

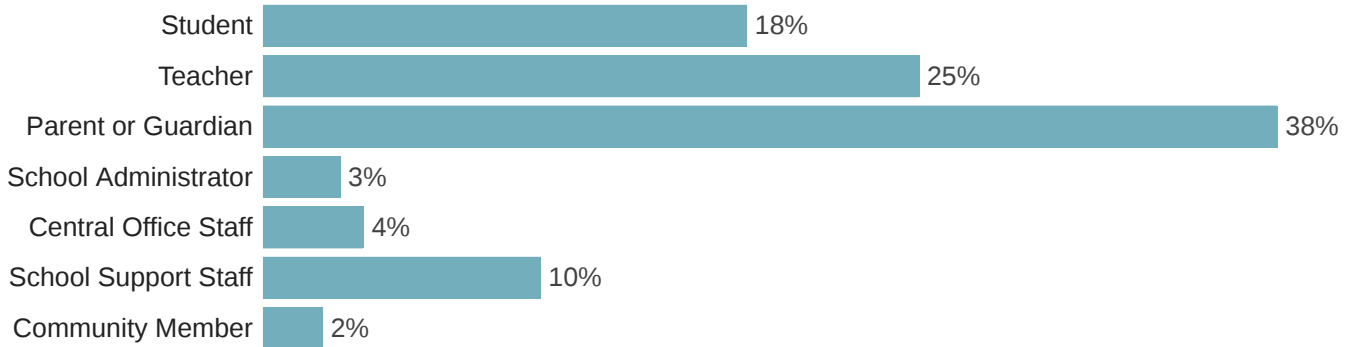
# ESSER III: Safe Return to Learning and Continuity of Service Plan Survey Fall 2022



Fort Worth ISD has received Elementary and Secondary School Emergency Relief Funds (ESSER III) to address learning recovery and the impact of COVID-19 through these short-term spending funds. In addition to a plan for use of the ESSER III funds, the District is required to create a Safe Return to in-person Instruction and Continuity of Services Plan. This plan is required to be reviewed and revised as needed every six months with feedback from District stakeholders.

## Stakeholder Category

2279 Responses



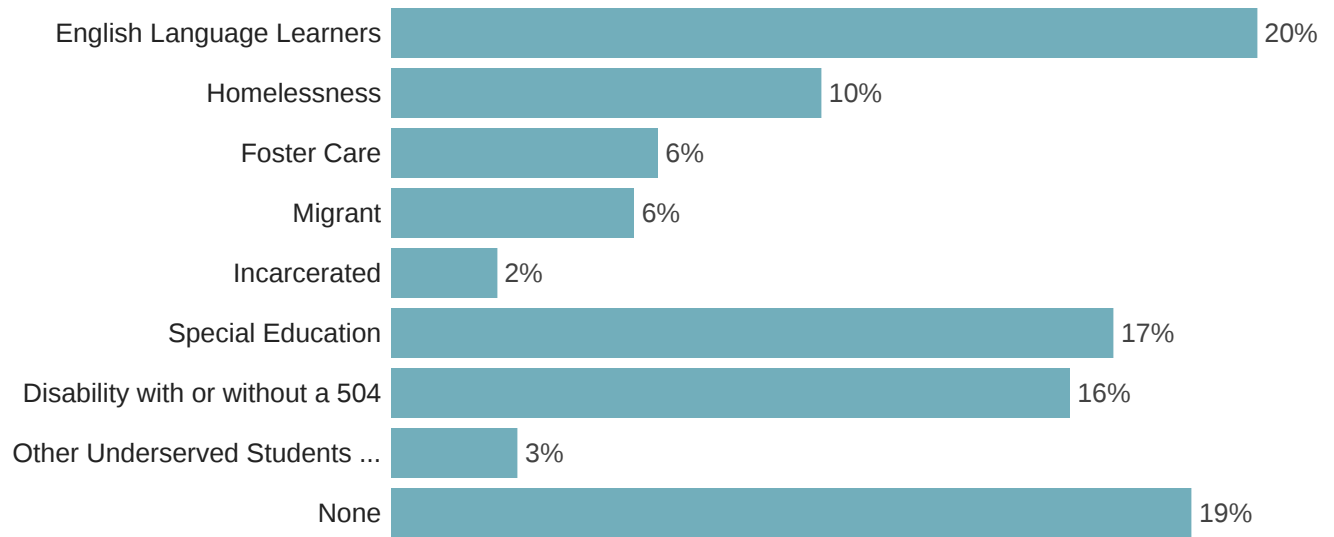
## School Level Representation

2142 Responses

Field	Percentage
Elementary School	50%
High School	30%
Middle School	19%
Specialized	1%

## Stakeholders' Interests of Children/Students

1866 Responses



### Question 1: Prior to this survey, did you know how to find the Rediscover Fort Worth ISD: Back to School and Continuity of Services Plan on the FWISD Webpage?

1902 Responses



### Question 2: Prior to receiving this survey, were you familiar with the Rediscover Fort Worth ISD: Back to School and Continuity of Services Plan?

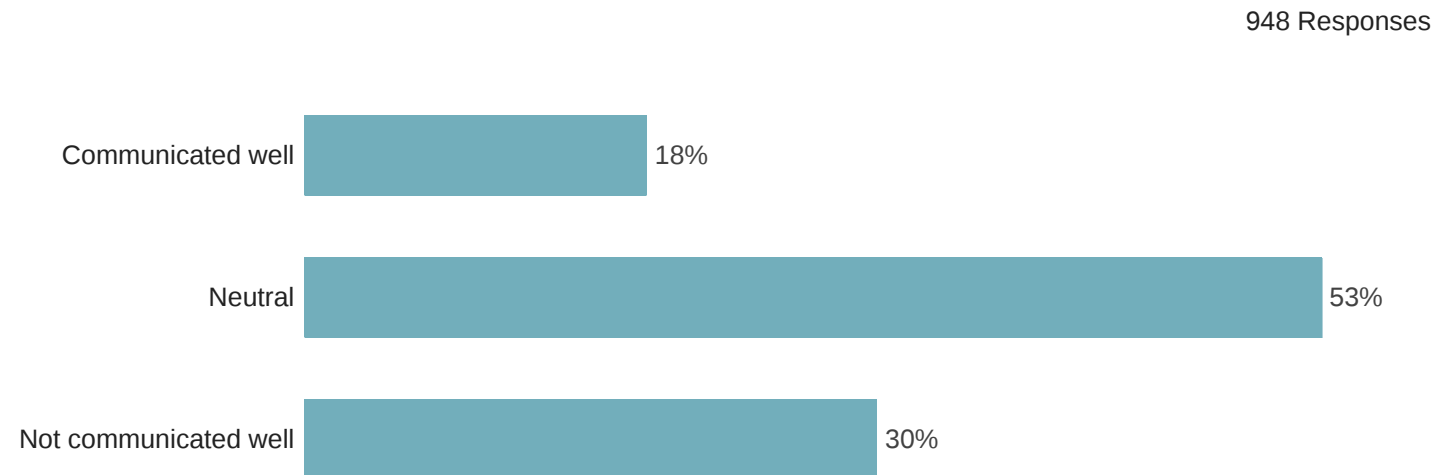
1906 Responses



**Question 3:** On a scale of 1 to 10, with “1” being the lowest and “10” the highest, how would you rate the helpfulness of the current version of the Rediscover Fort Worth ISD: Back to School and Continuity of Services Plan (version 8/22/2022)?



**Question 4:** How well is the Rediscover Fort Worth ISD: Back to School and Continuity of Services Plan communicated with stakeholders?



Fort Worth ISD remains committed to maintaining the health and safety of all students and staff by promoting healthy practices in coordination with State and local health officials. What is your satisfaction with the current Preserving Health and Safety protocols as stated in the August 22, 2022 version of the Rediscover Fort Worth ISD: Back to School and Continuity of Services Plan?

**Question 5:** How satisfied are you with the stated practices for the following:





Fort Worth ISD recognizes students, families, and staff have faced significant, stressful challenges these last couple of years. We continue to expand the supportive resources to meet the well-being needs of our stakeholders. What is your satisfaction with the current Supporting Social, Emotional, and Mental Health Needs protocols as stated in the August 22, 2022 version of the Rediscover Fort Worth ISD: Back to School and Continuity of Services Plan?

**Question 9:** How satisfied are you with the stated practices for the following:

Field	242 Responses				
	Extremely Satisfied	Satisfied	Neither Satisfied nor Not Satisfied	Not Satisfied	Extremely Not Satisfied
Student & Staff Needs	11%	35%	21%	24%	10%
Counseling Support	15%	37%	21%	18%	8%
Responsive Services	8%	41%	27%	16%	9%

**Question 10:** What other consideration should be included in the District's Supporting Social, Emotional, and Mental Health Needs practices?







Engage Families (attendance support, family classes and resources for literacy, math and college readiness)	12%
Provide Wraparound Services (social emotional learning, counseling, mental health and wellness resources for students and staff)	13%
Technology (connectivity, hardware, software and training)	9%
Facility Improvements (air quality and safety)	9%

**Question 14:** What do you feel are the most important things your school can do help students be successful? Choose 5 things listed below. “I would like to have more. . .”

Field	6 Responses Percentage of Choices
Help with reading and math lessons	8%
Small group instruction or one-on-one help with my schoolwork	0%
People in my classroom to help me with my schoolwork or help me control my emotions	15%
Books, videos, lessons, and activities that make learning exciting and fun	15%
Programs and activities to do in the summer	8%
More time at school for extra help or activities that interest me	12%
Tutoring	4%
Extra learning time at school to get ahead or catch up during holiday breaks or the weekends	4%
Chances for my parents/family to learn how to help me to be successful in school	0%
Counseling, emotional health and wellness services for students and teachers	15%
Computers, iPads, software, apps, and internet	12%
Building improvements like safety and clean air.	8%

**Question 15:** Please share any additional options for one-time or short-term use of the school emergency relief funds to address learning recovery and the impact of COVID-19.



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## Open-ended Questions and Stakeholders' Feedback

**Question 6:** What other consideration should be included in the District's Preserving Health and Safety practices?

163 Responses

The classrooms and bathrooms should really be cleaned better. Also, sick students should not be sent back to the classroom.

learning how to keep safe

It is well documented that COVID is highly UNLIKELY to affect our children in a serious way. Meanwhile, there are myriad other things that affect our children's health, wellbeing, and academic growth that are harmed by the "political correctness" of the district's policies. Teachers of early elementary, ESL, and other foreign language should be required to be unmasked (or use a face shield if they are still anxious about their own risk level). Children are having language delays because teachers have been masked during his prime language development years. It is so important for students to see mouths and facial expressions as they learn how to speak. You are doing a great disservice to our young students and ESL students by pretending that Covid will harm them more than language and literacy delays. Social-emotional development affects our health too. Stop encouraging students and teachers to mask. Recommend that teachers and students unmask. Be bold. Protect our kids from all of the other things that affect their health. Covid has never existed in a vacuum; is was stupid originally to pretend that all other health concerns didn't matter compared to Covid, and it's particularly stupid now, amidst even the most liberal institutions admitting that kids are not at risk for Covid, that masking is ineffective, and that the unintended consequences of Covid fear are detrimental to our children's growth and development.

Among the good things in the current plan are the commitments to keeping soap in the bathrooms and hand sanitizer in the classroom (which should not be an emergency provision, but rather a normal constant). That being said, my kids' teachers have asked for sanitizer and wipes (so the schools are not providing these to teachers anymore), and I get reports that sometimes there's no soap in the bathrooms. If it's in the plan, it needs to actually be happening in the schools.

none thing i think everything is good

Everyone wear a mask

Students with a severe cough for several days should go home and be told to test but because a student doesn't have a fever, they remain at school, getting others sick.

More thorough communication with parents regarding changes such as no longer contact tracing and no longer excusing absences as a result of close contact. Giving campus assistance (more staff) to nurses last year to help contact trace and call those affected as well as completing reports, especially in high schools/athletic dept where numbers were especially high.

I dont even know

N/A - as of this survey

The truth. Our air has not changed. It is not on before and after school "to get rid of air pollutants". It is often not on at all. We have had several days where we don't even have air, much less running it before and after school.

Then enforcement of the mask mandate.

Asking custodians to please disinfect and keep handrails and doorknobs wiped down.

For there to be a school nurse my child has a lot underlined health issue.

Making sure that all the schools have a School NURSE or if not at least a Health Assistant.

Mental health breaks for teachers, lower down on the trainings for in person, and extra safety features for schools in case of intruders. Our school is really old and needs bigger rooms and more safety high technology locks around our doors and less large crowds around schools by creating too many events.

Better cleaner of campus sinks and common areas

n/a

mandatory masks and improved quarantine procedures. Bring back temperature checks.

More quarantine for those with covid, and we still need contact tracing and quarantine for those exposed. This spreads too quickly to not quarantine.

Students should wear ID badges and it needs to be enforced and mandatory.

Update the hvac

FW government officials, including council members, involved and touring schools.

Make mask mandatory, provide all classrooms with PPE including hand sanitizer.

Sanitizer all tables in the cafeteria. Keep students from bringing food and drinks into the classrooms.

Parent notes regarding not sending sick students to school should be sent home regularly with easy-to-read helpful tips for how to stay well. We all have to play on the same team, "Healthy only...at School". Parents should be encouraged to reach out to classroom teachers, school nurses, and the attendance clerk when a student is sick. This should be a permanent protocol that is established. Plus, send home helpful tips about why it's important to keep up with all childhood vaccines.

Supporting the staff who implement the practices

Teachers, students, and all staff need to be notified of Covid cases and they need to be posted somewhere for public viewing so that the number and severity of each campus current cases are known by all stakeholders. In the past, each campus had information about the number of active cases, however that is no longer the case.

Currently, a staff member has been out of school 10 days with Covid. His whole family is has had or currently as Covid. The student's know he is ill, but no other information has been disseminated.

The District used to require temperature checks. The discontinuation was not clearly communicated. As cases appear to be on the rise again, as evidenced by employee absences, it seems that requiring or recommending temperature checks again would be advisable or helpful.

Stop advocating masks. Long-term mask use has been shown to correlate with developmental delays, especially for language learners and early learners. Children are the least likely group to experience covid symptoms or complications, so we're sacrificing their socio-economic health and academic growth for a fear campaign, which science shows is not a significant risk to our children.

Up to date information. Access to vaccines. Clear expectations and communication.

Looking at individual campuses and really assessing the needs for each campus concerning safety and the actually allocating funds, especially for older campuses who have serious security issues like remodeling or restructuring offices and entrance ways to better protect the staff and students who are trusting the district to seek out and implement plans to keep safety at the forefront and show value for everyone's life there on the campus.

All stake holders should be diligent by maintaining the initial protocols as needed until no longer warranted.

TLC upstairs (2nd floor) anyone has access to it once in the building. It's not secure in case of a lockdown.

School nurse (or in the absence of a nurse, campus leadership) should be able to require students to go home if exhibiting Covid-like symptoms. Schools should dispense Covid-tests. High-quality PPE should still be readily available at teacher request. Are Covid days still provided to teachers and staff who test positive and exhibit symptoms? Air quality should be addressed for classrooms that are not served by the central air filtration efforts, e.g. portable buildings.

Providing hand sanitizer for students and staff

air vents and filters need cleaning frequently and upgrade the quality of filters

sanitizer should be supplied to classrooms, libraries, the cafeteria, teachers' lounge, the office, etc.

There aren't enough resources, such as cleaning products, air filters, and masks at school. The air vents in fact have no apparent filters. The air quality is poor

Where are the wipes for desks? Hand sanitizer dispensers that were removed? Kleenex? In a computer lab, I need wipes, every period and every day to clean keyboards, mice, and desks.

Better communication and sick student protocols.

n/a

Information about wearing masks. They are still needed.

More training or retraining custodial staff on COVID cleaning protocol.

N/A

current rates of transmission

none

With the continuance of COVID variants, schools must make keeping the school environment regularly cleaned, and sanitized especially when a student or staff member tests positive. Gloves, masks, and anti-bacterial wipes must also be provided.

Pruebas del covid

Nursing/wellness plan.

Portable air cleaners & filter replacements for individual classrooms that do not have windows not only to help reduce the spread of COVID-19, but with other airborne contaminants, such as other viruses, mold, dust, etc.

HVAC filtration systems

Covid -19 and the shutdowns and virtual learning has caused great harm to an entire generation of students..  
 The vaccines are not effective. They have been proven to be harmful. Why does the district continue to push them?  
 Natural immunity is the most effective immunity. Even Dr. Fauci has stated this.  
 Masks are not effective, they too have been proven to be harmful, not helpful.  
 If you don't agree. Ok. But, take a moment to look at the comments from the director of the CDC, and the National Institute of Health. They have both stated these things over the past few months.

Be ready with a plan for Monkeypox.

none

nothing

Political or state mandates???

We need to return to normal. Covid and a plethora of other communicable diseases are here to stay. Wash hands frequently and stay home when you are sick.

I think some significant amount of money should go to making sure students have enough access to mental and social health services at each campus. This should happen, particularly, at the middle school level because so many of students' future issues begin between the 6 - 8 level such as drinking, dating violence, suicide, self-harm and sexual identity (to name ONLY a few issues).

The District should continue to provide COVID-19-related services to all campuses and departments..

I believe parents should not be able to eat with children at school or limited.

I think the district should have taken a firmer approach to parents/community members that did not comply with their guidelines. I think it would have limited the number of transmissions that ended up happening with respect to COVID-19

My school personally has gone above and beyond to ensure the health and safety of its staff, students, and visitors. However, I noticed that due to some district involvement, we were unable to complete some of our health and safety requirements that we attempted to do such as no hoodies and only clear/ mesh backpacks. These things would be a huge assistance to our campus safety team, and we would really like to see these pursued on a future plan.

District Covid leave should also apply to employees quarantining from Covid close contact exposure who are experiencing symptoms. It makes us feel like we have to come to work even after exposure with symptoms before we can get the results of a PCR test, which takes 48 hours to return. In the meantime, we could be infecting other students and staff for fear of not being able to have the two days of leave forgiven by the district.

Onsite testing. Students are not presenting fever when testing positive for COVID which allows for the spread of COVID on the campus.

I would also like more clarity on visitors in the building who are not volunteers and visitors during lunch.

Que en realidad los estudiantes si deberían usar sus mascarillas para evitar contagios para compañeros y maestros y usar sanitaisier en la escuela en general me ha tocado que cuando he asistido en la escuela las botellas no tienen sanitaisier

NA

I am concerned about young, unvaccinated children attending school without wearing masks. I choose to wear a mask to protect myself and my students, since they are too young to be eligible for the vaccine. I chose to get vaccinated, boosted, and another booster. I take precautions to ensure maximum safety. However, staff are not required.

Staff guidance: Staff members exposed to COVID-19, who have not developed symptoms, are advised to monitor their health, follow the CDC guidelines for people who have had close contact, and contact their primary care physician if they later develop symptoms.

We have so many cases of Covid

How about consequences for discipline. Since the pandemic, we are still putting Band-Aids on bad behavior. We need more campus monitors, we need more APs that can actually do something when there is a fight. A school with 3 female admins and 1 male admin and no campus monitors--are not a deterrent or helping control and solve the issue. We need more individuals contacting parents/families and making them a partner and help solve the issue or remove their child from the school. As a teacher and a parent, my child cannot learn if others are manipulating the classroom environment and keeping the teacher from actually teaching.

Maybe communicate them? We have not received anything updated unless we are searching for it until we got an email last Friday regarding leave if you have COVID. We had a large amount of staff members ill the first week of school because all of our meetings were in person and not spaced out at all. It's a miracle more people didn't get sick.

Hiring more custodians and cleaning our classrooms everyday. At a minimum provide teachers with brooms, mops, and buckets to clean our own rooms. The room is never cleaned. It is not the fault of the custodians. We are extremely understaffed and the couple we have are working hard but only have time for taking out trash. My room has not yet been swept and my desk are never wiped off. I wipe the desk and clean the floor everyday but with my own supplies and the COST of my own money.

actual communication of the plan elements

Nimguna

Anything can be written down, but it's worthless if you don't actually follow the plan. Also, attendance policies need to be revisited. Even parents who are able to keep sick children home can't if there aren't enough allowed sick days. The pre-covid allotment is no longer sufficient.

De salud mental debería de pensar más en los niño esta pasando por una pandemi y a hora van a pasar x un cambio de escuela ya k su escuela piensa cerrar y no piensan que tanto les va afectar ir a otra escuela con otros niños con otros maestros eso será muy duro para ellos espero y tomen en cuenta mi pensar

You need to REQUIRE masks so children can attend.

My son, Logan, has not been able to attend in person since March 2020 since the district won't protect the most vulnerable students by requiring masking.

Class teaching and educating student on importance of certain practices and making a routine out of the school day

Nothing thanks.

Virtual learning

Estoy muy desilusionada del distrito. En no pensar en los maestros en estos tiempos de tiempo severo. Miran en l situación que está uno ahorita y no aprenden a apreciar a su jente. Muy mal FWISD solamente les importa el dinero no la seguridad de los demás

I still wish vaccines and masks would be mandated - as are other vaccines.

No hay ninguna medida

Masking, social distancing.

More things about Covid 19

Sharing of common classroom materials Should have been limited especially in younger grades such as pre k and kinder. These children exhibit the less severe symptoms yet they pass the most germs.

Children should be immediately sent home or isolated when exhibiting sickness.

Frequent (almost daily) email notifications of COVID cases with no information or action taken are insulting.

All interventions from masking, vaccines, to quarantine hasn't stopped the virus let's learn to live with it, the Health and safety practices is a continuation of bad policy and continues the assault of our childrens mental health.

Everyone should be vaccinated for the safety of the staff members and elder family members. If covid spikes again.

Mantenerlos informados por cada contagio de cada integrante de la escuela. Y estar siempre con la limpieza

Ninguna

I think it's completely insane to implement safety protocols while cramming 25 kids into a classroom. There is no safety in those numbers. And to say that rooms are disinfected nightly is a joke. The tables and desks in classrooms are only disinfected if the teacher takes care of it.

Get back to normal asap.

The staff. The people they have at home

I have 2 children that attend 2 different schools in FWISD who say the cleaning and social distance does not happen on campus.

Not allowing covid quarantine to go against kids absences.

Checking kid's temperatures before we enter school, giving hand sanitizer before lunch.

I notice significant differences from campus to campus with regard to mask wearing and other health and safety protocols. I believe campus leadership has a big impact regarding support of health and safety measures. Ensuring that campus administrators understand and support current practices is key to keeping our students, staff, and school community as safe as possible.

While there may be district protocol in place, the enforcement and overall effectiveness of said protocols is highly questionable. I don't feel the district takes Covid seriously anymore and seemed more than happy to cow to a very small group of extremist parents fighting common sense safety measures. There is nothing that seems unified about any Covid plan and other than the fact that parents can no longer come in the building, someone would have no idea we are still in the midst of a public health crisis based on the goings-on in the school.

Students need to be wearing masks to prevent the spread of COVID-19.

"Strongly encouraging" masks and vaccines does absolutely nothing to protect anyone. Virtually nothing has been done to protect me and my students. My classroom is certainly not being sanitized--it is rarely even cleaned.

Masks have gone too far. How on Earth is a paper mask supposed to protect anyone against a virus that was manufactured by people wearing a MOPP 4 chemical suits? Also when can I eat lunch with my child and see what they are learning and how they are learning?

Ok

NA

CPR practice with mannequin.

more keeping on top of wearing more masks

ur mom

N/A

getting students to wear mask

Dispose of it. In three years, when mass media allows us to come to terms with rampant data manipulation, apologize and promise never to be health warlords and suckers again.

i dont know

Checking and making sure everyone's blood pressure is normal, and making sure everyone is wearing mask. Also making sure that everyone has a little difference.

kids should wear mask at school to keep them safe



making sure every student in the school wears their mask or has the covid vaccine.

What i think should be included is students should be able to call home if they are hurt or if they don't feel to good.

Cleaning of the doors and filters.

killing Covid-19

Making sure that siblings of those that have COVID quarantine with them to limit contact

Estoy satisfecho con las prácticas qué hay

None at all.

Not enough cafeteria staff or custodians staff to keep building or cafeteria clean and sanitized.

Hzbbsnsn

Students diet and what to eat they need to be health and eat good .

Practical mental health assistance and safety

Kids are in each other's faces with no social distancing and 2 classes in one room.

We can stop overthinking and let people do what they are comfortable with.

Being conscious about whats happening outside of campus.

Students who disregard guidelines as well as the safety as others.

Fjjanbd

Spacing the children out more at lunch

Air quality, ventilation systems, visitor access areas, and the absence of a mask requirement are all factors to consider.

We required more personal protective equipment (PPE) and shields. We had to spend a lot of our site-based funds on materials, which decreased academic resources for students and general school supplies. Additional shields were added, with inflated vendor pricing. At the campus level, we should have received more funding. What transpired to all the funds? Is there a detailed report of how funds were utilized and or received from the state?

Stop lying to the parents about how much cleaning is taking place in schools. Pay your janitors more, so schools of 800 plus students can have more than 2 janitors.

Be willing to fight for the safety of staff and students despite what state or government says

Que sigan manteniendo las reglas de usar máscara 🧐

Air quality guidelines are not being followed. The air vents are rarely on.

Specific guidelines without a grey area. I understand it's out of fear of legal recourse, but a definitive decision regarding every facet of the plan should have been in place. The best plan doesn't make everyone happy, but is in the best interests of all.

None

I think the schools should receive a deeper cleaning that what they are actually receiving.

I don't have any other considerations.

Showing the students a little more on how to keep the mask on all day, and not take it off.

If we are going to truly clean our facilities nightly we need to attract more people that want to be janitors. We only have 4 to clean the entire school, portables and athletic facilities.

none

N/A

How come the teachers do not get to have free lunch?

Positive close case procedures and more strict ways to keep up with students absences if COVID-19 related. Lots of students still show up despite having close positive cases.

I feel like the schools should be taking into consideration the percentage of how many people are sick on the campus to determine if the campus should perhaps consider having a half day so our custodial staff can have a deep cleaning afternoon of the campus. I am not noticing that areas are being disinfected as they used to be.

Mask

Actual PPE for staff and students

There was a media release that stated that all the schools were "deep cleaned" during the most recent omicron surge. Unfortunately, this was a complete lie. So many schools were so understaffed that we were lucky to have stocked toilet paper in the bathrooms.

I feel that temperature screening should be required again this year.

More equitable cleaning and sanitizing practices for ALL FWISD campuses.

None. I think all of the actions taken against becoming ill are way overboard. Nothing guarantees safety, not even information from the public health departments.

More hand washing stations

Yes

Nothing. Don't waste any more time on policies.

The learning gap is exacerbated when some parents are more trusting of the recommendations/guidance that are set forth. (i.e. If the nurse says to a parent it is recommended that your child remains home for ten days to quarantine, I have some parents that will follow that recommendation. Many times they are parents of students that NEED to be in school receiving instruction. On the other hand, I have another sampling of parents that will hear the recommendation, but send their child anyway. So, I think we need to get to the point where other districts are in Tarrant County... only sending home students if they are positive for COVID. No more sending home healthy students to miss 10 days of instruction.

No comment

All staff should be required to vaccinate and wear masks.

The document should show where ESSR funds being allocated including regular staff being paid with these funds.

The Social, Emotional, and Mental Health Needs section needs to direct stakeholders/families on where those resources are found. This section is very vague. What is the process to "check in" with staff and students? Where can staff and faculty seek support?

Mental health for students and staff

More on a question...how is the district checking if campuses are following cleaning/sanitizing guidelines?

Better masking and distancing. Covid tests available at school.

Actually providing adequate space for special needs children as forementioned in your document here.

Education to parents and creative use of outdoor spaces when weather permitting. Transition plan to normal in-school-focused classes and understanding that COVID surges will occur. Educate parents and staff on how to deal with surges and continue normal in-person education. Focus on social-emotional. Most students if not all will have academic challenges that cannot be addressed if the social-emotional component is not prioritized.

**Question 8:** What other consideration should be included in the District's Identifying Academic Needs practices?

Students that cannot read need to spend time actually learning to read.

Volunteers (retired teachers, etc) should be allowed back into the school to help with one-on-one needs during the school day. The student's levels are way too spread out for a teacher to be able to teach directly to each one - having volunteers or paid tutors available during the day can give the students who need more focused attention the attention they need and deserve and those who are advances the needed challenges that they deserve.

self assessments??

N/A -I would like to suggest possible more realistic challenges to the students relatable to the real world- exploring hands on contents

Have a principal learning series on Saturdays with a stipend for further learning and collaboration between admin colleagues

Reduce class sizes in high schools- so teachers can have more individualized time to help students with reading and writing

Make sure that every school have enough Teachers.

I don't believe in punishing all kids by extending days. I think tutoring would of been appropriate for these things. Right now acceleration too hyper focused and kids are getting burnt out from being pushed so hard last year and thus yeah by extending their time in school. I think tutoring during the day would of been more helpful. Many kids have activities after school and this just cuts into their free time. This district needs to stop being so pushy with students and teachers. We are all drowning at this point but district decisions are pushing us down even more. We are tired and frustrated and ready to give up.

less testing, more instructional time with students

n/a

Teachers need additional support and personnel to assist with issues. They have less now.

Students need to be given and good foundation in the basics of reading, writing, and math. There are too many other things (teaching teks, mounds and mounds of paper work, teacher shortages, and no subs available for students to be properly taught.

I think teachers need more time to plan and orgainze.

There should be high expectations for ALL students. Stop focusing on disabilities and focus on student strengths. Raise expectations and students should rise to those!!!!

Students will never be able to get the attention they need unless we can lower the student to teacher ratio.

The Kinder classes need help, badly.

More interventions during the day. Specifically small group intervention.

Needs survey in all subject areas

Parents and students should be notified in writing of the consequences of high absenteeism upon reaching the 10-day absent threshold. It should not be allowed to accumulate all during the school year. Nip it in the bud at the beginning. Do not let it get out of hand. Consequences must be established now so that parents and students are aware of high absenteeism rates. It's always the same parents/students every year. So, send out a list of potential consequences that might happen if your child has a high absentee rate.

Yes, special circumstances apply when a student has attendance issues due to severe illness, surgery, and accidents that prevent them from being on campus for an extended period of time.

Let failing students fail. Babying them does not prepare them for the realities of life. Pay more attention to quality verse quality when it comes to testing, attendance, and school health and safety.

The use of ESSR funds to continue using programs that work well with our ELL / PELL targeted population to identify and meet academic needs MUST be considered. For example, the programs Summit K12 and IXL were both excellent resources for teachers of newcomers and emergent ELs to evaluate the skills level of students who must learn to speak, write, listen, read and comprehend English. In the past, students could demonstrate their language via these programs and the teachers could monitor closely the resulting online data, and reinforce work done on and off campus, but the FWISD B/ESL program is no longer receiving funds for Summit K12. They are reconsidering this expenditure. IXL is limited to the math department here at INA, but not English and /or reading. Teachers have so few appropriate online resources for our EL population in FWISD, and we are losing those due to funding choices, yet our district's demographics show that this is a huge portion of our student body. Many of our most successful students have once been classified at ELs, but we must be supportive of newcomers. Another example: Currently, the allocation of busses for the FWAS program is limited. The disbanding of our FWAS program here is detrimental to the academic and SEL of our students who will not have this after school program available this year due, in part, to limited funding. Please re-evaluate the allocation of more resources to the Language Center campuses, so that it is equitably distributed to ALL students in FWISD. Thank you!

Information often seems to be on a need to know basis, so staff and families often feel in the dark about various issues.

Avoid testing them so much. Use smaller, classroom assessments, rather than long, standardized testing. Kids get so burnt out with the frequent testing.

Advanced academic opportunities at middle school level to ensure students have access to AP classes in high school. Also, students are prepared to succeed in these classes. Better G/T identification and access to enrichment during the school day with field trips and other opportunities outside of school.

Teachers require time and guidance to internalize new curriculum resources such as Amplify and Eureka math. These are high quality core curricula but without fidelity of implementation we will not see results. Only teachers who are adequately supported, with administrators who seek to minimize the additional responsibilities on their plates so they can focus on planning, preparing and executing excellent instructional plans, will be able to achieve quality implementation and results for their students. How is the District seeking to adequately support teachers so they can do the most important core function of their jobs (teaching!) successfully?

What does the district have planned to better meet the needs of students served through Special Education as it relates to instructional support and support staff?

Allowing for academic benchmarks gains to be celebrated more rather than placing so much emphasis upon STARR achievement and "teaching to the test."

None

Teachers need input. Teachers voices need to be heard about what is truly happening as a result of all of this testing and how results are being interpreted. Teachers need full access to data and to long-term trends without having to jump through hoops or depend on the willingness of data analysts or administrators. Testing should serve students and teachers.

Adding the excessive amount of work for teachers with minimal additional support due to lack of stress makes things harder. However I can say for certain that my Principals have done everything in their power to support us teachers. My school provides a nurturing environment to staff and students. We feel needed and supported at even the most difficult days. The district as a whole seems to be struggling with the teacher support. However my school has put incredible effort forward to assist teachers with academic support

based on current data, teachers should have more freedom in choosing resources that are used in the classroom and not locked into the District's decisions that are not differentiated to meet the learning needs of all students

The tutoring is a joke in the high schools. The teachers have less time than ever to plan quality instruction and there are no expert teachers being utilized by the district. The teachers teaching the tutorials are largely novices.

Need additional staff to pull small groups of struggling students so teacher can move on level students forward. we are spending our time being babysitters for other classes because their are no subs. Teachers that were not replaced had their courses added to other teachers with no support and no actual help with curriculum especially CTE. The time it takes to have students tested is way to long. the need for enough staff at the secondary level to support these endeavors. There should be more instructional training to service the majority of schools populations which is Emergent Bilinguals.

n/a

none

More training on how to use the resources effectively

N/A

I have 3 children in elementary and I do not feel like their needs are met. I feel like they are just a number, and that the staff does not actually care about how what they do or don't do will affect my child the rest of their life.

In order for Identifying Academic Needs to have a cross-curriculum benefit, the Social Emotional Wellbeing must also be a part of the practices implementation plan. When students feel safe than they are in a better position to access the curriculum with full support from the teachers, and staff.

Supporting the campus; and that doesn't mean more training for teachers.

We should pay attention to the retention of students that are leaving the district to join charter schools.

My gifted student has a teacher that does not know the material and has taught incorrect information to the class.

Very little accountability for campus implementation of MTSS, therefore academic and social-emotional needs are not correctly identified nor provided adequate intervention.

none

nothing

Thrilled to have Hey Tutor as our partner for High Impact Tutoring.

Parent Classes

The district's English Language Learners seem to be suffering even more than normal, so some consideration might be helpful delivering some of the day's instruction in their native language. Students AND the teachers, who are desperately trying to educate them, are struggling in the classroom. If the goal is to deliver a more accelerated instructional focus than remediation, then there have to be some different, out-of-the box, solutions.

Devise a strategy to hold students accountable for all the support services being provided so they can be truly successful.

The district knows which students registered for SLQ. The district needs to create call-out reminders for these students. Asking the schools to do more and more continuously is not a solution. My current list of daily responsibilities and committee chairs is at an all-time high.

I am having a difficult time getting additional materials for the new curriculums. Warehouse shortages, workers, items in the system, and errors in orders, It's all very frustrating to receive items in parts with no packing list(3-5), then communicate what you need, patiently wait, and not receive materials needed for students and teachers to implement the new curriculums.

The receiving of materials is a massive undertaking. Although we were offered an opportunity for additional assistance, I have no dedicated space to hold materials and need to process them as soon as they arrive.

My school has gone above and beyond to ensure staff are properly trained for the new academic growth focuses, and that students are getting all the help that they need.

The new curriculum was not written by teachers. It is very difficult to deliver the lessons within the allotted time frame. In addition, it is so vocabulary dense that by the time we learn what each of the words mean, the time is up on the reading lesson, when the focus wasn't even vocabulary in the first place, but rather biography. It is not grade level appropriate, and it will cause our students to fall further behind and increase the learning gap again.

More teacher support. Reduction in everyday workload to focus more on students' needs.

Los recursos para los alumnos que puedan apoyar en deportes y maestros con las necesidades de la escuela y apoyarse mutuamente con la escuela

NA

Gifted students receive minimal services under the current plan. Pullout teachers previously served this population. Now, each campus receives approximately three visits per year. These services were previously mandated as 2 hours per week for identified GT students in FWISD.

DISCIPLINE

Remove the bad behavior and watch what happens then. Others could actually learn.

Ridiculous to add 15 minutes to the school day. The days are too long as it is. Work smarter not longer.

Utilize much less testing (benchmarks and others) to see where students are on an across the district basis. Teachers know which kids need more help, but spend WAY TOO MUCH time having to administer additional district wide tests, so leadership can crunch the numbers to see how things are progressing. Give teachers more time for instructions, and students will learn better. If they have to take a benchmark every 4 to 6 weeks for an entire day, those hours could be better spent with teachers actually teaching them curriculum.

Our campus has not received our Amplify materials yet, but are expected to teach as if we have. We do not have enough of the Eureka student materials and are having to still make copies every week.

You are doing a good job on this. I think I have a better understanding than most tho because of the summer institute training I attended for summer school. I do not think non summer school teachers understand housebill and the importance of branching minds.

Sin comentarios

Satisfecho

Pensar más en la estabilidad de los niños

Tutoring throughout the school day so student may work in smaller group for those that need more help.

How does the eat?

No se ve nada de cambios

The district is satisfied with the bare minimum from our students. Show up, doesn't even have to be on time, and we will pass you because we got our money.

The testing process for students with special needs is very time consuming. I don't feel like there is enough teachers to comply with the time needed.

To not take away recess.

More small group reading intervention provided by reading specialists

None.

Ok

i don't know

rawr

n0ne

They can give them more time to practice before the test ,and give them more materials.

teacher should give kids a little break form work

more tutoring for kids that need it.

I think something that should be considered is if a student needs something it should be provided in and out of class

More care on the students on skipp class

More electives

...

We need something at the secondary level for reading and dyslexia.

..

Estoy de acuerdo con las prácticas que hay

That they make sure they do have supplies

Too much special Ed in the school

Eliminate FLEX. We need in-person professional development. On-line instruction does not work for some of us.

I think that the district needs to be realistic about the students that have a tremendous amount of absences and the ability a teacher has to catch that student up without outside help or resources. At the beginning of the year we had an entire in-service on pacing and I just hope it didn't backfire on us.

When Academic need are identified, teachers need more support in implementing the support.

Proper evaluations. Comparable, authentic, evidence based evaluation.

I don't have any other considerarions.

L

I saw problems that existed academically prior to the plan-demic. The plan-demic is being used to cover-up academic issues that have always existed. Parents need to take responsibility for their child's or children's learning. All learning does not take place in a classroom setting.

High school teachers are very disconnected. There no time for grade level teachers to meet and discuss student concerns or to collaborate. PLCs for departments are helpful but it would be in the students' best interest to have all their teachers meeting and discussing students concerns and how to address them. The freshman success is a step in the right direction. Branching Minds is useful software where teacher could see documentation from each other but they don't know about it. We used to use FOCUS 360 but that is gone now.

Many of the enhanced instructional resources targets PK-5 and not HS students. A LMS is not instructional materials. It is a platform for learning.

Na

I mean you could actually TRY to teach students?? Instead of basing everything off the STAAR test how about teach students things they will need in life

## **Question 10:** What other consideration should be included in the District's Supporting Social, Emotional, and Mental Health Needs practices?

78 Responses

My student was regularly suspended and put in ISS as a direct result of issues occurring related to his disability. FWISD needs to address the suspension rate in relation to students on IEPs or 504s.

I don't think there has been enough emotional and counseling support for those who were burned out from the past school years. Particularly the nurses who have worked COPIOUS hours of overtime and have not gotten ANY credit for it. Not even getting flex days off make us more stressed. WE are afraid to take days off because we are afraid that there will be no one to cover for us while we are gone. A great number of things have been added to our plates and nothing has been done to account for this extra workload. Every nurse I know is feeling it this year.

Teachers need to have more resources to invest in their own mental health and the mental health of their students (planning time needs to be more respected).

make sure everyone is involved

More counselors assigned to the schools and feedback of the varies issues encountered across the campus wide with students and what impact it's having on the students academic achievements.

Consider the counselors in the district. I would venture to say that high school counselors have more requirements put on them than any other job in the district. How about looking into why so many counselors end up in mental facilities themselves?

Too much for teachers to be doing- so we do not have time to help students with SEL

My daughter has several underlined health problems and the nurse has to be on campus everyday regardless.

If a student is has mental illness they should be discipline different but the same as another student without mental illness. Also help that parents of other students that don't have mental illness better understand about the students that do.

Curriculum on social emotional than social studies. I think both can blend well but right now we need daily lessons with these students on how to regulate their feelings, their bodies, and thoughts. My students are struggling to pay attention. I have students who are borderline autism, but no services have been provided to target their needs. I feel like the district need professional psychiatrists and professionals pushing in at each campus to help these kids who struggle with functionality.

n/a

Referrals to the Family Center result in students being on a wait list for over six months.

Parents have to be held responsible for their actions or lack of actions to get students to school on time everyday, and pick them up on time everyday.

character strong is a great asset to the SEL lessons

More counselors per campus

The development of a parent communication plan would be extremely helpful. Student support should be a collaborative effort, but if parents aren't aware of what resources are available to them, the effectiveness of these resources suffers.

Teachers need help and support, badly. Give them aides to give them breaks during the day.

Grade level assessment

Please understand that teachers will now be required to take days off to take care of personal health needs and appointments due to our extended day. Please do not penalize teachers for this as it cannot be prevented.

Please provide more counseling classes for all students/grade levels so that they can understand how to deal with big emotions and circumstances. Years ago (18+ years ago) we used to have regularly scheduled counseling lessons provided by the Counselor. However, that has not happened in over 15 years now. We barely get any Counselor lessons now.

How to cope with anxiety



Again, I reiterate that we must be aware of the unique needs of our Refugee and Immigrant population and find ways to improve our support of academic funding. Our students are the district's step-children.

We have been waiting for 2 weeks for some new students to obtain Chromebooks. Since we are trying to become a 1 to 1 campus, trying to implement Canvas without enough Chromebooks for ALL students is difficult if not impossible. Administering the MAP tests the past several weeks without enough Chromebooks is hard, as we had to take some from our 9th graders to meet the needs of new 8th, 7th, and 6th grade students. With Benchmarks for the STAAR coming up, 9th graders cannot afford to give their Chromebooks to other kids for an entire week so testing can occur. Sharing is nice, however equity is needed.

We need to PLAN better to get these into the hands of ALL kids ASAP. Then, we need to insure that they have WIFI access and/or hotspots, if needed. We can't write without pencils and paper --- we can not teach via Canvas or test online without Chromebooks for ALL.

Thank you!

Hire more counselors to make sure current counselors don't have impossible workloads. We need manageable counselor-to-student ratios. At the high school level, we have a 1:300-400 ratio.

An army of specialists trained to support students and staff.

Personally I have not seen any changes in the level of support for social/emotional/mental health in the District being actually enacted at the campus level. I am support staff, so perhaps I am not receiving all the same information as core campus staff who only support one campus. But I have not seen changes personally.

Less stress on testing outcomes in so far as too much pressure is placed upon student and staff performance instead of nurturing overall health, wellbeing, and a life long love for learning.

None

There should be one or more specific services listed for each campus with specific, measurable goals and specific people listed to act as contact and oversee each of these services/goals and to consistently seek teacher/staff/student/family/community feedback regarding the specific goals and services for each campus.

I think hiring more counselors would really benefit students.

celebrate every little good thing that teachers are connected with -- everything

stop putting teachers under the microscope, harping on every minute thing

treat teachers right, and they will do anything you want them to do - treat them wrong and they will not

Our campus needs more law and order. The staff are stretched too thin.

Teachers do not have time during the school day to constantly stop to assess a student's mental health.

Less paperwork on counselors and teachers

Better suicide awareness for elementary students.

We need a way for students to be access the Counselor Form even though they cannot use their phones in class.

Hire actual Psychologist instead of utilizing Professional School Counselors.

n/a

none

If possible, more staff. One counselor in elementary is not enough for their own well being as well as the students.

N/A

Less pressure placed upon, all stake holders, and more understanding. The state, and district need to understand the physiology of how the brain works when under stress. Academic progress will be achieved relative to how each person is processing and handling their current state of well-being. Having said that, Time and Compassion will go a long way in achieving the desired outcome.

School counselors are doing the job of other employees like RTI and 504 coordinators while keeping double the recommended caseloads. This practice reduces tremendously the time and energy which should be dedicated to support social

Emotional needs of students and families; counselors are stretched so thin that the meeting the social emotional needs becomes an impossible task.

I would like to see more classes for parents that are struggling with their students.

Offering student counseling sessions for free or a reduced cost and/or partnering with local family counseling services that can offer ongoing services for those who may need it for an extended period.

Teaching middle school students how to be good friends to others and how to feel empathy towards others  
none

All staff need more support.

I think, in order to offer effective AND meaningful solutions that will help students and teachers in the long run, schools need to have some time built into the school day to address these social, emotional and mental needs. Also, it might do some good for people who are making the high-stakes decisions to actually visit the schools, in order to see what is occurring in the schools they govern. I realize there are limitations about visitation in schools, because we live in a world that is so much more different than before COVID-19, but there are things that can be seen in-person that cannot be conveyed through memos, reports and second-hand accounts.

No new idea.

We are currently identified to have two caseworkers at our campus. We have zero on staff at this time.

The campus was just notified to receive one of the new hires. We are waiting on the staff to report to our campus.

Our counselors and support staff have been incredible this year! This is the best I have seen!

We have had a hold already this school year from a student who destroyed the room and threatened to hurt other students and the teacher with scissors. He will be allowed to return to campus. In addition, his mom was screaming that all the teachers were "stupid" and "made him do this" in front of the child. There is no accountability or safety.

More mental health services and support for staff

NA

Our counselors have a high caseload which prevents additional services as needed. The outside referrals to the Family Resource Center place students on a waiting list.

There is just not enough downtime during the school day for kids to have quiet, to decompress, etc. Our theatre teacher did a relaxation exercise and students came up to him afterwards saying it was one of the best things they've ever done at school...because they were just clearing their minds and being still.

Kids are addicted to their phones, and we threw more electronics at them and took away books. Shame on us. I do a lot of written work in my class, with PAPER....the kids never complain and prefer it.

All talking heads do is come up with more, more, more stuff to do/have. There is a lot to be said for learning to be still and quiet and just breathing.

Our counselor is amazing but extremely overworked. And new curricular stress on our teachers is limiting most of the SEL opportunities for teachers and students.

Stop adding additional, non-certified people, social workers and case managers and increase the number, ESPECIALLY at Elementary Schools of QUALIFIED School Counselors. One person cannot be expected to cover and deal effectively with a school of 400 students to 800 students by themselves. But you continue to add Social workers and Case managers, who are not school focused or certified individuals and expect them to assist students with trauma related academic needs. They have neither the training or background to do so. If you would just take TWO of your lowest performing elementary schools and give the Certified school counselors there a student case load of say 200 kids TOPS, and actually let them do the job of a Certified school counselor, not administrative stuff, or lunch duty or dismissal, etc. over the course of 3 - 5 years, you would be amazed at the difference! But you continually add folks to upper grade levels due to all the issues kids at those levels have. If you would provide the support needed at the elementary level, you would eliminate many of the issues at the upper grade levels.

You have to take care of the trauma issues at the youngest age possible, and not try to solve the issue when they are in their teens.

Yes, it would cost you more for a few years, but the change you would see would blow your minds.

Also, at the upper grades, quit making your counselors become nothing but data entry clerks! Provide every 2 counselors with clerks, and watch what happens when you free up your counselors to actually do the jobs they went to school for. Our school counselor spends literally HOURS doing data entry. This means she either stays way late, or she doesn't get to deal with or be with the students, recognizing the issues they may have. Many of our students will never walk into the counselor suite and say they need help. But if that counselor is out and about in the building and not having to do data entry so much, they can develop the relationships you keep saying you want them, to have! They can't have a relationship with a student if they are stuck to their desk pounding on a keyboard.

We need more counselors and intervention specialist. The intervention specialist each have 1000 kids. They are overwhelmed and in crisis they are too busy to intervein. Daily we have crisis....daily need intervention specialist.

Sin comentarios

My children have been made fun and bullied for wearing masks and have had several teachers tell them and other students to remove their masks. They have also had multiple students tell them their covid vaccine will kill them. Instead of trying to "support" them with help after the fact, perhaps we should be trying harder to educate and get everybody on the same page with the same rules. I don't think the vaccines should be mandatory at this point, but there's no reason to allow students to go around saying things like that.

Nothing

Follow through with them? As a parent of a student at Como Montessori, I see a complete lack of concern regarding our child's accrued trauma.

Teachers and counselors absolutely cannot add one more thing to their plates

Stopping bullying and when a kid goes to a counselor to talk to them about things at home don't tell parents because kids go to counselors to cope and to get away from things at home.

Ok

well i actually don't know because its already good.

MawtErlaL GORL

they should have some break form work

making sure that kids that have problems at home feel safe at school.

If a student is having an mental breakdown or a a panic attack o something they should get help immediately more support

Wellness programs could be more targeted, robust, and include incentives. Teachers have requested outside-of-the-box things such as massage chairs, therapy dogs, and quiet rooms for not only students but teachers as well.

Estoy satisfecho con las prácticas que hay

More one on one talks ..... Assemblies about mental health .....

I don't have any other considerations.

Section is too vague and services is not identified clearly.

More training for teachers on supporting student needs.

I'm not certain how we can be sati

## Question 12: What other considerations should be included in the District's Providing Responsive Meal Services practices?

42 Responses

FWISD should continue providing free lunch/breakfast for all as a part of the ESSER funds.

more food i love food

Services need to be available to all ages and not just daycare through 8th grade.

Provide more options at lunch such as a salad bar and/or healthy food that kids will actually eat. It doesn't matter how nutritious the food is, if the kids don't like it, they won't eat it.

Making sure that every school have enough cafeteria workers.

Meals are not packaged well, they are too plain and boring. They need to open up the cafeterias again for breakfast. These campuses with breakfast in the classroom is very inconvenient. They make a mess, they're ruining their desks and carpets. It's horrible. Open back up the cafeterias.

n/a

breakfast in the classroom is not effective. Return students to eating in the cafeteria instead.

Most food is completely wasted on high school campuses.

Why are teachers responsible for managing and cleaning up after breakfast when we have a room, the cafeteria, that is specifically built to handle food? The students who need it the most are still "late to school" every day. This is not the fault of the teachers, but we can't have food on the tables and still be working especially in an elementary classroom. Let's move the Breakfast time back to the cafeteria so students know where food is served.

It is not easy to complete the forms for the Free Lunch program, especially if they are all written in a language that is not understood by most of our population. We teach students from many different countries who have parents, some of whom are illiterate in their own language. The staff has worked so very hard to contact them with the aid of translators, yet they are hard to read, even for the literate in English.

Since ours is a Title 1 campus, and students are Refugees and Immigrants, could we not make it easier for students and parents by having these forms completed at the Student Placement Center during enrollment, prior to the beginning of school? This way, they will be assured that they will not skip meals simply because their "yellow form" did not make it back to school.

None

The teachers & families at each campus should design a plan that meets the needs of the students at that campus. Students should be asked frequently about the meals/snacks being provided. Many, many students do not eat school food and report being hungry and tired by the end of the school day. Providing food that students do not eat is not enough. The measure of success should be how many meals/snacks are actually consumed at each campus, not how many are served. Our district has many families who prepare delicious food without spending a lot of money. Maybe we should seek to tap into that.

FWISD has completely nailed meal services for students! Keep up the great work in feeding our kids!

The kids don't like the food, and they're right. It is terrible

The meals served to students are full of sodium and sugar. Students need fresh food.

Better choices and quality of food

Students should NOT be eating in the classroom. Breakfast should be held in the cafeteria where food is consumed.

The students absolutely do not eat the school provided foods. They complain about the taste and the cost of the food. If students are going to be charged, their should be better options. Please change the vendors and utilize a company that actually cooks meals.

Have a meal available for all student staying after school for any program

none

N/A

Healthy and nutritious selections.

All school breakfasts and lunches should be free. It might balance out once staff is no longer accepting payments and no one is having to pay the exorbitant processing fees to put lunch money in my school bucks.

none

The district has been very responsive to making sure students are not hungry during the school day. The reality is that students need additional supports in making good decisions about the foods they encounter. It would be great if the schools, located in food deserts in particular, could partner with places like Sprouts and Whole Foods, to address students' needs in eating even more vegetables and fruits (in that order). I would love to see campuses have vegetable gardens on or near campuses that students could help take care of. So many of our students never get an opportunity to help grow something from the earth that they can consume.

NA

Breakfast in the classroom causes rodents, insects, and spills which undermine cleanliness.

The district needs better food service DURING the day. It's sub par, all of it. It's obvious the district has not chosen a high quality vendor. When we have STARR testing on campus and we have to walk the kids down to the cafeteria to get their lunch, literally, LITERALLY, none of them will take the free lunch. They rather just not eat. It's very sad.

Our campus does not receive breakfast in the classroom or after school meals.

Kids are hungry. Should be free.

N/a

There is absolutely not enough time to eat breakfast in the morning. If you really care about underserved children having breakfast you have to find a way to give them enough time to eat it. Right now my kids are lucky to stuff a few bites in before it's time to go to class.

High school child is in band and is not able to eat school breakfast. Neither child is offered after school snack or dinner.

Giving out water bottles for sports During athletic period if kids don't have a water bottle.

They should give the students more food choices.

I think the lunch ladies should bring fruit by at 6/7th period

Muy buenos

more choices

We need better more food

Thanks

No considerations, that I have.

**Question 15:** Please share any additional options for one-time or short-term use of the school emergency relief funds to address learning recovery and the impact of COVID-19.

## 51 Responses

Use some of the money to support the nurse who worked overtime to protect students and staff while putting themselves in harms way every day. Hire more health assistants for the schools that have vacancies or better yet pay a high enough wage to be competitive and be able to higher actual nurses to fill those vacancies. Offer pay for overtime worked.

It is nice to have teacher pay bonuses. More of that would be nice.

Discipline and safety need to be addressed. We need more campus monitors so that we can focus on teaching and learning rather than discipline and nonsense in the classroom.

I really need something to manage my time as I have 0 free time after school, I need ways to get my work done because im just too tired to finish it at home.

Extend instructional hours - daily for students

I believe we need to update our libraries as they suffered tremendously during Covid. Online libraries are great but elementary students, in particular, want books that they can put in their hands.

We need sophomore, junior and senior coaches like we have freshman success coaches.

there is more learning required than is possible to dig into during principals meetings. providing time on saturday will allow principals to present systems to their colleagues. similar to the math content stipend series, the principals would be required to produce a implementation of their learning and share out with their peers.

See Catala for more details

Smaller class sizes

Pay the teachers more than the Superintendent so that district can keep teacher.

Pay the Teachers more than the superintendent.

Autism specialists, psychologists for each school besides the counselors. There needs to be a highly qualified team for support of students emotional and physical disabilities. There should be more parents involvement in school decisions as to what kind of curriculum should be taught. Teachers should have a free massage or comforting day instead of training days. Stop the intensity of training requirements. Districts should create retreats for teachers for their mental health and those expenses should be included. We need to give back to those teachers who are actually doing all the work.

n/a

The district needs to have additional personnel at campuses to support interventions ASAP.

More teachers, and smaller class sizes.

To support all reading more money should be allocated to libraries

Technology, facilities, and SAFETY/SECURITY of all campuses!!!!

Please use these funds to hire technology support personnel on campus so the librarians are not trying to do it all on top of their library job duties. They manage all chromebook issues/inventory and manage/assist with teacher technology, as well. This has become a full-time job for them and other librarians, assistant principals, and support personnel at other campuses. With the MacBooks coming, the district needs the infrastructure and personnel to support the new technology.

PreK and a kinder teachers need help, the kids are all behind and it's not fair to the teachers to not have support and help in their classrooms.

Extend incentives for Substitutes because many do not want to sub in a classroom now that incentives are gone. Provide incentives for teachers that have fewer than 10 days absent as well (per semester). It is important to recognize the hard work of teachers and substitutes all throughout the school year. Show us we are appreciated and wanted. (No, I do not need a district coffee cup or etc. to know I'm appreciated and wanted. Those get donated almost immediately while I wonder why funds were wasted on stuff instead of directly rewarding teachers and substitutes with extra pay.)

Have the Ed Tech Dept. develop videos for district students to see during advisory about how to use BULB, where their writing portfolio will be uploaded. Teachers were given a 2 hour mini training and are clueless about how to teach this, much less use it themselves.

Pull out tutoring help during advisory would be great!

Distribute on post a District Testing Calendar, as we have in past years so we can foresee when benchmarks and PSAT tests will be held. We cannot find one that includes test dates like we had in the past.

Purchase enough Chromebooks so that EACH student has one to take home within the first week on campus.

Buy Grade Appropriate books for the library (Hi interest / Low lexile) for English learners to use. Eliminate the "elementary" books from Middle and High school language center campuses. They insult our students who want something age appropriate.

Offer students free materials to read and take home, such as Scholastic Action magazines to read, as they fit the bill for our students.

At mid year, provide funds to teachers to buy school supplies. We spend so much from our own pockets, that the \$200.00 boost in September is just not enough. (We had to buy dongles and mice for use with our new MacBook Air, and they were expensive.)

It is commonly accepted in the community that parents with higher education are more supportive, or better able to support, the learning of their children. Maybe FWISD could partner with Texas Workforce Solutions and/or Tarrant County College to increase the education and awareness of parents, and thus help the parents to support their children. Help parents acquire GED or TxCHSE. Help parents understand the direct relationship between education and income so they can help inspire their children to learn. Coordinate parent learning sessions with children tutoring, weekend learning, or summer learning programs, so that parents do not have to arrange for child-care.

Higher retention bonuses to avoid teacher burnout, especially since staff who stay with the district are carrying extra responsibilities due to teacher vacancies and sub vacancies.

Higher pay for subs, to curb against the sub shortage.

Continue offering hiring bonuses to avoid staff vacancies.

Hire more counselors, campus monitors, and support staff.

**INVEST IN YOUR PEOPLE.** That is the single best use of the funds. You can have the best technology, facilities, and resources, but if you have kids sitting in fancy buildings in front of fancy laptops, with no one to inspire them to learn, the testing data will not improve.



Libraries. Libraries. Libraries to enhance and update aging collections. More support for librarians who are tasked with the DIGiN program and substitute teachers so that librarians are not watching classes.

Staffing remains a huge challenge. I believe bonuses and/or raises have been considered for instructional staff to improve retention. Using funds to hire additional tutors, those who could be used to provide Tier II level MTSS intervention support would be a great use of funds - assuming those tutors are knowledgeable and well-trained so that the time they are spending with students is actually targeted and moving students forward.

More 1:1 tutoring for HB4545 students.

Specifically - much better food options that will keep students from being hungry and thirsty, an easier, quicker way for teachers to purchase instructional supplies, a quick way for teachers to submit for approval and receive funding for online subscriptions and services, many, many more wraparound services, teaching positions approved at campus request (no more district-level veto).

Generally - Ask teachers and students what they want/need. Utilize central administration to lower barriers to these ideas. Teachers/students are busy with the process of learning. They don't have time or resources to affect the changes. This is the work that campus and central administration should be doing more of; this is what we need: reducing barriers and creating pathways for teachers and students. We don't need you to buy more programs. "The answer is in the room."

School facility improvement is extremely important. I would like to see special door locks to ensure safety in cases of crisis.

Let creativity be back in the classroom. Stop this idea that all learning needs to show up in a workbook. This type of work is boring and very outdated. Let teachers integrate the course work and stop mandating classes last a set number of minutes. Let teachers teach children, not the clock! Let teachers make things fun to learn!

Teacher content training in high quality curriculum, we need more equipment for instruction, and construction was never actually completed. The building needs repair, we don't have Promethean boards, we don't have enough administration support. The place is falling apart.

More money should be spent on paying teachers or support staff for tutoring and individual support rather than more and more technology. The district spent millions on chrombooks just three years ago and now millions are being spent to change to iPads. That doesn't sit well with many stakeholders

Middle schools do not have enough staff to support the needed increase in academic levels, particularly at the poorly rated campuses. Also, the Special Ed students are not getting their required minutes because those teachers are subbing in Gen Ed classes most of the week due to staff shortages.

none

More staff

N/A

My children's school needs more staff.

Seminars, assemblies, and classroom instruction on stress management for all stake holders and how to keep the joy of life long learning as the overall goal in life. = )

Set up parent education nights at schools to encourage more parental involvement in their child's behavior and education. Many parents don't have the skills needed to foster educational learning environments at home. Educating parents on how to be education partners will help decrease the behavior disruptions that occur in classrooms that interfere with students getting their education. Society will benefit more from having better behavior management in schools, which in turn will improve the future workforce in this country.

Teacher quality - My child has a first year teacher who does not know the material being taught. Administration refuses to change student schedule.

Improve counselor training and quality of counselors.

Air quality -provide documentation to families on how this is being accomplished

technology

Thank you for providing school supplies for all students. Thank you for providing outside vendors to help us provide tutorials for students. Thank you for giving us raises and longevity bonuses. Things are so much better this year. We can see the light at the end of the tunnel. Things are slowly returning to normal.

There are so many things students need, but I think the district is concerned with doing what it can for them and their families. Continue seeking thoughts and ideas from everyone. Together we will find the solutions that enable educators, administrators and board members to help students and their families triumph through troubling times and minimize the long-term effects of COVID-19.

I think that our schools should have a grief support program for students. I have been offering to help run one for most of my time in Fort Worth ISD. I think our kids would definitely benefit, especially now because almost all of our students have lost someone or know of someone who has been lost to Covid.

Actual counseling services to help students' mental health thus also improving behavior issues.

Give each school funds and allow them to decide how to best use the funds to meet the needs of their students

Smaller Class Sizes

It is challenging to wear a mask continuously during instruction. Most teachers do not take this additional precaution. Improving the air quality is important and options are available. Please consider investing in air filtration systems to avoid recirculating contaminated air in schools.

Use relief to funds to address teacher and nurse absences and vacancies due to COVID-19.

Interesting that there is no mention of discipline.

Air quality at my school is awful. AC filters are not changed, like, all year in the portables. Vents are not cleaned out. Certain parts of the building have obvious damp smell.

What about some sort of "wind down" emotional tools/after school programs?? Yoga, meditation, basic art, etc.

Additional certified people to lower the student to teacher ratio, and to lower immensely the counselor to student ratio. Provide clerical staff to the School Counselors so they can build relationships with students, not just do paperwork and data entry. Lower by at least HALF the School Counselor to student ratio on the Elementary and Middle School level, and not with Social workers or case managers. They don't have the knowledge or training to assist our students with academic achievement.

**Question 16:** As we look ahead, what do you think are your student's top needs heading into this school year? What can Fort Worth ISD do to support those needs?

8 Responses

Give the child and his family more support on the child mental illness.

Keeping up with accelerated curriculum and meeting requirements to graduate in 2025

Preparing for college. So far, things are off to a great start. Her teachers and the Go Center have been very helpful.

Give teachers more support, bottom line.

More staff

My children need to have a more structured school environment. Things constantly change at their school and it is hard for a child to succeed when things are constantly changing.

One top need is to have regularly scheduled (weekly or bi-monthly) sessions during the school day addressing strategies for coping with stress and anxiety for students in middle school & up. These students have had to experience COVID-19 deaths, closures, social unrest, climate change, inflations, and more during a critical time in their physical and emotional development. Puberty changes is hard enough under "normal" circumstances, but the past 3 years have added even more stressors and many students are finding it difficult to cope and need more skills. Provide services to high achieving students. They have needs, too. Otherwise, these families will leave the district.