taking questions, but he came in with an ax.

Speaker B **01:32:15**
Just.

Speaker O **01:32:17**
Did he listen? Did he ask questions? Did he visit? I know people at every school were texting me.

Speaker S **01:32:25**
They're here, they're here.

Speaker O **01:32:26**
Oh, you know who's next? That's not a way to greet anybody with your first day coming to that

Speaker F **01:32:33**
building that you're gonna ask them.

Speaker O **01:32:36**
And you don't even know the community, so you're just gonna go in there, ask, ask, ask.

Speaker B **01:32:41**
Move, move, move.

Speaker F **01:32:43**
You don't even know them. You don't know the community.

Speaker O **01:32:46**
Get to know Fort Worth. And I'm not saying wait till winter school, store, office, or whatever, but then, oh, let's make these changes, because this. These should have been done the minute you all were appointed and he was hired. And it seems like he's a puppet for the commissioner, and the commissioner is a puppet for the government.

Speaker Y **01:33:10**
Come on.

Can you get that down?

Speaker D **01:33:14**
Give him a minute.

Speaker E **01:33:15**
He's typing.

Speaker Y **01:33:16**
He's catching up.

Speaker B **01:33:17**
We go way back.

Speaker F **01:33:18**
We go way back. We go way back.

Speaker B **01:33:19**
So, you know, you know, I'm not tripping.

Speaker O **01:33:29**
I don't want to say they don't care about us. They don't care about us. They care about Fort Worth.

Speaker S **01:33:38**
Right?

Speaker I **01:33:39**
Right.

Speaker O **01:33:39**
And Cor just happened to Be one of the ponds in the mix. And so let's do something to make Fort Worth look good because Heb Arlington Mansfield, who else is around here, they're getting all the industry. That's all that's based on is the dollar. We all know that, right?

Speaker B **01:34:02**

Because.

Speaker O **01:34:03**
Because somebody downtown in that new building, Ty building, they weren't getting enough of the big businesses to come to Fort Worth. They're settling everywhere else. So let's make our school district go

Speaker F **01:34:15**
up

Speaker O **01:34:17**
so we can get in these industries to come in. They don't care. You know, it's all about the dollar. And we know that. So you all are feeding us this and we probably hope to continue that. This dialogue, this just doesn't need to be a one time. This is June 30th, so we should have one maybe every three months, every six weeks that you all hear us, to hear our not qualms, but our accolades and our poems on what's going on.

01:34:52
Has this been accomplished?

Speaker F **01:34:54**
Are we working on this?

Speaker O **01:34:55**
How close are we meeting? The close to meeting this agent, this role. So I'd like to see that not just a shut off today and shut off at Southwest other day and shut off at Penbrook. And naturally Penbrook has got whatever they wanted every time.

Speaker Y **01:35:09**
Every time.

Speaker O **01:35:09**
So they always get sober. They weren't as loud as us, right? Cuz they already had it, right?

Speaker N **01:35:16**
They were pretty loud.

01:35:17

They're upset, they want some money.

Speaker O **01:35:19**

But yeah, they get. But they want them. We got screen.

Speaker D **01:35:31**

Okay, I think we had [Speaker U] and then.

Speaker B **01:35:46**

How much some of the principles that we have popping up in other school districts. It is very telling,

Speaker V **01:36:00**

[?]

Speaker U **01:36:02**

So for me, there's four values I want to break down in terms of things that are important not only to me, but I know the community that [Supt.] is not showing whatsoever in what he's doing right now. First one is safe. I want to value around safety for students. And when you treat our teachers, our educators and our community as hostile and with as much disrespect as he has, that's not safe for students.

01:36:37

These are teachers who have relations, relationships with these families, who know these students, who help educate these students, feed these students, clothe these students and he's coming to our district and just gotten rid of top talent because of his disrespect and because of his unwillingness to actually know who is who in our community.

01:37:06

So I want a value of safety that I see [Supt.] not even doing from jump and that's not acceptable. So now we have a bunch of new adults Coming into our classrooms, a bunch of strangers coming into the building that we don't have history around. And the day they permit for uncertified teachers to fill the halls, how is that safe for our kids?

01:37:36

So safe. Safety is available. The other one is just. We've seen through Houston isd, we've seen through these takeovers that one of the measures that they're going to want to do is to be punitive to our students, especially our black and brown brown students, and even

more especially to our black students. That is what happened in Houston isd, continues to happen in Houston isd.

01:38:05

That is not just. It's not just to be punitive against students because you have a scripted lesson and you want them to be like robots in the classroom, and then you're going to punish them because they don't fit that unnatural setting that you're asking them to be in. That's not just. And it's also not just to be punitive against the teachers, which you've already been doing when they are not going to be able to stay on your AI script because they have 30 individual human beings that they are there to serve and educate.

01:38:46

I want to see a value adjust and justice in the classroom in this district. And [Supt.] does not show that. The other piece is around equity, which I'm thankful that has already been said by so many community members. There's this myth and this delusion that every kid's going to walk into every class to get the same education,

Speaker F

01:39:12

which

Speaker U

01:39:12

is not ever going to happen because every teacher is different and every collection of students is different. Every community is different. We don't need cookie cutter carbon copy AI lesson plans to just feed kids and have them fill out worksheets, fill out some data metrics. They don't mean anything. We need talented, experienced educators to be able to navigate these particular students in their classrooms and these particular families in the community to be able to serve them in the ways they need to be served.

01:39:51

And that means sometimes before that math lesson, they need to make sure that they have food. Right? That is equity. That means that their campus has the electricity, that that campus has their books, that that campus has the materials. What you've done to eliminate so much top talent so that people are running away does not show a value of equity for our students in our communities, in our classrooms.

01:40:27

[Superintendent] already showing he doesn't have that. Fourth item I have is inclusivity. Fort Worth ISD is a campus for every student, is a district for every student, for every family, regardless of what you look like, what your needs are. We're here to serve every student.

So when [Supt.] in the district decides to remove [Principal 1] as principal of [a district high school]
[description of the staff member]
inclusivity in our district and in our schools.

01:41:13

That is not acceptable when [Staff member 2] who knows [Staff member 2] here in the room, is [personnel matter]
[Staff member 2] should never be questioned, nor should [Principal 1] about their dedication and their expertise and education in our schools and for our students.

01:41:41

But [Supt.] does not have that value of inclusivity. No, I'm not done.

Speaker D

01:41:48

Well, your time. Your time is up.

Speaker S

01:41:49

[Speaker U]

Speaker N

01:41:50

I let you go.

Speaker D

01:41:51

Your. Your time was up. We agreed three minutes. The group agreed on three minutes, so. Okay, last point, [Speaker U]

Speaker U

01:42:01

You have not cut off anybody else, so I'm sorry, you have to wait another minute. That inclusivity is what we need to show representation. And we want [Principal 1] put as [a district high school]'s principal today The last thing I'll add on this is an extra one is transparency. I want to know how many teachers we've lost in this district, how many principals, how many administrators, how many acquired, how many have decided not to renew their contract, and how many you are placing and where they're coming from.

01:42:32

I want to know the budget at the campus level. I don't just need a district budget. I want to know what schools have which money and which schools are still lacking money. You just. We deserve that level of training.

Transparency.

Speaker U **01:42:44**
To know exactly what's happening in this district at every campus, with every adult that is supposed to be responsible for our kids. And you owe us transparency around who you've been chasing out of our district. That's transparency that we need.

Speaker G **01:43:01**
Thank you,

Speaker D **01:43:06**
Ms. [Participant 10]And then we'll go to our. Our timekeepers.

Speaker V **01:43:09**
Thank you.

Speaker F **01:43:12**
I'm [P10] and I'm an old

Speaker V **01:43:17**
graduate.

Speaker F **01:43:17**
But something just came to mind. This vision that we're developing, does it stop with the board and doctor or does it have to go beyond to Mr. Morath or.

Speaker A **01:43:29**
Mr.

Speaker F **01:43:33**
My husband always says I don't have a.

Speaker G **01:43:38**
Anyway, my question is this.

Speaker L **01:43:39**
The vision that we're hoping to develop,

does it stop or be approved by Dr. [Superintendent] and the board of managers, or does it need to be approved

Speaker D **01:43:50**

beyond them and some of the other folks, Mr. Morath and Mr. [Administrator 2] So the board represents the community. We don't represent Mr. Morath, and we don't. We don't represent Mr. Abbott. We represent the community. So we, we represent the community. The board will develop the goals and the guardrails that we will hold Dr.

01:44:14

[Superintendent] accountable for. So the board will develop those goals based on what we're hearing. It stops hearing and then the superintendent will go do his job within those boundaries. These are the boundaries. This is what you have to accomplish. And these are the boundaries that you have to do it in. And then we'll hold them accountable for those things.

01:44:36

So we, we are appointed. Correct. We will set metrics for our exit. Our goal here is to turn it back over to the elected board. And I hope everybody will vote and I hope, I hope some people will agree to run.

Speaker A **01:44:50**

Run.

Speaker D **01:44:50**

We need talented people to run for school board. Please run.

Speaker G **01:44:57**

Okay.

Speaker D **01:44:57**

Yes.

Speaker H **01:45:04**

I want to use the mic so everyone can hear this time update I'm making. I'm going to do a 2 minute and 30 second timer and then I'll do a 30 second timer after that. So you know when your timer is

about to be out.

Speaker H **01:45:15**

That makes sense. So you'll hear it twice.

Speaker D **01:45:17**

That's an update.

Speaker H **01:45:18**

Now this is me and here's my three minutes. When I hear everyone saying transparency. What I really, really, really hope that Dr. [Superintendent] and what you guys are hearing is that we as a community don't only want to know what's happening. We want to be collaborated with, we want to be included. We as parents, we don't want, we don't just want a survey in our email.

01:45:43

We want to then see a follow up survey. We want to see that it's not just one email but we want to be really, really, really engaged. And I think that this is a really important moment in Fort Worth where we are seeing incredible engagement through our community. We are seeing incredible awareness in our parents.

01:46:02

And I think it is important for us to capitalize on that in a really, really meaningful way and with, with transparency. There are all of these communities, I understand not everyone is going to talk to me as a parent, but there are so many people that collectively as communities we can say we trust this principle, we trust this community member.

01:46:26

I want to know how the board of managers, how Dr. [Superintendent] is engaging with those people in our community that we trust because that is a realistic way and for decisions that are being made, not just to be, we're making this decision. But hey, we've talked with this, these groups of people that we know you trust, these principals are giving us this feedback and things like that so that like Someone else mentioned it's hard for us to trust right now.

01:46:55

We have. This is very vulnerable for us as a community. You guys know that. This is vulnerable for us as a community. And we want to know that the people who are making decisions for our kids, our babies. I have elementary students, like, this is out of my realm,

this high school stuff, but, like, my babies.

01:47:13

I send you my babies. And I want to know that some man in office is not just appointed. And I know that I. I know that there is. I have hope that this is not just to come in and wipe it out and change the system and break the things down, because I know that you guys, as board of managers, all I have is to trust you and to hold you accountable.

01:47:37

And I want to know that when I send my baby to school, that decisions aren't being made by one person.

Speaker G **01:47:45**
That's.

Speaker N **01:47:46**
Relax.

Speaker Q **01:47:46**
Thank you.

Speaker D **01:47:48**
Thank you. I'll come back to you.

Speaker F **01:47:53**
I.

Speaker D **01:47:54**
Yes, ma'.

Speaker V **01:47:55**
Am.

Speaker D **01:47:56**
With the little one. The little early learner. Come on up.

Speaker H **01:48:01**

Teacher.

Speaker V **01:48:01**
Student.

Speaker G **01:48:02**
Hi.

Speaker AA **01:48:06**
I'll address you directly since you're standing up here, but first of all, I want to say thank you for taking the time to be here because it is pretty difficult at every meeting to sit and hear the things that you hear. So I knew I wouldn't be the one. So it was said here by the lady in the maroon.

01:48:27
It was said again by [Speaker U] I believe, and it was said by you. And I'll say it again. Radical transparency. I think it's not just transparency, but it's radical transparency. It's, hey, we're doing this. Here's why we're doing it. And I understand, as a board member, there's some things you can't just tell people because people panic.

01:48:52
But there's panic of, oh, we told you. Now you're panicking. But here we have a plan, and then there's panic, like they don't know what's going on and they don't know why it's happening. And I think having that radical transparency, I've had it as an. I'm an educator. And when my AP told me, look, this is what we doing, and this

Speaker D **01:49:15**
is why we're doing it.

Speaker AA **01:49:19**
This is what we're doing, and this

Speaker F **01:49:21**
is why we're doing it. And this is the amount of money

Speaker AA **01:49:23**
that we spent on it, and I was like, okay, I can get behind that.

I don't like it.

Speaker AA **01:49:31**
I don't really want to do that, but tell me the real real. And when she was telling me the real real, I couldn't necessarily get behind the scene system, but I could get behind her and what she was doing. So I think having that aspect of holding him accountable to. You need to be radically transparent with these people.

01:49:52
You need to, like, I know you don't want to.

Speaker F **01:49:55**
I know you think it's not in

Speaker AA **01:49:56**
the best interest of the people, but you need to let them know and it won't lead to panic. With special education, it won't lead to panic. What are our kids going to read and who's going to be teaching our children? So that's all I have to say. Just defining what radical transparency looks like from the community, and we're doing that now.

01:50:19
And also asking him, Dr. [Superintendent] what does radical transparency look like to you?

Speaker D **01:50:26**
Thank you.

Speaker Y **01:50:31**
Come back to it.

Speaker D **01:50:34**
We have. We have the. Our student. Can we hear from our student? Did you have something to add on value?

Speaker F **01:50:41**
I had a question.

Speaker Q **01:50:42**

So, like, I know, I like, I like that y' all out here, like, why is the guy who makes all

Speaker F **01:50:48**
the decisions out here, like right now?

Speaker A **01:50:56**
That one doesn't work.

Speaker D **01:50:59**
That one doesn't work well.

Speaker Q **01:51:03**
So I was just congratulating him for actually being out here. But I was wondering why the guy who makes all the decision, why he isn't out here right now? Because we were talking about transparency and things happening right now. But all I see is y' all and y' all say that he makes all the decisions.

01:51:19
So I was wondering why he isn't here. And he's coming later in August once the next school year starts.

Speaker D **01:51:25**
So the, so the, the point of these sessions is for the board to hear the community. The board's job is to hold him accountable for his decisions, that his decisions represent the vision of the community and he's acting within the values of the community. And it's our job to hold him accountable in his job.

01:51:44
So that's, that's why we are doing this, because we want to hear from you of what you want us to hold him accountable for.

Speaker Q **01:51:50**
So leading up into the school year, y' all gonna, like, make sure that he does everything we're saying, or at least most of it.

Speaker D **01:51:57**
We are going to share our goals and our guardrails. We are going to share all of this data.

So you're.

Speaker D **01:52:03**

I've seen you at a few of our meetings. You're going all the information you've heard. We're going to show all of the raw data so you will hear what the community said and that the more things something is said, that's a common thread through our community community. And that's something that needs to be in our goals and our guardrails.

01:52:18

And so we will draft those goals and guardrails and we will show them to the community. You will have a chance to see what those are and then we will adopt those based on these listening sessions. And that is what we are going to hold him accountable for.

Speaker F **01:52:33**

I think that's a great question to where I want to lead into if I may go now. I was supposed to go after [Speaker U]

Speaker D **01:52:39**

so sorry, I'm trying to spam her and I feel like I've missed you in the blue shirt.

Speaker F **01:52:44**

Yeah, no, I'm fine. My opportunity is now, though, so I wanted to follow what is it involved. Okay. What she said as far as who holds the board of managers account. And the reason I asked that is because I know myself and several other community members. We emailed you guys to no response.

01:53:03

I emailed twice. I emailed back on June 17 and on June 16, I received one response from the entire board of managers. That was from Rosa. But there's other community members who've expressed their grievances with not receiving a email back. But they're reaching out as concerned community members wanting to engage with you guys.

01:53:20

So who is holding the board of managers accountable?

Speaker G **01:53:24**

So I'll.

I'll comment on the email. So when somebody emails us with all nine of us included, we can't reply all. That is against the law. We are held to a standard called the Texas Open Meetings Act. We can't all gather. More than five of us cannot be in one place. So if there's an email that you send us and you send it to all nine of us, we can't reply all and we don't know who may have have replied.

01:53:49

So we're working on a system to where we can have some type of clearinghouse where we know that your concerns get answered in a consistent way. Because if I answer it one way, Jay answers it another way, Tennessee answers it one way, that may cause you more confidence confusion. He may not get the answer to your question, but we can't all collude as a board of nine.

01:54:07

So that is the. That is the issue that I have with emails is is the Texas Open meeting fact and make sure we operate

Speaker F **01:54:14**

within the law, is that. Does that mean the open meeting. Does that the same thing like with city council, when we email city council the same thing?

Speaker P **01:54:23**

Yes.

Speaker F **01:54:23**

Okay. So could you guys. Is it possible that you could respond to why you don't have to reply all. Could you Just respond to the email

Speaker D **01:54:30**

that you could, but you don't know if somebody else already did. And I don't know if Jay may have replied to you. I don't know if you got the answer or I don't know if I'm giving an answer that's inconsistent with what he answered.

Speaker A **01:54:41**

So we're.

Speaker D **01:54:42**

We want to make sure that we have a system where we're. We're clear.

I asked that because I email the city council as a collective. I've done that before and I receive responses. So I was. Want that clarity. But it seems like right now you guys are working on putting a lot of systems in place to streamline and make things transparent or make the. Just make it easier for the community to communicate with you guys.

01:55:06

I, I would hope that you guys could really get some things actually concrete in place versus always working on it because it just sounds like we're never

Speaker T **01:55:14**

going to do it.

Speaker D **01:55:16**

And I will say city council, but they each have two staff members. But I don't have a paid staff member. Jay doesn't have a paid staff member. So we're. We're doing the best that we can with the time that we have. And we all have jobs.

Speaker O **01:55:28**

Yeah.

Speaker D **01:55:29**

Three phones and five email addresses. Okay. So, [Speaker T] I'm.

Speaker G **01:55:36**

Good night.

Speaker D **01:55:37**

Sorry you guys all.

Speaker T **01:55:40**

So I just wanted to give my values and thank you to everybody that spoke already tonight. I can hear your passion. My first value is community engagement. I ain't been on stage in a while. My. My second non negotiable is parent engagement. Do I need to explain the difference?

Speaker C **01:56:06**

Okay.

Do you want Jay to make. Make Jay type it.

Speaker T **01:56:12**

My third non negotiable and somebody spoke on. This is collaboration. And my fourth is partnership. And I'm explaining the difference. Collaboration is working with existing partners and partnership is identifying new partners and bringing people in. I'll give an example of. We lose a lot of opportunities. Now I'm talking about Dunbar. We lose a lot of opportunities that we could have as like fun development, exposure for our students because like the right person may not be asking for the collaboration or the partnership.

01:56:49

So that's something that, you know, I'm trying to give you. You know, [?] gonna be on you if you don't know this. So you need to be. You can start with that one right there. Yeah. Then student voice and choice. I do not hear that enough throughout anyone talking about any of these changes and especially with TA taking over.

01:57:11

I know that's a key component of TEA when they're giving away money to Districts and student voice and choice. Another thing. Someone I think it was [Speaker U] was speaking kind of about this. But the term is wraparound services. So it's non negotiable that students at Dunbar High School should have wraparound services. It's too much money.

01:57:29

Too many non profits NGOs. People get money using 7610-5761-127611-97610 zip codes and they grant applications. But then those services for some reason does not turn into sustainable engagement or uses of those services with our community inclusivity. I'm gonna say that one again because I know we're gonna add them up, right?

Speaker D **01:57:57**

We are.

Speaker T **01:57:57**

Yeah.

Speaker D **01:57:57**

We're taking score safety.

Speaker T **01:57:59**

I'm adding that one again. And specifically when I'm saying safety, I'm talking about first amendment safety. Specifically, I'm talking like what Mama [Speaker O] said. The Employees of Forward5D are your greatest resource. But they don't give y' all no help because they scared they gonna lose their job and get put on that no rehearsal that nobody secretly talks about.

01:58:21

The secret no behind listen files. That's in 4 word 5D. So y' all need to. If that's not on your L, check that. And then physical safety. Meaning that I was an employee at this school for the past three years and there have always been concerns with people physical safety. Because it's an educational piece like one as employees we have to educate the students about safety as far as like why do we follow procedures and processes about opening doors and stuff like that.

01:58:51

So I feel like that's a safety concern throughout the district that people need to be educated on.

Speaker D **01:58:59**
Thank you.

Speaker H **01:59:01**
All right.

Speaker D **01:59:01**
Did we have. I feel like I'm ignoring the left side of the room. Anybody here Values I do have to

Speaker N **01:59:09**
add on the equity situation.

Speaker F **01:59:12**
Not equal equity.

Speaker N **01:59:14**
When I talk to am paid for three years. For 18 months I had six trash cans catching water from the ceiling.

18 months.

Speaker N **01:59:24**
No matter how many times my principal put it in. No matter how many times. Because I had a very good principle. If anybody knew. [Principal 3] she did not play with you. Amazing principle. And I know for a fact that that would not happen in Tanglewood. The first little leave somebody's out there. The money back to what Mr.

01:59:46
St was talking about. We're giving this campus this money. This campus this money. This campus this money. But it still does not meet the

Speaker F **01:59:55**
need of the community.

Speaker N **01:59:56**
And then when we give that money the equal money. Not equal money. Equal money. When we get. And sometimes it's really not equal, but when we give that money.

Speaker H **02:00:08**
Right.

Speaker E **02:00:08**
Okay.

Speaker N **02:00:09**
Then when the student outcome isn't what you want it to be, then all of a sudden it's the teachers in the. In the present. That was the problem.

Speaker S **02:00:21**
Yeah.

Speaker N **02:00:22**
And the problem I'm having right now is several of my beautiful African American administrators in this district have been forced out of this district based on achievement and Florida rating system. And Texas rating system is not the same. Florida is achievement only. Texas is achievement and growth. I just finished [many years at a district elementary school]
21 languages.

Okay?

Speaker N **02:00:58**

You cannot sit from a diet or get on the news and say growth doesn't matter. Because it absolutely matters. Because I was getting babies in fourth grade, three and fourth grade levels behind. And when I grow those babies a year and a half, two and a half years, some of them three years, and you get up there and you say growth don't matter.

02:01:20

That is asinine. Okay, it is. And now we're gonna look like idiots because we enforce those beautiful African American, Hispanic women, a lot of women, which I'm very upset about, that out. And their school is going to grow a year or two. Or not a year or two, excuse me, a letter or two, say that in August we get all these other schools back.

02:01:44

It's gonna be a year or Two ahead. Like A.B.

Speaker F **02:01:48**

my niece.

Speaker N **02:01:49**

So F, D, you know, like. And then D, E, and, you know, so on and so forth.

Speaker S **02:01:54**

We got it going on.

Speaker H **02:01:54**

Okay?

Speaker N **02:01:55**

But my point is, they're going to be ahead a letter or two and we will have forced those beautiful administrators out and teachers like myself, because I'm not saying. But that'll mean I'm going to get your board meetings. But at any rate. At any rate, we're going to look real stupid because they're over there now in Arlington and Keller and Crowley, atb.

02:02:18

I mean, I. Every day I'm seeing one of them post up there and. And we forced them out and we forced our teachers out. And that little 200, 300 that Mr. [Supt.] was talking about,

that worming. That's a lie. I know it is because I keep my records of how many people have contacted me and I don't know everybody in this district that left.

02:02:40

And we're losing valuable people.

Speaker B

02:02:42

Valuable people.

Speaker N

02:02:43

So equity, equity, east side, south side, north side, I've taught all of them and they are not equal to west side. They never have been. They never have been. And they deserve it. That's what we need.

Speaker D

02:03:00

Thank you. Yes, sir.

Speaker Z

02:03:03

Since my understanding is this is being tallied and you're hearing from a whole different people then I also want to add transparency to the list. But in addition to that, it seems like there is a hesitation for complete transparency because of fear or ignorance of what that information means. So my belief is transparency without education to the general public about what they're looking at, the whys and the downstream impacts would not.

02:03:40

My understanding or my belief is that won't serve the community. And my, my expectation for the leaders of the district are to provide that transparency. But what has historically been missing is. Is the education education that goes along with it so we can make more informed decisions and move and govern ourselves accordingly while also being more involved in the process.

02:04:06

I've been in involved in Florida ISD for the last seven or eight years and the eight to nine months that I spent in Leadership ISD learning about how the district runs and how it works. And by comparison, all of the other information I've learned in the last six or seven years pales in comparison.

02:04:31

So my, my request is if we have organizations that exist or people that are part of organizations like Leadership isd they do have this wealth of knowledge to break the issues down, break how the district works and functions down so that every parent, every person, every student, every educator can get the full scope of how district operations operates and moves.

02:04:59

My request would be that you all do that. And transparency without education is not going to get the inclusivity that we want. It's not going to get the participation and engagement that we want because people are going to get in involved with what they understand. And if this is a large district making multifaceted decision, pulling from lots of different variables, if you don't have that education, then you won't understand and you won't be involved.

Speaker U

02:05:26

Does that make sense?

Speaker Z

02:05:27

So my hope is that you will include that educational piece, radical education or re education as a part of your transparency plan.

Speaker D

02:05:35

Thank you.

Speaker T

02:05:38

They had their hands on up to answer the value question. I just want to give an example. I did work for the Mystery. I thought a field trip should be easy. I thought man, why people need to people like Pete, people who got the money. People need to be educated on how we do those things so that they can know how that fits into their budget and their schedule

Speaker S

02:06:01

as mine is respect. And so I, I work. I'm a permanent. I've been a permanent sub here. I got here and stayed left corporate America to come here to. To educate and got stuck here. So I've been stuck in my alma mater for three years. So I've the Whole So I have

Speaker O

02:06:24

a passion for it.

Like my friend [Staff member 2]

Speaker X **02:06:27**

I. I'm.

Speaker S **02:06:28**

I'm very vocal on my social media of about what I talk about advocating for my people. So I think the. The very hard decision to not return to the district as well. Cuz what y' all not going to do is hold that over my head because I'mma speak truth to power. So it's not going to stop.

02:06:43

But it gives me time to come and argue with y' all or advocate if I need to or fight if I need to. Because they need kids over here. It's not. I'm saying that as

a daughter who just graduated, got a full ride to [college].

Speaker F **02:06:55**

[?]

Speaker S **02:06:55**

So. So it's not that it's not talent here. It's just that we don't have. We're not on the same playing field. So what I want what what happened that gave me pause is when y' all came on campus, I don't know who it was. I never saw the people came on campus. And it immediately brought anxiety on the campus.

02:07:20

If we didn't eat, everybody went into and. And that should not be. Nobody can work in those type of conditions. Second so then I help out with the star test. Our arrow goes out 89 degrees in this building. They make those kids take the 10.

Speaker O **02:07:39**

They make them.

Speaker S **02:07:41**

And there was people on campus from this new administration that didn't bother to get water. Didn't bother bother to say thank you. Don't get fans. Didn't bother to do anything. But you about student outcomes though. But you didn't bother to do anything with from what I understood. Cuz I going to find they could have retested but they didn't.

They said oh y got like 30

Speaker F **02:08:02**
minutes to go in.

Speaker S **02:08:03**
We'll bring somebody out here to work on the air. The earth come on to the end of the day. So they took the full test in 89 degree heat in a 10 around. Okay that's first. Second, my students because I'm. I'm like for Ms. [Speaker Y] and all the other women that reported to me over the years.

02:08:22
I'm that they don't particularly like me all the time but they know I come from a good place. They say miss the people come in the room. They don't even speak in my classroom. You don't walk in my classroom without speaking. Students, staff, whoever they walk in our classroom. They don't even bother to speak to us.

Speaker G **02:08:41**
Respect.

Speaker S **02:08:43**
Okay. So we telling them to do stuff that we not even model. So this the last and final thing or the big thing for me is we have a child development center on our campus. This is one of our go choice programs.

Speaker G **02:08:56**
Right.

Speaker S **02:08:57**
So. And they're right now, I think either they're about to go or have gone to a national competition.

Speaker B **02:09:03**
They got more and they won.

Speaker I **02:09:06**
Right, right, right, right.

Won't fall, but this is what got me. So they going to build an office in their child development location. There's going to be an office built here. So they going to displace these students to have office on location for the board of managers or whoever is supposed

Speaker D **02:09:27**
to occupy this option.

Speaker S **02:09:31**
But this is a national team. They just, they just competed for donor high school. They went to what, Eugene, Oregon.

Speaker N **02:09:39**
Oregon.

Speaker B **02:09:39**
And hopefully we see that represented.

Speaker S **02:09:41**
Yeah. So that program is successful. It's a successful program. So you decide, oh, this is where we go. And they l went in.

Speaker I **02:09:52**
Excuse me.

Speaker F **02:09:54**
Why are you here? What are you here for?

Speaker S **02:09:57**
Nobody said anything to her. Nobody said nothing. Next thing she knows, she got to relocate. So how do you expect people to work under these types of conditions when this is the kind of stuff that's happening? So you can come and do all of these sessions and what have you, whatever, but you got to tell what's going on in the building.

02:10:17
So I said, you know what? Let me go find me another occupation because I'm going to tell the good innovation and this [Participant 6]knows any other board members. I've always done it. It's not new to me. I've gone to board members board meetings and, and showed out. But

I also come and say, well,

Speaker F **02:10:33**
what do you need me to do to help?

Speaker S **02:10:35**
I'm also that person too.

Speaker D **02:10:37**
So thank you.

Speaker S **02:10:38**
You gotta hold people accountable, but you got to be respectful when you walk into buildings. And you also need to be mindful of the decisions to make. You make and have how they reflect on the community that exists there.

Speaker O **02:10:50**
And then they asked when they were touring the building, where we be safe over here? Now put that in your notes. They asked, will we be safe over here for go we send our students here, right?

Speaker Y **02:11:05**
Wrong.

Speaker O **02:11:05**
People come here every day. They haven't asked that question. So somebody from downtown. I still say downtown,

Speaker V **02:11:21**
But that's what was asked.

Speaker A **02:11:25**
There's another gentleman.

Speaker J **02:11:43**
I wanted to talk about my most important value that I think for this community, that the superintendent need to make sure that he's aware of it and that he honored it. And that's

the Dunbar heritage. What I mean by that is that at one time there was four African American high schools in Fort Worth.

02:12:08

Im Terrell Kirkpatrick, Cumo. All three of those schools are closed. Dunbar High School is the only African American heritage we have in Fort Worth. And it's important to me and I think to the community that the district do everything it can do to make sure that Dunbar is thriving and that it stays open and that it has every opportunity that any other high school would have been forward.

02:12:41

And I think they need to look at Dunbar just the way they would look at Pascal High School, which is the first high school and forward. So that's important to me that Dunbar High School is always thriving and progressing here in Fort Worth because if we lose Dunbar High School, then African Americans, we have no black heritage in Fort Worth as far as high schools.

02:13:07

And I think the district needs to be aware of that and do everything it can to make sure dumb boys thrive in the States.

Speaker A **02:13:14**

Okay,

Speaker G **02:13:17**

thank you.

Speaker D **02:13:20**

Okay, anyone we've not heard from on values? Okay, we'll move on to our next question. So what are some things Fort Worth ISD is doing for our students right now that are working? And you want to be sure that we keep doing. What should we keep doing? Yes, ma'.

Speaker K **02:13:41**

Am.

Speaker X **02:13:46**

My name is everybody. I graduated from Ford Dynasty Hills High School 20.5. And one of

the things that being a lot of graduates were able to

Speaker O **02:13:59**
graduate with was two degrees.

Speaker X **02:14:01**
So we had our high school degree and we had our associates degree from tcc. And so one thing that I hope is going to still be there for a lot of students is to be able to attain their associates in great and if not the full associates degree that they can still take classes to obtain at least some hours because college is expensive.

02:14:23

And if they can get some hours

Speaker F **02:14:26**
done, that is going to help us so much in the long run.

Speaker X **02:14:29**
Secondly, from what we know, Go center staff has been cut from schools and I should not really. Who is the Go Center?

Speaker I **02:14:42**
Go.

Speaker G **02:14:42**
Go.

Speaker D **02:14:42**
Go center, go.

Speaker X **02:14:45**
They are staff members that really help students, I guess give a starting point on how to navigate college applications, how to navigate financial impact, getting financial. So I know I did not use that, but I know for a lot of students they use that resource. So if it's not going to be there anymore, what is going to supplement that for kids?

02:15:08

Because the college application process within itself is very overwhelming. And even when the Go center wasn't there before, there's still very minimal resources and staff to help students navigate that next phase of their journey. So also goes back to other question, like successful graduate, like how are we going to ensure their success after they.

Speaker F **02:15:34**
Thank you,

Speaker D **02:15:38**
Ms. [?] behind you. Remind me. I saw your hand first.

Speaker W **02:15:44**
Oh, yeah.

Speaker D **02:15:45**
[Speaker W]

Speaker O **02:15:46**
Yes.

Speaker W **02:15:47**
It kind of sparked why I've been coming to more meetings or why I've

Speaker O **02:15:51**
been going to school.

Speaker W **02:15:51**
More meetings. Is that thing that is working is students graduating when more than one degree. We celebrated that. I know we had a few YMLA students at the board meeting. My son was one of them. Talking about why we cut that post. Secondary specialist. We just talked about how we want to model other schools after ymla.

02:16:09

But you're cutting all the people. So will YMLA still be successful when you've cut CCMR and Family Engagement, all the people that have been helping and now you're going to pile that all in the ap, we're going to fall into the same house category of not being able to do the things because you're taking the humans that help do the things.

I'm a first generation college graduate and I didn't do it till I was way later in life. That is hard. It's a world that they don't know how to navigate. Luckily, my oldest is a junior, so he had Mr. [Staff member 3]to help him create that path because we're almost there. But he also had a sixth grader.

02:16:44

And so what will that ccmr, what will that dual credit it look like when my sixth grader gets to be a freshman? I know that my oldest should graduate with not only associates degree. Will my sixth grader, will he have the engineering program?

Speaker F **02:17:02**

The engineering program.

Speaker W **02:17:03**

And it actually qualificates. He's taken tests and has qualifications. Those are all really important skills that he can then take later in life. Will they still be there when my sixth grader gets there? It's working now and it's creating. Well, if 49 students graduate, all of them got accepted to College and 20 of the 49 also graduated with an associate's degree.

02:17:24

It's a really big deal.

Speaker V **02:17:26**

Thank you.

Speaker F **02:17:31**

Well, I. I just want to piggyback on that.

Speaker G **02:17:35**

What tool do you use to determine

Speaker F **02:17:39**

programs that you should cut?

Speaker G **02:17:41**

Because those are really necessary programs. Those are detrimental to our students. So how did you determine to cut programs such as that?

So from my understanding, I will let Dr. [Administrator 1] correct me, that duties are taken off of the APs. The assistant principals are no longer in charge of. Of operations of the school. Like making sure the air is on. That is somebody else's job. So some of those duties were removed from the APs and the APs will be taking on some of the college planning Duties.

02:18:15

Did I say that correctly? Okay, that's an operational question, which is more of a [Administrator 1] question, not the program. No, no, no program. No college program has been cut.

Speaker G

02:18:28

But the people that operate

Speaker D

02:18:32

there were staffing adjustments.

Speaker H

02:18:33

Yes.

Speaker D

02:18:37

Do we still have ghost centers, [Administrator 1] Yes, we still have ghost centers. It may be something different, but the same service will still be provided. It may not be called Go center necessarily.

Speaker M

02:18:56

Yes.

Speaker D

02:18:56

[Administrator 1] you can answer this. This is mainly for board, but since y' all want to know, we'll let [Admin 1] speak to your question.

Speaker K

02:19:06

What staff is doing is capturing everything that you are saying from the other listening sessions. And we'll be posting the official district response in addition to the board member notes. So we're gonna have a web page that we're pushing out to the entire community this week. But to answer the question, the both centers looks different every school.

02:19:24

However, it's very important to note that we have communities and schools grant funded through the community where we're going to be providing that same service. It's just going to be called under a different title. So although the post secondary specialist position was program changed, the services do not go away. We realign them with staff in every single building.

02:19:44

We're going to provide very specific details for you online. And if you have additional questions about who's going to service my child for the postsecondary specialist position, I. I would be happy to page with you one on one because it looks different at every school. So if anybody wants to have that conversation tonight, I'll stay back and I would just need to know what school it is so that I can engage with you and your principal.

Speaker U

02:20:06

Yeah. My question is, is it communities and schools Social services Girl centers is about colleges, career.

Speaker Y

02:20:13

Right.

Speaker U

02:20:14

So you throwing that term out, that's two different things. That doesn't answer the question. What is the solution from the g support.

Speaker K

02:20:22

So Ms. [?] I think if I can answer them just like one on one.

Speaker D

02:20:26

Yeah. If you would like an answer as. As he stated, the questions will be posted on the district website.

Speaker F

02:20:33

There's enough property called survive and thrive is led by Dr. [Community member 2] He does that on the me time will lean on to community until they get it together.

Speaker D

02:20:45

Yes, sir. What are we doing right and what do you want us to keep doing?

I mean, I was going to piggyback off [Child 1] mom, my friend. So the night that they took away our postsecondary specialist, I. I think the best way to put it is a slap. Like it's just a slap in the face because like that night I made five, I guess five questions. So first you ask nicely, then you ask normally, then you demand, then you cry, then you plead.

02:21:22

We did all five of those and even whenever we did it, you still chose without thought in your mind. You just chose to take away our post secondary specialist. And it was hard getting into those classes even with our post secondary specialist because we had to take shots, fill out forms, do all this and all that she was saying and thank God I got in those classes.

02:21:44

I'm still taking those classes right now. Taking business, computer science and then speech. The second part of the summer and now I just need for all the upcoming students. It's going to be really hard even for an A rated campus as us. So imagine the other campuses who have that same program.

Speaker D **02:22:10**

Yes, yes ma'.

Speaker Y **02:22:11**

Am.

Speaker D **02:22:11**

In the green we've not heard.

Speaker F **02:22:17**

I work at J. I'm a proud parent and not the Delber High School. So the Ghost Center.

Speaker X **02:22:24**

I have a question.

Speaker F **02:22:25**

The Ghost center, will it just be for high school or is it going to go from middle school to here? Because what I hear a lot of times is that when they get our students, our students know, they don't know anything. They don't know what CCMR means. They don't know that because you've taken that away.

So is that going to be something that going to be able to collaborate from the middle school to here?

Speaker D **02:22:49**
So I'll definitely refer that to staff [Administrator 1] did you get that? There will be a follow up.

Speaker A **02:22:57**
Take that up.

Speaker D **02:22:59**
So in [Administrator 1] email is on the contact sheet other ideas on what we want to keep doing. I'll come Back to you Ms. [Speaker P]

Speaker V **02:23:10**
in the Orange I I'm parent first, employee second. One of the things that I two

Speaker F **02:23:18**
things that are great that I think

Speaker V **02:23:21**
other programs of choice in the school of choice.

Speaker B **02:23:23**
Yeah.

Speaker V **02:23:24**
To say that that is something that nobody else can do or has the way that former yet hasn't and to see how many those positions are opening are open right now is a little dis just because of the climate I get. But that is something that is preparing our kids that is giving them another

Speaker F **02:23:45**
option other than college or the first

Speaker V **02:23:48**
step to college is going through this program because a lot of kids aren't athletes.

Right.

Speaker V **02:23:54**
Some of them are fine arts kids but they, they're good with their hands, they're good with these other things. These programs open up their mind and their possibility to be able to, to do things that they would not have

Speaker F **02:24:05**
been able to do. So our programs of choice, our schools of choice are great.

Speaker V **02:24:09**
I actually wish that we would have

Speaker F **02:24:11**
more schools of choice in middle school. Right.

Speaker V **02:24:19**
These kids are doing extremely great with violence and sin. Why are they starting in high school? Why they not starting here in the why are we not doing it? And elementary school. These kids need that. If we're talking about being different and being innovative, let's do something different. Let's hone on the things that that do go well in this district.

02:24:43
Another great thing is our visual performing arts department. Don't touch it. It's great. Need to go live with a L. If you saw what the office looked like, if you saw how small bar wrongs the department is. I'm very proud to be a part of it. Great things for this district with very little that should not be fine.

02:25:05
Arts is something that's very important to. To children other than athletics because it

Speaker S **02:25:09**
shows them that they.

Speaker V **02:25:10**
They have gifts that might not have been seen. That's something that our kids need to really have before they leave out of school. They should know something that they have.

But what do I do that?

Speaker V **02:25:20**
What is a gift that God give? Sorry, what is a gift that is in place?

Speaker S **02:25:26**
Right.

Speaker V **02:25:26**
Because what is like that is something that these kids need. They don't need tablets. We give our babies tablets to teach in elementary school with what is the one thing that their parent has probably given them to shut them up or to give them them something else to do is a tablet or a cell phone.

02:25:49
So now we're using that same thing to give them testing and for them to learn on when it was something for entertainment. So now we're expecting five year olds to differentiate and realize that hey, this is important. This isn't. This isn't something just for you to take, to take on. This is something that really matters and for you using those numbers to.

02:26:13
To make decisions, it doesn't work. So I as a pyramid, I hear you better.

Speaker E **02:26:21**
But I.

Speaker V **02:26:24**
It's Sad that in 2026 I can say I had a better education than my kids. I. I can say I was a well rounded veteran. I had science programs, I had computer programs. I had different educational clubs. We had different social.

Speaker P **02:26:47**
Social clubs.

Speaker V **02:26:49**
Right. And that wasn't a big. That wasn't at a. I produced it. I produced it. That was, that was a norm. Right. So why should I as a parent who took my children out of the B side where they come home for took my children out at B side, put them in charter school

Because I knew that what was being taught and how the schools were being handled my Kids they could not handle my finance children were always were constantly doing it.

02:27:19

It could not be handled. So I had to the finar speech as now I'm now taking them out and put them back in the 40s me I cringe blood.

Speaker D **02:27:31**
Thank you.

Speaker V **02:27:32**
And my children, I'm on the west side. They're on the west side.

Speaker F **02:27:39**
And I talk.

Speaker V **02:27:40**
I went from the west side being an educ.

Speaker F **02:27:45**
I'm sorry I'm going all over

Speaker V **02:27:48**
because

Speaker F **02:27:49**
I work a 10 hour day.

Speaker V **02:27:50**
So same so going through the west side where I was at a dream

Speaker F **02:27:59**
alone dream school to where like my

Speaker V **02:28:02**
position was being taken out of certain schools to where I didn't have to go to a different school, come to the west to the east side and come to Mar Wal which is ran by a great

principal. But the situation is dire and it's different. I saw them seen before and it's there every day.

02:28:23

And we have to pay attention to what is going on in these children's homes. And we want to take parents more accountable as well. Because if a parent can go can call down to the the district and say something disparaging about a teacher wanting to push or principal wanting to push and then that principal and that teacher are told to back home.

02:28:44

What do we really do?

Speaker F **02:28:47**

Thank you.

Speaker D **02:28:49**

Ms. [Speaker P] you wanted to add?

Speaker P **02:28:51**

Yeah, I think one of the things that from the past, the tutorial programs, after school programs, even having some of the breakfast or meal programs, those work

Speaker B **02:29:04**

well and they were so needed and

Speaker P **02:29:06**

I'm hoping those things, even the laboratory programs with with the parents, those things were really needed and I'm hoping that they will continue.

Speaker V **02:29:16**

Okay, thank you.

Speaker L **02:29:17**

Yes, ma'.

Speaker P **02:29:18**

Am.

Coming from a middle school section, one of the things that I that I think is working is the writing program. We know writing is very. It's a struggle for our kids. So the writing writing program that the district introduced this year, I think it's working well. But at the same time. So the students will be able to have time to write.

02:29:53

I think it needs to be shifted in the way that the writing component is taught so it will strengthen being that area of weakness. And I think it would also help with the reading component as well. They have to have time to be able to do those things. And with the way the curriculum is set up, they're not going to be

Speaker F **02:30:14**

able to do it.

Speaker E **02:30:14**

And like I said, this is what I see every day.

Speaker D **02:30:19**

Thank you. Anybody else want to share? [Speaker U]

Speaker U **02:30:25**

So we've seen and highlighted tonight that our campuses of programs of choice are doing amazing Things we have Young Men's Leadership Academy, Young Women's Leadership Academy, World Language Institute and more that continue to not only show the best that for ISD is able to support the students, but it's best in the state, it's best in the country.

02:30:49

Right now the community is understanding that [Administrator 2] is directing every campus, regardless if it's a program of choice or not, to double block around core curriculum. That directive to those principals of those campuses will destroy those programs because there's not enough time in the day for them to do both double blocking and the specifics of that program.

02:31:20

It will deplete that campus's ability to have that program of choice. And we are going to be losing the best and brightest of what we've been able to create as a district and as a community and the numerous students that have had success going through those programs. This is something that we should be looking to expand and continue to grow and support.

Yet this DEA takeover with this superintendent [Supt.] and [Administrator 2] are making choices that are going to tear it apart. And that is not acceptable. You have administrators that are already looking for the exits of these prestigious programs because they are trying to negotiate their business ability to implement these programs in the school year.

02:32:13

And [Administrator 2] wants zero interest in hearing that. So if y' all want to listen to the community about what is desired, the best of what we are doing. If you break that, that's just continued evidence that this hostile takeover, the TEA is about dismantling public education versus actually providing education to students. And y' all solution is going to come through private public partnerships so some rich folks can get rich off of this versus actually serving our kids when we're already doing the job.

02:32:54

So that's what I want to see is clear communication that programs of choice will not be touched. They will not be required to do double blocking. They're already excelling at those campuses. And if there is anything that needs to be addressed, give them support. Listen to those administrators and those principals because they know what they're doing with the unique circumstances and unique programming they're offering to those students.

Speaker D

02:33:20

Thank you. Okay, any others want to share what we are doing right and what for the ISC should continue to do? Before we move to our final question. Okay, so our next question is the most fun. What's not working? What is for? So when you think about how Fort Worth we saved the best for last year, what do you think about how Fort Worth ISD is educating our students?

02:33:48

Is there anything that you think is not working and that we should stop doing. Who wants to go first on that? Oh, yeah, Future educator.

Speaker X

02:34:05

Screens are my kids so much. I have a sister who just finished her eighth grade year at [a district middle school] And every. Almost every single day she's coming back and saying like, all we do is just stare at screen either. And it's a lot different platforms. She's having to do math curriculum on these platforms or literacy.

02:34:28

And they're like the same things that I remember doing when I was in middle school. So all I see is that we're just cycling through a bunch of different platforms and apps for the kids. At the end of the day, they don't work because we don't keep using them.

Speaker P **02:34:41**
We just keep cycling through new ones.

Speaker X **02:34:43**
And. And for students Alec age, my sister are younger to be on screens for that amount of time for so long. And then now we're trying to double block last double block classes for like 90 minutes. They're bored out of their minds. They're bored out of their minds. So then learning no longer feels fun.

02:35:06
And it's not.

Speaker M **02:35:08**
It's not helping them.

Speaker X **02:35:09**
It's not. And then you decide to get after teachers because you are falling behind in lessons or the kids are not where they need to. Women

Speaker N **02:35:19**
on track.

Speaker X **02:35:20**
Because there's been so much, so many screens with platforms that just that don't work. So that needs to.

Speaker F **02:35:28**
Thank you.

Speaker D **02:35:30**
Yes.

Speaker F **02:35:31**

Okay. I am a four that is comparing and teacher coach at Del Mar High School. And I want to piggyback off you because several years ago, I was an English one and English two teacher and we had a program Achieve 3000. The district spent a ton of money on Achieve 3000. We had to do so many lessons and so many days to get it done.

02:35:53

And we stopped after a year and a half maybe. So we wasted complete butter.

Speaker E

02:36:00

Who did?

Speaker F

02:36:00

Didn't follow through. We didn't see if it actually worked. We didn't. Okay, what is going right? What is going wrong? How can we do it? And so what we're doing wrong is wasting money. So we're paying people too much money. So I hate to say it, but the superintendent probably is getting paid too much money when we are taking away resources from our elementary dyslexia student.

02:36:27

[health information]

will have those services anymore next year because she doesn't know where she's going to be. So what we are doing wrong, wasting money on frivolous things and not following through with the Programs that we want or that should help.

02:36:46

We're not following through.

Speaker N

02:36:48

Excuse me.

Speaker F

02:36:49

With those to see if they're actually working with the students.

Speaker O

02:36:54

She had the highest test scores in the district.

Speaker B

02:36:58

Yes. From Dunbar High School.

So that's my favorite.

Speaker D **02:37:04**
Okay, where are we going next? I lost track who I believe you were. I believe you were next.

Speaker H **02:37:13**
One thing is I'm agreeing with iPads. Like I said, I've got babies the amount that they are on screens and it is an absolute shame that I have done my darndest at home to help them well rounded children to help them know how to interact with humans as a human. And they get to school and their teacher can't teach them.

02:37:35
Their teacher can't have fun with them because they have these required things that they have to do on their iPads.

Speaker D **02:37:42**
Their babies.

Speaker H **02:37:43**
Their babies. Every single kid I can. This is a ridiculous statement because I don't have any facts but every single kid in Fort Worth ISD gets enough screen time outside of school. There's no need for them to have just iPad.

Speaker F **02:38:00**
IPad time.

Speaker L **02:38:01**
School.

Speaker H **02:38:01**
The other thing is I, I serve on the PT at my school. I'm very, very involved with my kids school. The last several months of school was hard. My 8 year old could tell that her teacher was stressed and this was a phenomenal teacher that has gone out of her way for years to be dedicated to our school and to our community and our families and she was torn apart.

02:38:31

Stressed about people coming into the school unannounced and nitpicking that I understand needing to correct teachers. I understand needing to correct things that are broken and not working. But that is a very, very, very stressful and hard system that has been set up by Dr. [Superintendent] and I want to see it change more than most things in this district because the fact that my, my kids principal who loves our school and our community have given years and years the fact that she can't go into school without feeling the stress of getting in trouble for silly things.

02:39:13

And my kids teachers can't go to school to teach them without feeling so overwhelmed and stressed about getting in trouble. And they're humble people.

Speaker R

02:39:24

They take feedback.

Speaker E

02:39:25

Feedback.

Speaker H

02:39:25

They want to change. They want what's best for our students. I know that's not every teacher but the ones I, I know and I have good relationship with. They're the ones that are going home and getting on anxiety medication. They're the ones that are going home and have nothing left to give to their families because they've been so stretched then and Nitpicked at school and it breaks my heart.

02:39:49

My kids deserve better adults in their classes and in charge of their schools than ones being completely stressed out by silly things.

Speaker D

02:40:01

Thank you, [Speaker B] What should we stop doing?

Speaker B

02:40:04

It was something that was implemented toward the end of the year and going back to talking about students being stressed in my IG graders and he was from Riverside. He was like just the way they set up our classrooms. He was like I was talking to a friend.

Speaker S

02:40:21

We literally walked in the classroom.

Speaker H **02:40:23**
Yes.

Speaker B **02:40:24**
And my friend said man, it's like Julie school.

Speaker O **02:40:26**
Right.

Speaker B **02:40:27**
Even though the kids are even synthesizing the way the. The rooms are set up, taking it away from cooperative learning type rooms to these static roles where they feel like they're in prison when they're sitting in class. The other thing we're talking about, and he sends. I'll talk to his mom. He sends transfer to [coarse] because he said he didn't think he could do it.

02:40:53
Two talk about iPads. We've got littles who can't write their name and they're pressing iPads all day long. And so much for the teachers. It's punitive because I have to have that kid logged on that I've had for so many minutes and if I don't I get reprimanded.

Speaker E **02:41:11**
Right.

Speaker B **02:41:12**
So that teacher and you can't [coarse] them

Speaker V **02:41:15**
Right.

Speaker B **02:41:16**
I'm going to make sure even if I'm not teaching right that kid get six minutes. Cuz I don't want to get rid of.

Speaker F **02:41:21**

Right.

Speaker B **02:41:21**
So I think the way the learning environment and engaging incorrectly is extremely important. I've always been a pro on it and I know this is not. We're not even looking at this because of budget shortfalls. Dallas was able to figure it out. Pre K3. We go back to literacy until we make sure somebody said it earlier that mitigation is happening.

02:41:46

Teaching is pre K3, pre K4.

Speaker J **02:41:50**
Your.

Speaker B **02:41:50**
Your foundations is first grade, second grade. I'm catching, I'm mitigating. If you start mitigating the third grade, you won't catch it.

Speaker S **02:41:59**
It's too late.

Speaker B **02:42:00**
It's not gonna happen. So we need to look at what we're doing in early literacy. Let the teachers teach. Don't. Don't give them this set of rules and regulations. That's where. Okay, well if they can walk 45 minutes on, on this thing and I tutor a little girl and I'm thinking about her now.

02:42:22

Cause see, they're good. Our kids are dealing with a lot. She's six and couch I couldn't imagine dealing with what this child is dealing with. She couldn't read, but she enjoyed being pulled out to be tutored because it was one on one contact. She was getting physical contact, she was learning. I could catch her instead of just pushing.

Speaker S **02:42:46**
Right.

Speaker B **02:42:46**
And we got ready to go back to the room and she's like, She loved her teacher. She just

didn't like what a teacher was having to do. So she didn't get rid of.

Speaker N **02:42:57**
Right.

Speaker B **02:42:58**
And so I think what we need to do a much better job of is actually the pedagogy of education and it's letting the child experiment, let the child come to learning a learning environment and it being engaging instead of it being so static.

Speaker S **02:43:14**
Correct.

Speaker B **02:43:15**
And so scripted and so regimented because the kids feel that. And like I said, my little [Child 2] he's praised, he's like, I can't sit. It's like. And they're calling it Julie school the kids. And that's why I said this young

Speaker F **02:43:29**
man, thank you for speaking up.

Speaker B **02:43:31**
But I hope you all have listening sessions in the schools because the kids are, they're talking. They're. They're talking and they're passing judgment and, and they're making this, they're having their parents make decisions based on their experience. And I, I will say this. I know I'm finished. I know I heard it. Please implement a student experience constraint.

02:43:53
Y', all, Y' all getting ready to do goals and guardrails and things like that. Please push for a student experience constraint because listening to students and making sure you're able to catch the gaps that we as adults will never see me, because like again, it's not our experience.

Speaker D **02:44:09**
Years ago they had that student voice matters. It does. That is one of our AB students.

Speaker O **02:44:16**

Not the C A citizenship, but those who we had to pull up. We would get on the school bus.

Speaker P **02:44:23**
I'm sorry, where's your hand at?

Speaker K **02:44:24**
I'm sorry.

Speaker O **02:44:25**
We would get on the school bus and we would go and have round table discussions with other school. And that was beneficial. But you know, of course. And then I'm a big.

Speaker F **02:44:37**
Let me say this,

Speaker O **02:44:43**
The iPads, they have to bring their own earphones.

Speaker S **02:44:47**
Their headphones, what you call, what you

Speaker F **02:44:48**
call headphones, they have to bring their own.

Speaker O **02:44:51**
I purchased good quality ones. Well, they come back broken cuz somebody like my grandsons better than their own or what the district halfway provided. We have to bring our own because they don't work. And then what I'd like to see in schools. Last thing I'm Gonna be quiet because

Speaker F **02:45:08**
my daughter's ready to go.

Speaker O **02:45:09**
And I think everybody else in here

Speaker A **02:45:10**

is ready to go.

Speaker O **02:45:12**
PTA demand that PTAs be at every school. That's something they can have. I work with the PTA as a grandparent. But they were run by us teachers at the school. That's not right.

Speaker D **02:45:26**
So PTA President of the year or make you the president.

Speaker I **02:45:34**
Can't get fired.

Speaker F **02:45:40**
Y' all ready to get fired.

Speaker N **02:45:42**
But no, seriously.

Speaker O **02:45:45**
PTA should be at every campus run by the parents and the community. Bring those wraparound services back. Partner with all those agencies that we can't fund anymore. Girls Inc. Family Matters Community School Keeping company.

Speaker S **02:46:08**
No. Your government said no. The one said no.

Speaker O **02:46:14**
You will go. But just bring those services back. See if we can part with them. CU district people can't do it all alone. We Boys and Girls Club. Just [Participant 4] Y' all see where you retired to.

Speaker P **02:46:28**
So.

Speaker O **02:46:29**
But you know all those different things that we would partner with. [?] remembers we had some good programs

on the south side.

Speaker F **02:46:37**
South side.

Speaker D **02:46:41**
Yes, ma'.

Speaker J **02:46:41**
Am.

Speaker D **02:46:41**
Did you want to add.

Speaker F **02:46:47**
Going back to the laptop? Which is why I retire. The kids that can read do not read. Those that cannot read, the computer cannot teach them how to read. We have too many kids that's falling behind to lie on iPads. And even those A students. Did you reread that?

Speaker E **02:47:16**
No.

Speaker F **02:47:17**
They're not going to go swipe at reread. And that of them don't even know how to.

Speaker O **02:47:23**
So.

Speaker F **02:47:23**
And I call fourth grade. Can you imagine what those kindergartens are doing?

Speaker O **02:47:28**
So.

Speaker D **02:47:29**
Oh, I have grandkids.

I know they know that.

Speaker F **02:47:33**

That's what they do. But I'm talking about classroom when you're trying to teach them something.

Speaker D **02:47:38**

So thank you.

Speaker F **02:47:39**

Just think about it.

Speaker Z **02:47:42**

Yes. And this is more of just a question I've heard. I've heard multiple times here and also other places that the way that the curriculum and curriculum delivery is evolving with the screens and the iPads and all the other things in the classroom that the community is very much opposed to that I understand you're here today to listen and take note.

02:48:06

But just so I can manage my expectations and the students that I interact with on a daily basis, even during the summer. My question is based on where we are in the timeline right now. Is that even something that's possible?

Speaker D **02:48:20**

That would be a staff question. I'll ask Dr. [Administrator 1] Maybe y' all can talk and he can answer your questions on that. Or. Or get you to somebody that can answer that question. I'M sorry, did I miss. Yes, ma', am, we have heard from you. Our VIP microphone working. Yes, you.

Speaker I **02:48:48**

Good evening, everyone. My name is [Speaker I] I have the pleasure of serving as assistant principal [at a district high school] in Fort Worth, Texas. Before I begin, I kind of want to just kind of give you some background so you can understand why my perspective is different. I am a product of 4th ISD.

02:49:08

I attended Como Elementary. I attempted to go to Cobo Montessori, but they told my mom I was not smart enough. I went to Wedgewood Southwest as a employee. I began in

4th ISD at [other district schools]

and then came [to a district high school] And the one thing that I can say has been consistent throughout this meeting is that we need consistency in our district.

02:49:34

When I can go into my old elementary school and see the same things hanging on the wall that were on the wall when I attended there, that is a problem. When I can simply transfer schools from one side of the district to the other side of the district and know, because I have lived that experience, the services that are received from those students versus what we receive here, that is a problem.

02:50:01

Right? And so we talk about being consistent, and so I expect our leaders to do the same. Right? Of course, it takes will to hold challenging positions. Right. And so I think about the training that the APs and the principals went to this summer. I have been in the district for five years, and I can absolutely say the training that we went to this year has been the best that we have received since I've been here.

02:50:31

I am personally betting what happened because I. I saw the things that I had no idea about, but we were

Speaker O

02:50:38

still getting it done. Right?

Speaker I

02:50:39

And so I know on the back side that there are a lot of things that are happening. But I understand why you all are requesting transparency, because unless you have someone that's sitting in that room, you really won't know. And so that's why it's important for you all to be transparent. Because a person that has a relationship will have a different conversation than a person who I don't even know you.

02:51:00

The other thing that we really have to stop doing is making everything the same for our schools. And so so many times as leaders, they talk to us about differentiation, differentiate instruction, differentiate how you provide these services, because we need to meet the needs

Speaker F

02:51:18

of the students, but we got to

Speaker I **02:51:20**
meet the needs of the school before

Speaker B **02:51:21**
we can meet the needs of the students.

Speaker W **02:51:23**
Right?

Speaker I **02:51:23**
And so the things that are given to schools on the other side of town. We need that over here. Because I'm not going to confirm nor deny some of the things that were said. I was here, but do what's right. One of the questions that has been posed many times, I do not have children but for our leaders.

02:51:45
And I know you said you had a daughter that graduated [from a district school] but would you send your kids to these schools and ensure and hope and wish

Speaker F **02:51:52**
for them to be the best and

Speaker I **02:51:54**
the brightest in the nation?

Speaker O **02:51:55**
And if you are scared to do

Speaker I **02:51:57**
that or if you have to take a second thought or any other things, and as a leader, it's your responsibility to put those systems in place, to be able to help those students and help the staff that are working with your students to get them where you are. I challenge all of you all for you have family members and things.

02:52:14

We need more parents in our schools. We appreciate y' all being here, but this is a small percentage, right? And so for us to really give the results that we're looking for, we need more help. So my retired people, yes, please come back and start spending time just simply reading with the kids, because that is a challenge.

02:52:34

They can't vote for the changes in our city if they can't read what's on the ballot. I'm just saying last year, and I'm gonna give my assistant principal a shout out. She's sitting in the back. It was two of us. We worked real hard. And the people that's been in the building with us, y' all saw the things.

Speaker F **02:52:53**

Our data grew, right?

Speaker I **02:52:56**

One one point is growth. But we're not celebrating that. My friend got the highest biology scores in the district. So to me, what's important is just as fast as y' all tell us the things that we're not doing right and the things that need to be fixed and this is not right. And we need to fix this and do these things.

02:53:15

You have to pour in the same people that you want something to come back from. Tell me I'm doing a good job. Tell me that I see you making these changes. Tell me that we appreciate y' all having AC today. Thank you for that. Shout out.

Speaker Y **02:53:27**

Right?

Speaker I **02:53:27**

But the main thing is this can't just be a one, one stop shop.

Speaker C **02:53:31**

Right?

Speaker G **02:53:31**

Right.

Speaker I **02:53:32**

Come back and talk to our students. Because our student body president said, hey, [Speaker I] those people came into school

Speaker F **02:53:38**

and I said, good morning.

Speaker B **02:53:39**

And they didn't even speak back.

Speaker I **02:53:42**

So again, I'm not going to confirm nor deny, but at the end of the day, we need to treat our students our Staff and even our leaders better because the work gets heavy. And if we want them to work for us and do the best they possibly can, can we need to encourage them.

02:53:59

If we're providing issues, we need to provide solutions. That's all.

Speaker D **02:54:04**

Well, I, I, I'm going to provide one piece of feedback that my daughter took from [a district school] that was very appreciated.
[personal information about a Board member's child]
And I don't remember the teacher's name.

02:54:23

[personal information about a Board member's child] because I lived in New York. I did my training in New York. So I chaperoned to help them.
[personal information about a Board member's child] and she's been doing it for so long now.

02:54:41

[personal information about a Board member's child] But she
[personal information about a Board member's child] And that was a very valuable, that's a valuable skill that my daughter learned [at a district high school] So that's something that I, as a former parent will say needs to continue.

02:55:02

So I think I saw your hand, sir.

All right, so this is the last thing. So one definitely iPads. Okay. Now I know most of y' all think Gen Z people are all about the phones and the iPads, but there are some jackpots. Like me and my brother here. If you have a mom like my mom, you would know. It's either you do something outside or you're cleaning the house.

02:55:34

So most of the time you're outside. And if you need something to drink, you ain't coming inside while the floor is mopped. So it's either the hose water or ask your neighbor. And yeah, definitely the seat problem as well. I think it was [Speaker B] right? You're the one who spoke about the seats.

02:55:52

Yeah, so pretty much I spoke about that too at a board meeting and kind of like Easy east said it came in one year and not the other. Cuz whenever I came back to school, every single day and it was months on end, I was waiting for some kind of change. Nothing happened.

02:56:08

It was still the same way. And most of my friends were asking me, well, I thought you spoke and I thought someone was going to change. And I'm like, well, I thought the same thing too. And I just wrote this down. So I'm kind of throwing out like read this. But [Speaker U] I think you were talking about [Principal 1] Right.

02:56:27

[Principal 1] Oh yeah. So I was going to talk about stop allowing outside political groups to dictate who runs your schools the moment you immediately resign [a district high school] principal [Principal 1] because an online far right account targeted her for being [description of the staff member]

02:56:51

You prove that this district will actively throw its own non white staff under the bus to dodge political heat and. Yeah, let's just stop doing that.

Speaker D

02:57:04

Thank you. Okay, who is next

Speaker G

02:57:11

over here?

Okay, sorry, over to you.

Speaker R

02:57:14

Hi. Thank you. What we should stop doing, I talked about the curriculum a few times before and what we should really do instead of that terrifying blue blooded curriculum that we know has already had to have multiple changes is we should again invest. He's amazing teachers. He says we have like the best teacher in here.

02:57:34

Is that you? The best. Who is the best? Instead of like learning how to teach out of a workbook which we know doesn't work, we should be doing more vertical alignment. Like we need to have more biology teachers with this biology teacher so we can be learning from experts. Right. As a math teacher, I should be spending my time with other math teachers so that math teachers can learn from other math teachers.

02:58:02

Not teaching out of a workbook. Again, Depth two, technology. So whenever [Superintendent] said, oh, we spent this extra money so you guys can have more technology on day one, he did not ask educators because no educators want technology. Day one, we want books. Day one, we want paper and pencil. Day one, we don't want technology.

02:58:25

Day one, the educators that I talk to and educators tell me if I'm wrong, but we are moving away from technology in the classroom and we're moving to paper pencils. Am I wrong? So I don't think that there's any, I don't think there's any listening. So we should stop that. I think we need to make sure also that we stop over testing our students if we want testing our students up and just let me teach my students so then when we do test them, they're ready to be tested which goes along with again over disciplining our students.

02:59:00

And we need to remove this leadership style of fear and intimidation and also really make sure that we stop at asking the ISD to solve the city of Fort Worth problems. Again. Our students do not come to us from a vacuum. They come from all over the city. They come with their own problems and their own trauma.

02:59:22

And until the city gets their [profanity] together and keeps their, their side of the street clean, I can only do so much as an educator. So until you guys build a bridge and start working with the city, the district can only do so much. So it's really tired. The district should not be

the spearhead of the problems of the city.

Speaker L **02:59:40**

Thank you,

Speaker D **02:59:43**

Mr. [Speaker W]

Speaker W **02:59:44**

Oh, I was just gonna say, I don't know if it's something to stop, but like, right now I'm gonna go get my kids because they're at their friend's house. They're boys that also go to ymla, but their parents didn't feel like they could come because she doesn't speak English well. And so making sure that you are understanding that we live in a very diverse city.

03:00:02

And so when we speak certain ways about our certain kids, and if I'm a, English is my second language, and I'm receiving that in a shocked way, I start to hear that, like, the new ownership of Fort Worth IC doesn't think my kids are smart. Well, now I wasn't a, you know, I wasn't a high school or college graduate, so now I don't think I'm smart enough.

03:00:25

So the way that we speak about this, you know, the students in Fort Worth ISD and with not having a translator, our Spanish speaking population, the mom that I'm going to go see when I leave here, or both of my neighbors who are from the Spanish speaking country, they don't feel like they can access things like this or access these conversations.

03:00:47

They have really great things to contribute and they really want to be a part of their children's education when it gets scary and then it's only in English, they can't have that, that conversation with everybody.

Speaker F **03:01:00**

So just more inclusive.

Speaker D **03:01:01**

Well, we, we have two and a half board members that are fluent in Spanish. Spanish is my second language. I'm not great at it. But we have two fluent board members. I would love to engage those parents with our two board members. We would love to engage them in

Spanish.

Speaker W **03:01:14**
Announcing that, like, hey, at this board or at this next listening session, we didn't know who was going to be here.

Speaker Q **03:01:20**
Right.

Speaker D **03:01:21**
We'll go to them. We'll, we'll do outreach, but just letting

Speaker W **03:01:25**
people know, like, hey, come and it's okay if you speak another language because so and so is going to be here. Just that, that gentle outreach, letting them know that they're welcome. Sometimes talking about education can be scary. Sometimes they don't have that education. And then if they don't speak that language, I just know that some parents have shared, at least in my neighborhood.

Speaker D **03:01:45**
Thank you for Letting us know. Thank you.

Speaker F **03:01:48**
Okay. Yes, ma'.

Speaker E **03:01:50**
Am. One thing that I feel is not working. I spoke on writing earlier, but a fast paced curriculum is not working for our students. They don't have time to process it.

Speaker F **03:02:03**
As I said earlier.

Speaker E **03:02:05**
Also I, I am from [place] and before I moved here, when I had to interview my principal, I told her that I'm a paper to pencil teacher. So that means. And I told her, I explained to her I don't use technology unless it's absolutely needed. I saw the largest growth in my students from writing.

From being able to write.

Speaker Y **03:02:30**
Right.

Speaker E **03:02:31**
So being able to have. Removing that electronic piece from the class, not from the classroom setting. They did use it, but they use it after they finish writing their mouth out. They had to. But like I said, with the curriculum pace as it is, they didn't have enough time to think about what they wanted to write.

03:02:54
If they missed a day, it was a struggle for them to catch up. And I call honor student. So being able to look at that curriculum and figure out how to give them that space and that opportunity to write what they need to write or be able to gather their thoughts, you know, I think that would really work for you.

Speaker F **03:03:15**
Thank you,

Speaker P **03:03:20**
Miss.

Speaker N **03:03:22**
Something that I haven't shared, I made all the meetings I was at all of them.

Speaker D **03:03:27**
Well, you're better than me. I've done two.

Speaker U **03:03:29**
Okay.

Speaker F **03:03:29**
I two to five.

Speaker N **03:03:31**
But something I, I have to share is. And I think this goes to community, I think it goes to

public, I think it goes to board of managers,

Speaker B **03:03:42**
I think it goes to everybody.

Speaker N **03:03:43**
We have to stop believing that the majority of the teachers is the problem.

Speaker F **03:03:49**
Yeah, yeah, that's true.

Speaker N **03:03:53**
We have to stop believing that. We have evs in this district and there are still some here, some of them have left that blame teachers. We have public blaming teachers. We have a lot of people blaming teachers.

Speaker L **03:04:11**
Okay?

Speaker N **03:04:11**
And I know, I know all the nice ins and outs pretty much of the city and how education has been ran. And I'm just saying this is not a teacher problem. This is not a teacher problem. I just told you 12 years ago I had kindergarteners reading right on level. I had amazing data this year.

03:04:34
I didn't follow that crazy IPC that I already told [Administrator 1]was trash. I didn't follow the that. But these teachers next year are not going to have a choice. Okay?

Speaker E **03:04:44**
I'm be very clear.

Speaker N **03:04:45**
It's been already pre told that the administrators and the teachers are not going

Speaker F **03:04:50**
to have a choice.

And we are crippling our children by running this Curriculum by following an incomplete, incorrect, not tikaline, AI generated ipc. And I can testify to that all day long because I looked at it and corrected it many times and made sure my lessons aligned. We have to stop blaming teachers because you are losing us at a lot of rate.

03:05:18

I mean, Mr. [Administrator 1]back here, I explained to him before you got here. Mr. [Administrator 1] before you got here, this district for the past four years has lost 200 teachers plus every year. This district I know is lost year.

Speaker F **03:05:33**

Way more than that.

Speaker N **03:05:34**

Way more than that. And I don't even know that we'll even be transparent of the number that we have lost, but those. There are not enough graduates like this young lady right here to replace me. To replace us. You'll never see another teacher like what was just back here again. I was fortunate enough to be schooled by them at AM Paint places like that.

03:06:01

But you got to stop blaming teachers, or you won't be teaching. Period. Everybody,

Speaker G **03:06:08**

thank you.

Speaker D **03:06:12**

Yes, ma'.

Speaker I **03:06:12**

Am.

Speaker D **03:06:15**

You don't have your helper this time.

Speaker F **03:06:17**

I do not.

03:06:23

Just from what I hear is being

Speaker M **03:06:25**
implement implemented in the schools.

Speaker AA **03:06:27**
And you can attest to this, it's similar to other systems in a different district. I'm not going to get into all that, but I was. I have taught at a school where they implemented the same system. I did it for six months. And I understand having to implement something across a mass scale.

03:06:48
It's huge. It's a big thing. I understand it. I see the vision behind it. However, I know with my students and with my kids, when I remove the option or choice from them and I make a choice for them, I get so much more pushback of why? Why do I have to do that?

Speaker D **03:07:12**
I don't want to do that.

Speaker AA **03:07:13**
And I'm like, well, this is what you're gonna do. And I bucked the system.

Speaker R **03:07:17**
That.

Speaker AA **03:07:17**
That was me because. Because we're teachers. That's what we do. We're educators, and we find ways and we get creative with how to teach our kids. But I would encourage you to implement, if you can, a little bit more structured flexibility. Because I understand there's gotta be structure in a classroom. You gotta have your systems in place or everything falls apart.

03:07:40
And I see we gotta put some

Speaker M **03:07:42**
systems in place here because everybody's doing something different. Okay, well, let's all get on the same page.

Well, this is what we're gonna do, and you have no choice. However, let's give the educators that structure with their being flexibility. When I did a direct teach I had no, I had no problem implementing that direct teach. I could do that direct teach in my sleep.

Speaker F **03:08:06**

You know what I'm talking about?

Speaker AA **03:08:07**

I could do it in my sleep. When we got to a different part of the lesson, that is where I struggled because I knew with my students who were struggling, they needed that structured flexibility. Hey, Ms. [Speaker AA]you can do this or you can do that. Now I have a choice as opposed to, I'm sorry, you can't do small group with your kids.

03:08:30

Okay, well what do I do? You stand up and do it again. Well, I know there's no what they need. So what are my options? You don't have any options. Now I'm stepping my foot in the ground saying, well, no. And then the outcome that you desire, that you intend to have across the district with all your teachers, that I think is what's leading to the mass exodus of losing talent.

03:08:54

Whereas if teachers knew, okay, look, you got structure. Now here's gonna be, here's your structured flexibility. Okay, I'm listening. Now you have my ear. Now you have a little bit of buy in from me as an educator is like, so what's the structured flexibility look like? Tell me, tell me what that looks like.

03:09:16

What are my choices in what does that look like? Where you still have your structure as a district, you still have structure in a classroom. You still have that system that you're trying to implement. But yet on the back end, the teacher still feels valued. They feel understood that their expertise as an educator is being undermined by a system that they know isn't generally genuinely working for their student that they really know isn't working for.

Speaker F **03:09:46**

Does that make sense?

Speaker AA **03:09:47**

Was that clear?

Thank you. Okay, anybody else want to share what is not working in the district? Have we covered everything? Technology. Got that several times. Too much, Too many iPads. He, he's got it.

Speaker F **03:10:08**
He's typed it.

Speaker D **03:10:09**
He's doing his sleep.

Speaker N **03:10:10**
Capital letters, bold.

Speaker D **03:10:11**
Yes, sir in the back.

Speaker F **03:10:12**
Can't commit to that.

Speaker K **03:10:15**
In a nutshell, see, the state took over because certain schools were built one, one, but others had ants or whatever. So when you came in, when you come in, you only really need to fix the school to work with schools that were not performing correct and not

Speaker F **03:10:37**
mess with the schools that correct were performing.

Speaker K **03:10:41**
So you're, you're implementing a cookie cutter. You're implementing my people. Artists are programs or structure that's being applied to everyone.

Speaker Y **03:10:53**
Right.

Speaker K **03:10:54**
And everyone didn't need an application.

Right.

Speaker K **03:11:00**
We just needed y' all to come in and work on the schools that Weren't working.

Speaker N **03:11:04**
Correct.

Speaker K **03:11:04**
And get them up and running and get them back going and then y' all can go back to your life.

Speaker J **03:11:09**
Right.

Speaker F **03:11:11**
We can go back to.

Speaker O **03:11:12**
Right.

Speaker K **03:11:12**
Voting for the people that should be there.

Speaker S **03:11:15**
Right.

Speaker K **03:11:16**
And then you're not there for.

Speaker G **03:11:19**
I don't know.

Speaker K **03:11:20**
Houston's still in it.

Speaker Y **03:11:21**

Right.

Speaker K **03:11:22**
Five, six, seven years later.

Speaker F **03:11:24**
So that's what's not working. You're.

Speaker K **03:11:26**
You're not fixing what needs to be fixed or worked on. You're messing up everything.

Speaker A **03:11:38**
Let's wrap it up. Appreciate your racing issues that only 4 out of our 10 kids in the whole school district. We get RA 4 out of 10. Only about 2 1/2 out of 10 can do math. Right. Science is worse than that. So this wasn't a single school challenge. The district had languished for a decade.

03:12:11
Is the lowest performing urban school district in Texas. And it's a moral imperative for all of us that we turn that around.

Speaker U **03:12:20**
That's not the term. What the state classifies or ta takeover.

Speaker K **03:12:24**
We're those numbers overall. Whatever the number.

Speaker G **03:12:29**
Right.

Speaker K **03:12:30**
If they're focused in certain schools or certain areas. I know not every school is like that.

Speaker A **03:12:36**
Yeah.

Speaker K **03:12:37**

I think I'm a Fort Worth born and raised and educated citizen.

Speaker C **03:12:44**
You're still.

Speaker K **03:12:46**
You're still messing with schools that were successful.

Speaker A **03:12:51**
Well, we're trying to help every kid in every school. Four out of 10 read a grade level. That means 60% don't. That isn't one school or three schools or five schools.

Speaker Z **03:13:04**
You know, if you're not reading a

Speaker A **03:13:05**
grade level in third grade, what's your chances of earning a living wage when you graduate from high 1.2.

Speaker F **03:13:18**
So I understand it.

Speaker K **03:13:19**
My, my point here is that

Speaker F **03:13:25**
implementing

Speaker K **03:13:27**
a whole system to a bunch of schools. You're not individual reading.

Speaker C **03:13:33**
Right.

Speaker K **03:13:34**
I, I understand that kids are. We're going to be told or teachers are going to be told or instructed that kids are. Are not to be reading out loud in class. You can't learn to read if

you can't hear yourself read.

Speaker A **03:13:48**

I'm no reading expert. We have people that work in the district who are. But I just. The only reason I stood up was the notion that this was. We were only letting young kids hear and hear and hear four out of ten read a great letter. That's 60,000 kids. 40%. It's 24,000. Most are.

03:14:15

So that's why I'm doing this and that's why every member on the board is doing this. And it isn't just this school and that school. It's 60% of the children are not reading it right now. Their chances of living the life that everybody, everyone wants for them, it's not great. And that's not just a school challenge.

03:14:38

It's a city challenge. It's a boys and girls club challenge. It's a non profit challenge. We all got to put our arms around this, our kids. So I just. The only thing I push back on is the notion that it's, you know, just a little bit here or a little bit there. 60% of our kids don't read at grade level.

03:14:56

And that was after. And then it's been pointed out by several tonight for African American children, the number is lower than that and that's a moral failure on all of our part.

Speaker K **03:15:13**

So then implement reading programs. Implement programs that are going to work on the literacy. But don't implement a program that goes district wide or schools that are performing well, that are doing well.

Speaker F **03:15:29**

Focus on.

Speaker K **03:15:30**

If it's literacy. Focus on.

Speaker A **03:15:38**

Anyway, I, I appreciate your comments.

How about let's get data on literacy beyond just this one star test and actually evaluate them properly. They don't want to do that either though.

Speaker Q **03:15:50**
Thank you for making that comment and

Speaker A **03:15:52**
I appreciate everybody being here tonight and participating. But I.

Speaker U **03:15:56**
You're supposed to listen, Pete.

Speaker A **03:16:00**
I was listening. I think you were interrupting that gentleman.

Speaker U **03:16:02**
But you're still talking more than you listen.

Speaker Q **03:16:06**
Okay.

Speaker A **03:16:08**
All right. Well,

Speaker Q **03:16:13**
I want to believe like we had it like on and often and

Speaker F **03:16:17**
like the seating change.

Speaker Q **03:16:20**
I mean like we have a saying. I'm my brother's keeper.

Speaker K **03:16:22**
So we keep all our brothers accountable for.

Speaker X **03:16:24**

Yeah.

Speaker K **03:16:25**
And to change the scene like that. Now we only have one brother to keep accountable for because it's just that collaborative. So how is.

Speaker F **03:16:34**
Because like just take away the reading part. Because you're talking about reading. But I'm talking about.

Speaker K **03:16:37**
I'm just talking about schools like us

Speaker F **03:16:39**
that already like do school and ach greater distances.

Speaker Q **03:16:43**
So we have to be brought down

Speaker F **03:16:44**
to those levels just so they can rise up whenever. What you like to do is just

Speaker K **03:16:49**
focus on them first and then you

Speaker F **03:16:51**
can focus on the more detailed parts of the se.

Speaker A **03:16:55**
Our goal is to live between everybody.

Speaker M **03:16:58**
Well, I understand the goal, but he understood his points.

Speaker S **03:17:02**
Yep.

Hey.

Speaker X **03:17:11**
Because.

Speaker M **03:17:11**
And it goes to the whole concept of differentiated teaching and scaffolding, which is what if you want your teachers to do is that 60 of the district is not reading on grade level? Yes. I mean, it's a given. Something needed to be fixed. Something's got to change and change is uncomfortable and nobody likes it.

03:17:33
So we're gonna have to work through it and we'll be better for it on the other side. But to take and say 60% of YMLA. 60% of YWLA. 60% of, I don't know, Dunbar.

Speaker J **03:17:50**
Right.

Speaker M **03:17:51**
Wyatt, whoever, whatever school. You can't take that 60% and just blank it and say 60% of your kids aren't reading. No, it's not. Because maybe 80% of their kids are reading on grade level. We need to address the 20 that's not there. So what are we doing for that 20? What are we doing for the 40 that's at, I don't know, Wedgwood Middle School or Diamond Hill Elementary.

03:18:15
Whatever school. I mean, we should be looking. If we want to look at students individually and look at the whole students in my colleague. We need to look at all of our schools individually.

Speaker S **03:18:27**
Yeah.

Speaker M **03:18:27**
And look at the whole school. Treat each population. I think that's what somebody said here. Each school is a community. I mean, and the schools that feed up, the schools that feed up to Dunbar, they're all part of that same community. We need to be addressing down in elementary school, there's nothing that irks you more than to walk into a store

and see a baby, a child.

03:18:52

And you know what? I'm just going to lay it out there. Children of color, 2 year olds that are sitting in baskets like this while mom can shop and do her thing

Speaker F **03:19:03**

that I want to go.

Speaker M **03:19:04**

Do you know the disservice that you are doing to your child and the struggles that they will have down the road because they are so accustomed to this? You know, they should have books.

Speaker R **03:19:16**

I agree.

Speaker M **03:19:17**

We need technology out of elementary school altogether. And those kids should be reading books, physical books, because I can tell you, the 60% of kids that can't read, they're texting on phones. You want to know how they're texting? AI speaking it into the phone. They can kind of look. Let's speak it again.

03:19:39

Okay.

Speaker F **03:19:39**

Time.

Speaker M **03:19:40**

You're ascend it. They're still not learning.

Speaker F **03:19:42**

How great.

Speaker A **03:19:43**

Well, thank you.

Yeah. Why don't we talk about the funding? State is an increasing Republican.

Speaker H **03:19:48**
That's.

Speaker M **03:19:48**
That's another conversation.

Speaker U **03:19:50**
2019 for people has been racist in seven years. And it still wasn't at the level it should have been. And we're still not finding students per people at a rate that's under the national average.

Speaker G **03:20:03**
Okay.

Speaker D **03:20:05**
I just want to say thank you for everybody that's here. Yes, [Speaker U]you keep on that. Get us more money for schools. So I just Want to quickly go over next steps for this process. I want to describe the process of next steps. We're going to continue these listening sessions. We're going to continue outreaching to communities.

Speaker N **03:20:24**
Ms. [Speaker W]I would like to talk

Speaker D **03:20:25**
to you about how do we engage the Spanish speaking community because we do have fluent Spanish speakers on our board that we can host a Spanish. We need to know how. If there are groups that we are not hearing, we want to hear from them. Once we hear from everybody, we will post the raw data so everybody can see what everybody else is saying.

03:20:47
From there, we're going to summarize this data and we're going to find these common themes that are rising to the top. We hear, I hear, don't change. My program of choice. Heard it last night at Paschal. Right. We hear when we, we're looking for those common threads as we listen. And yes, we are listening.

03:21:06

We are taking the raw data. We'll summarize everything we will from that draft our goals and our guardrails. We will share that out with the community. So you see what those goals and guardrails are going to be. We will implement those. Our goal is by the fall so we can impact resource allocation.

03:21:23

I heard equity, equity, equity. So resource allocations impacted by the budget. The budget can be influenced with goals and guardrails. And that is our work and that's what we're doing. So thank you everybody for coming. Your insights were very valuable for us in our process.

Speaker H **03:21:38**

Thank you,

Speaker K **03:21:47**

Sir.

Speaker D **03:21:49**

And I write everything on my tablet. That is not technology. I write, I write, I write and I write and I write.

Speaker M **03:22:12**

This kid kept forgetting something. Oh, he took a cow calculator. I was like, I get your phone.

Speaker F **03:22:19**

I said, you know what?

Speaker S **03:22:20**

You text your mom and tell your

Speaker M **03:22:21**

mom that she took the calculator home, that you weren't supposed to take it home and she needs to remind you to bring it back. So I left him over to the side. He's going, he's out. And I finally look over and he's

Speaker F **03:22:32**

talking because he doesn't read.

Oh, yeah.

Speaker F **03:22:40**
Very patient.

Speaker D **03:22:41**
I have seen the.

Speaker F **03:22:42**
Well, I raised three children.

Speaker D **03:22:44**
[My daughter] was my last. [personal information about a Board member's family]
And I am a first generation college student. I found my way there somehow. [personal information about a Board member's family]I grew up, I'm a bank president because I had public education. Somebody taught me how to read.

Speaker S **03:23:03**
When I.

Speaker D **03:23:03**
By the time I transferred into Dallas Independent, the school district, I got into the school and I saw high Schoolers that could not read. But I went to a separate school, so I knew how to read. So I've seen this, and this is in 1993, and I graduated 94. So this problem's been going.

03:23:19
I serve in east side schools. I have friends that have kids in Westside schools. And what I'm hearing from them is not what I'm seeing from here. And so I believe in public education, and that's why. That's why I'm working 14 hours a day now. So thank you for being here.

Speaker F **03:23:35**
Well, thank you.

Speaker J **03:23:36**
Appreciate you.

03:23:39

I, I, I'm here for it.

Speaker F **03:23:40**
I signed up for it.

Speaker D **03:23:41**
So thank you. Thank you for your service. Thanks.

Speaker M **03:23:46**
What this says in a nutshell, her because they want our money for. That's a whole different board issue.

Speaker D **03:23:54**
Was that on the list that the other board.

Speaker F **03:23:56**
The other board had a list of

Speaker D **03:23:57**
20 schools they were already going to close. I think a lot of the changes, I think, were the other board. Like, a lot of the changes weren't this group.

Speaker F **03:24:05**
It was the old group. So they were trying to close this

Speaker M **03:24:09**
year, but then y came in and saved us, miraculously, because other things, we try to pause.

Speaker D **03:24:16**
We wanted to pause and take a step back and.

Speaker M **03:24:20**
But Patrick can't close, and building itself can't close because it's a historical building. So the district, I mean, here separated. There's an autistic student that I came upon during testing time. He had a notebook, sheet of paper, and, like, right here, he drew, like, literally like that tall a Mario, like from Super Mario.

He had the m Sh on the pants.

Speaker M **03:24:49**
And he took and he drew that same image and went literally like this

Speaker F **03:24:54**
after he was done with his test.

Speaker M **03:24:57**
And I was just like, I was in awe.

Speaker D **03:25:00**
And he's not the only one.

Speaker F **03:25:01**
Art goals.

Speaker M **03:25:03**
I mean, they will draw tattoos on their knees. I'm not a tattoo person, but I tattoos. Like, I would let you put that tattoo on the pieces of art, uninterested detail and stuff. That to me, if we had a

Speaker F **03:25:17**
program of choice in graphic and illustrious.

Speaker D **03:25:21**
Did you write that on?

Speaker A **03:25:22**
Yeah.

Speaker F **03:25:23**
Okay.

Speaker M **03:25:24**
That could be a way to still

use purpose, save the building.

Speaker M **03:25:29**
I mean, the building's got to be used for something, but it gives the kids somewhere to go. It gives them that purpose to go,

Speaker F **03:25:39**
something to look forward to.

Speaker M **03:25:42**
Those are the.

Speaker Z **03:26:04**
Is.

Speaker F **03:26:13**
This is what it is.

Speaker M **03:26:14**
And this is how we're going to, you know, and. And I told him. He goes, I really passed my test. I was like, you passed at grade level, baby. I said, you didn't pass my class at grade level, I said. And had you stayed away for just six more weeks, you could have.

Speaker A **03:26:30**
But

Speaker F **03:26:32**
you're more than happily there to

Speaker M **03:26:35**
show everybody that you're not. But it was the challenge.

Speaker J **03:26:39**
Thank you.

Speaker B **03:26:40**
Thank you for holding time.

You did a great job.

Speaker A **03:26:44**
You did a great job.

Speaker F **03:26:45**
I love your adjustment.

Speaker B **03:26:46**
Over 30 seconds.

Speaker D **03:26:48**
You did good.

Speaker F **03:26:51**
Thank you for volunteering. We appreciate it.

Speaker M **03:26:55**
Data. I'm not saying that 60% of our kids.

Speaker H **03:27:35**
I'm already not in the.

Speaker D **03:27:38**
Thank you for teaching. I feel like. I feel like teaching is a calling, like preaching.

Speaker L **03:27:44**
I do.

Speaker D **03:27:45**
I really do.

Speaker N **03:27:45**
I do.

Speaker F **03:27:46**

I love my job.

Speaker D **03:27:47**
Early in my career and I thought about teaching for, like, three seconds. I started filling out the application.

Speaker H **03:27:54**
We're so far out of it.

Speaker M **03:28:12**
I do it for the kids. And, you know, I think about all

Speaker A **03:28:15**
the

Speaker F **03:28:19**
above and beyond.

Speaker M **03:28:22**
And I just talked to a friend.

Speaker D **03:28:38**
I've heard there's, like, two separate schools, like, if there's advanced academic, but then

Speaker F **03:28:43**
pretty much all the schools are like

Speaker M **03:28:44**
that because our kids went to Southwest. And that's rough.

Speaker O **03:28:51**
It's rough.

Speaker M **03:29:00**
They were pretty much separated from the craziness. Teachers that have liked. I said, the teachers that have stayed, I said, the teachers that have stayed. I said, you're gonna think

he did

Speaker B **03:29:39**
a much better job.

Speaker I **03:29:40**
I can tell.

Speaker B **03:29:41**
Why?

Speaker F **03:29:41**
He has a lot of stream.

Speaker B **03:29:42**
And I don't.

Speaker U **03:29:47**
You just.

Speaker K **03:29:47**
You just confirmed that I will never be.

Speaker F **03:29:50**
You know what I mean?

Speaker J **03:29:54**
Yeah.

Speaker D **03:29:55**
Thank you for staying for the kids.

Speaker M **03:30:02**
I'm in for.

Fort Worth Chamber of Commerce - Session 2 Sep 14th

Auto-transcribed by https://aliceapp.ai on Tuesday, 15 Sep 2026.
Synced media and text playback available on this page:
[recording link]

Words	3,746
Duration	00:30:41
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Speakers:

Speaker A - 93.75%

Speaker B - 6.25%

Notes:

No notes.

Speaker A **00:00:10**

Hi, good morning. I see a few people joining. I'll give it just a couple seconds. I'm here at the— I'm here in the chamber. I've got, you know, [Participant 1]and [Participant 2]are here with me. We decided just to use the computer because, you know, we were not super confident on the technology. So.

00:00:26

Hi, [Participant 1]And then we got [Participant 2]Hi, [Participant 2]So I'm here at the chamber office with them,

and we are recording so I can get a transcription. We are recording all of our meetings and transcribing them so that way we can have a record of what— of all the feedback that people have given us.

00:00:50

And we— this is our last day. This is about my 15th one, so I've done quite a few of these. We had, as of yesterday, we had just over 4,500 responses to our online survey, so that's great. So that survey does close today where we're receiving feedback. So we've been pleased. We were hoping for 10, but I think we're all just overly— we are overly optimistic.

00:01:18

Pete Guerin wanted us to do 60 live meetings. We're probably closer to 50, but I think Pete just sets really, really high goals for us to make sure that we are deeply listening to our communities. So let's see. And I'm going to share our presentation here. See if I can work All of the technology.

Speaker B

00:01:59

All right.

Speaker A

00:02:15

All right. Well, I see a few more people have joined here. Good morning, my name is Courtney Lewis. I am on the Fort Worth School Board. I'm currently serving as the Vice President of the School Board, but in my day job, day life, I am a commercial banker. I am the Fort Worth Market President for Sunflower Bank.

00:02:37

I've been a banker in the Fort Worth area since 2009, but I've been in banking since 2000. And so I've held, held a few roles around town. I've served on a few boards. I currently serve on the Chamber of Commerce Board. with [Participant 1]I've been on the board for a couple years here.

00:02:53

I've also led a few other organizations around town, so Ronald McDonald House of Fort Worth, I served as their president, and I've served as president of the Rotary Club of Fort Worth. So I am an avid volunteer, probably too much. Sometimes people ask me what I do for my pay job. They ask, when do you do your job, is usually the question that I get.

00:03:15

So I enjoy community service, and I have been a volunteer here I'm also the parent of a

Fort Worth ISD student. My daughter graduated, and I've been a volunteer in the district for many years. As a first-generation college student, public education is something that's very important to me. I think it's critical to our business community to have a functioning education system.

00:03:37

Education is economic development. The 2 things are— they go hand in hand. We can't expect to have a healthy economy and a healthy city if the children that are growing up here can't participate in that prosperity. Those 2 things can't coexist, and they may coexist very briefly, but they won't coexist long because you'll have other issues.

00:03:57

So that's the reason I'm doing this work. That's why I no longer sleep. That's why I have 2 full-time jobs at this point. So the work of a school board is a role of governance. It's very much like any other board where the board has one employee that we're responsible for, and that's the superintendent.

00:04:18

So, the one person that we're responsible for is the superintendent. We give him goals, we give him guardrails, and we let him do his job. That's how a school board should function. And so, the purpose of these meetings are to inform us what's most important to the community. So, those goals, we will— so, there's vision and goals.

00:04:37

So, the vision, of course, is every student prospers and every student can read on grade level, but the goal is what can we accomplish in the next 3 to 5 years? What are those things? specific defined things. And so we're narrowing that down with these listening sessions, with the online survey. We want the top priorities, we want the top 3 priorities, and we will craft goals around those, and then we'll hold the superintendent accountable for those goals.

00:05:05

And then at the same time, we have to tell him what he can't do, and those are the guardrails. So guardrails represent the values that the community has. Those are the thou shalt nots. Mr. Superintendent, go do these 3 things, but you can't do these 3 things. So that's the role and the work that we're doing right now.

00:05:24

So today is the last day for our online survey and our live sessions. I believe this is our very,

very, very last live session that we are hosting. And we encourage you to do both if you want. We encourage you to do the live and the survey. You can do both, do both of them and share your feedback there.

00:05:45

Once we close the survey today, We will download all of the information. Frost Prelo is taking the lead on data analysis. Frost is the founder of simpla.fi. So he is our tech expert on the board. I'm finance, he's tech. He's transcribing all of these, all of the listening sessions. He's transcribing the answers to all of the questions.

00:06:10

Qualtrics is our survey provider. So we're using the Qualtrics. And so we're downloading all of that. Frost is going to use a triangulation of multiple large language models to find what are those recurring themes that, that have come up across the Fort Worth community. Lori George is a PhD candidate and also a former teacher and an expert in education.

00:06:36

So she is also a research expert. So we have a tech expert and a research expert. And so we're going to triangulate all of this data And that will inform us. The answer to that question, [Participant 3] is, as of yesterday, it was 4,500. Before we're done with this call, I will pull up the survey and give you an exact number of where we're at today.

00:06:56

So, once we get all of that data, the board will be meeting in a special meeting on September the 26th. It's a Saturday, so yay me, I get to spend 8 hours on a Saturday reviewing all of this data, and we're going to draft goals. So, once we draft these goals and the guardrails, we will report them back out to the community community so you can see what we heard.

00:07:17

We will also report out a 5-page summary of all of the data because we want you to see what we're hearing, because what we hear from one part of the community is different from what we hear from another part of the community. So we want— we definitely want to be very transparent about what we're hearing and why we picked the goals that we picked.

00:07:36

So that's a little bit of the background on what we're doing, why we're doing it, and why I'm giving up my— the rest of the little bit of personal life I used to have. I'll open up the

chat here and make sure. Okay, so got the questions answered. So now I will share my screen and hopefully I can share screen and also see.

Speaker B **00:08:09**

Okay, perfect.

Speaker A **00:08:14**

All right, so I can see my screen on the, the other computer here. And so first of all, thank you, um, for everybody that's joining us. This is— these are 5 questions, and these 5 questions are geared to give us the, the data that we need as we complete our work of the goals and the guardrails.

00:08:35

And so question number 1 is a vision question, and just jump in and We're transcribing this meeting, so just jump in. I will try to monitor on the other computer here if people raise hands. So our first question is a vision question, and as you think about Fort Worth ISD students, what should Fort Worth ISD students know or be able to do?

00:08:57

And we're asking that if you could only pick 1 or 2 things, because we all know that if we try to do everything, we do nothing. So we are trying to narrow this down to the top. If you can only pick 1 or 2, What would those be? So who wants to go first?

00:09:24

If somebody's talking, you're on mute. Okay, I see a chat. Read, write, and understand math. Thank you, [Participant 4]Balance a checkbook, personal finance. Yes, because you have checks does not mean you have money. I've learned— I've had to explain that to people's kids before. Thank you, [Participant 3] Be technologically fluent. Yes, that is very important.

00:09:51

I'm working on that. Okay, thank you, [Participant 5]Read on level by 3rd grade. It sets the foundation for the future. Yes, we know we learn to read until 3rd grade, and after 3rd grade, we're reading to learn. So that's why the 3rd grade is so important. Okay, [Participant 6] says, learn good communication engagement skills IRL, in real life.

00:10:33

This is true. Doesn't matter what you know if you can't communicate it. Okay, anyone else on question 1? Looks like No, you're fine. Okay, so [Participant 4]understand government and how to influence the rules that affect our everyday lives. Oh, and [Participant 7] critical thinking

and communication skills. Okay, so last call, question 1. Anybody else want to contribute?

00:11:17

What should Fort Worth ISD students know or be able to do? You know what I mean? Okay, so the next question is similarly another vision question, and this question is around when you think about a graduate, what describes a successful graduate? If you could only pick one or the two, one or two of the most important things that describe when a Fort Worth ISD student is a successful graduate, what would those be?

Speaker B

00:12:23

Okay.

Speaker A

00:12:26

Successful graduate. How do we know when a student has succeeded after they graduate from Fort Worth ISD? Okay, to have a clear goal on their career and what to do next. Thank you, [Participant 8] Okay, [Participant 4] someone who can envision their goals and take practical steps to work toward them, then make new goals and continue to grow throughout their adulthood.

Speaker B

00:13:06

Thank you.

Speaker A

00:13:10

[Participant 7] strong foundation for independence, opportunity to move into the next thing of their choice, whether a 4-year higher ed or 2-year or trade or work is open. A successful graduate is a contributing member of the community. In Texas, our legislature has set a, a goal that a student is CCMR, and that's college, career, or military readiness.

00:13:43

So there is no one path. There are multiple paths for students to choose. Okay, okay, a couple more here. They feel grateful and part of this community, not the desire to escape it. Yes, we need our smart talent staying in our community. How have Fort Worth ISD students answered this question? So the students that I've heard from have said they want to be ready for their next step.

00:14:25

That's one of the common ones that I've heard. Having a strong work ethic, whether after high school the student enters college, trade school, or other avenue, they know how to work hard. Okay, anybody else on what describes a successful graduate? Okay, [Participant 9]

strong social skills to be successful in their work and connect with their community.

00:15:04

Thank you. Okay, so our next question is a values question, so this is going to be What values must the superintendent honor regardless of pressure or politics in accomplishing the work of the district? So in other words, what are your non-negotiables as the superintendent goes about his work? Student success. Thank you, [Participant 10]

00:16:16

So values, these are the things that thou shalt not, superintendent. You go get this goal, but these are the things you must not violate. Fostering a positive district culture to attract and retain high-performing teachers, counselors, and other school staff. Thank you, [Participant 9] Support established traditions and cultures. Transparency and accountability. Honesty, full disclosure, clarity of challenges, and sharing of successes.

00:17:10

Excellence in materials, leaders, and educators. Staff and educators must be supported as they hold the stand— as they hold the standards set, rather than allowing parents to demand exceptions to rules and discipline. Allowing students to learn how to think, not what to think. Thank you, [Participant 3] Servant leader mentality. Okay, anybody else on the values question?

00:18:07

2-way effective communication to provide constructive feedback without teacher fear of retaliation. Thank you, [Speaker B] And [Speaker B] got a like on that. You can also upvote and like other people's responses. All right, so we will move to our next question. So our next question is, is an operational question, but we do want to know What are some of the things that Fort Worth ISD is doing for our students right now that are working, and you want to be sure that we keep doing these things?

00:19:13

And [Speaker B] got 3 thumbs up now, and [Participant 3] got 1 thumbs up. Allowing students to learn how to think and not what to think. Back to our critical thinking. So what are some things that the district is doing that should continue? While I'm leaving space for people to think about that answer, I am pulling up the survey responses.

00:19:58

So, okay, [Participant 3] boosting focus on science and math. So maybe do that and do more. So we have 4,605 survey responses as of today. As of right now. Okay, well, I will move to

our next question. Okay, a single-track calendar. We have that high school level AP class options, programs of Choice, middle school enrichment opportunities, elementary schools following scientifically proven methods for teaching core skills, training new teachers to follow these skills.

00:20:50

Thank you, [Participant 4]Okay, anything else that Fort Worth ISD is doing that we need to keep doing? Okay, so now we're going to go to the inverse of this question, and this is our final question. When you think about how Fort Worth ISD is educating our students, is there anything that you think is not working and that we should stop doing?

00:21:57

Right. Using AI to produce support materials rather than using master-level teachers and their effective materials as starting points for curriculum. Thank you, [Participant 4]Anything else that Fort Worth ISD is doing educating students that we should stop doing? Okay, well, I really appreciate everybody who joined. Oh, okay, we've got another one here. For clarification, AI is appropriate for some things, but human input and review is needed when it is being utilized.

00:23:01

100% agree. We call that human in the loop. You always have to have a human in the loop. I really appreciate everybody hopping on for this listening session. We are listening deeply and want to hear from the community as we put together goals. We want to make sure these goals represent the vision and values of our community because that is our one job.

00:23:25

We've got one job as a school board, and that is to represent the vision and values of the Fort Worth community. and we have to hear from the entire community, and in Fort Worth, there have been communities that haven't been heard, so we've been extremely intentional about going into communities and meeting people where they are, and I will tell you, it is exhausting and it's not easy to hear, you know, it's not easy to hear people's frustrations and anxieties, but we have agreed to do it and I signed up for this, so I appreciate all of you helping and being part of the solution here as we remake Fort Worth ISD into a district that we can all be proud of.

00:24:06

Fort Worth ISD has been the worst large-performing school district since before 2015, and we can't have a healthy city if we want to continue the success and create prosperity for all students. So, thank you, thank you very much. So, as I mentioned earlier, our next steps are we're going to close the survey today, so It was shared in the email, so please click on

that survey, give us your feedback, and we will analyze all of this data.

00:24:37

We will draft these goals and guardrails, and we will share these back out to you to confirm what we heard. We also will— we will be voting on these in October, and the reason that we're doing this work now is to affect resource allocation. We have to have these goals in place by the fall.

00:24:58

The fall is when the budget will start. The budget season starts in the fall for a school district for the following year. So, for your input on goals and guardrails, we have to have them in place by October. So, we will take a vote on these by the end of October. So, you know, watch your board meetings.

00:25:16

They are all televised. They're online. You can also submit written comments, and we do read those as well. So, thank you very much, and I appreciate everybody's participation.

Speaker B

00:25:28

Thank you.

Speaker A

00:25:33

All right. And the Zoom is new to me, so stopping the transcription.

Speaker B

00:25:42

Okay.

Speaker A

00:25:43

Oh, I'm making sure I get all the comments here. And the full— I mean, we finished early. Y'all finished faster than the board. The board was 28 minutes. So I did the board session as well. The board session was 28 minutes, and we finished this in 26. I will say the Fort Worth Chamber has been my most efficient, they've been my most efficient meetings, so, and thank you so much for your input.

00:26:10

So the floor is open if anybody wants to come off mute or drop a question, I'm happy to answer. I'm the most transparent person, you'll want to be too transparent sometimes. I'll tell you what you want to know or what you don't want to know.

Can you hear me? I can share something. I don't know if you can hear me.

Speaker A

00:26:37

Hi, [Speaker B]

Speaker B

00:26:38

Hi. Yeah, I put a little something in the chat because I don't know, I didn't want to type this in the last question that you asked because I don't think it's like a Fort Worth ISD like board thing or something that like admin can stop in a sense, but I felt like it was more of just like a community thing in general that I've noticed about Fort Worth ISD community.

00:27:00

And it's really more of like the blame game of like who's to blame for whatever issue it is that we're currently facing. I don't think there's like one thing or one person to blame, but like how can we all take accountability as community leaders, as parents, as admin, as teachers, or whatever, wherever the ball was dropped, how can we all acknowledge that and then take proper action of our own parts moving forward instead of like continuing to blame, well, it was this person's fault, well, the parent, the kids can't read, well, the parents are not helping.

00:27:35

Can we just acknowledge that that happened and then what can we do moving forward as a community to prosper, to foster growth? Versus trying to kind of like regress back into just negativity.

Speaker A

00:27:48

Oh, 100%. If any of you have experienced AJ Craybill, so AJ Craybill is our, he is our coach and we requested him. We had a different coach in the beginning and a lot of us had gone through AJ. So if any of you have experienced AJ, you know, he starts with an I statement and he goes around the room and he asks everybody in the room, what could you have done?

00:28:09

And as soon as they say somebody else, he says, no, no, no, no, I, we have to have an I statement. And I I think every one of us is responsible for the health of Fort Worth ISD, and I think that's up to each one of us to ask. I can say what I failed to do was after my daughter graduated [personal information about a Board member's child]

00:28:30

So after my daughter graduated from [a district high school] I 100% checked out of Fort Worth ISD. I had no idea that, you know, over 6— the majority of the students couldn't read on grade level. [personal information about a Board member's child] with her next level, and I was just a little bit tired, so I kind of sat down and quit engaging.

00:28:51

And so I didn't realize until, you know, the intervention happened how poorly and how widespread the problem was. And when I saw the map and how widespread it was, and that Fort Worth— it was really surprising to me that Fort Worth ISD is the worst performing school district since before 2015, and that's not any one person or any one group's fault.

00:29:13

I mean, that is just a I mean, it's a general failure of our community for our children. And actually, this is the first step in helping, is letting us hear your voice and your ideas. The survey results, yes, we will put together a summary of the survey. When you download, I can tell you, I saw the download of the CSV file.

00:29:44

It's a little bit messy, so we're going to put together a summary of that, but yeah, Representative John McQueeney, yes, we are happy to engage with public officials because they are, I mean, they very much need to know what the community wants and how they can help because a lot of the things will have to happen at the legislature, at the state level.

00:30:14

All right, well, thank you everybody. I'm going to stop the session here. A lot of you know me, feel free to reach out anytime. I mean, my email is [email address] It's just [email address] That's every school district email. So look forward to continuing to work with y'all.

00:30:37

Thank you.