

Regular Meeting

Notice is hereby given that on Tuesday, October 22, 2024, the Board of Education of the Fort Worth Independent School District will hold a Regular Meeting beginning at 5:30 PM at the Fort Worth Independent School [District Service Center 7060 Camp Bowie Boulevard](#). This meeting will be streamed and archived on [Fort Worth ISD's Live YouTube channel](#), and on the [FWISD Video on Demand](#) site found on the bottom of the District's homepage. To access closed captioning during YouTube's live stream of the meeting, touch the screen or move the cursor over the video while it is playing and click the "CC" button. Live captioning is presently only available in English. Multiple language captioning is available on the Fort Worth ISD LIVE YouTube archive. An electronic copy of the agenda is attached to this online notice. The subjects to be discussed or considered or upon which any formal action may be taken are listed on the agenda which is made a part of this notice. Items do not have to be taken in the order shown on this meeting notice. Members of the public may make a public comment in-person or by written statement.

The Guidelines for Public Comment were revised on the [Board of Education Webpage](#) and now include information regarding meeting decorum. Those individuals desiring to make a public comment may sign-up by calling 817-814-1920 by 4:00 PM the day of the meeting and may sign-up at the meeting location until 5:20 PM. Individuals desiring to make a public comment by written statement may email boardmeetingspubliccomment@fwisd.org by 12:00 PM the day of the meeting. Written statements will be shared with the Board of Trustees prior to the meeting and will not be read aloud during the meeting.

Those who need a sign language interpreter, please call 817-814-1920 by 12 PM Monday, October 21, 2024.

FORT WORTH INDEPENDENT SCHOOL DISTRICT REGULAR MEETING

Page

1. **5:30 PM - CALL REGULAR MEETING TO ORDER - BOARD ROOM**
2. **PLEDGES, VISION, AND MISSION**
Led by Benbrook Middle-High School J.R.O.T.C. Cadets
3. **RECOGNITIONS**
 - A. Recognition of Student Greeters

- B. National Winners in the Texas Association of Future Educators (TAFE)
- C. 2023-2024 Financial Integrity Rating System of Texas (FIRST)

4. PRESENTATION 14 - 30

Accelerating Learning at the Core: Strengthening Tier 1 Instruction

Presenter: Mohammed Choudhury, Deputy Superintendent, Learning and Leading

[Accelerating Learning at the Core Strengthening Tier 1.pdf](#) 


5. CALL PUBLIC HEARING TO ORDER

A. Public Hearing to Discuss the District's 2023 Financial Accountability Rating (School FIRST) 31 - 42

[TEA First Report Presentation.pdf](#) 

Discussion: Anne Darr- How does FWISD plan to share its perfect FIRST score? This is BIG news!

Response: We are very proud of our perfect FIRST score and will be recognizing our hard working team at this Board Meeting under recognitions. The District also issued a press release related to the rating on September 19th:

[Fort Worth ISD Receives Highest Rating for the Financial Integrity Rating System of Texas \(FIRST\).pdf](#) 

B. Public Comment to Discuss the District's 2023 Financial Accountability Rating (School FIRST)

6. CLOSE PUBLIC HEARING

7. REPORTS

- A. Public Notice of Federal Grant Applications Submitted between July 1, 2024 and September 30, 2024 43
Carmen Arrieta-Candelaria, Chief Financial Officer
[2024 October Board Report.pdf](#) 

- B. Annual Evaluation of Bilingual Education Program 44 - 123
Mohammed Choudhury, Deputy Superintendent, Learning and Leading

8. PUBLIC COMMENT

9. INTERIM SUPERINTENDENT REPORT

124 - 143

Priority One: Improve Student Achievement and Close Achievement Gaps - HB3 Goals

[Priority One Presentation.pdf](#) 

10. COMMENTS BY BOARD MEMBERS OR INTERIM SUPERINTENDENT ON CURRENT DISTRICT ACTIVITIES AND ANNOUNCEMENTS

11. EXECUTIVE SESSION

The Board will convene in closed session as authorized by the Texas Government Code Chapter §551.



- A. Seek the Advice of Attorneys (Texas Government Code §551.071)
- B. Deliberation Regarding the Appointment, Employment, Evaluation, Reassignment, Duties, Discipline, or Dismissal of a Public Officer or Employee, Including but Not Limited to Action Items Related to the Recommendation to Terminate Certain Continuing Contract Employees for Good Cause, the Recommendation to Terminate Certain Term Contract Employees for Good Cause and the Recommendation to Terminate Certain Probationary Contract Employees for Good Cause (Texas Government Code §551.074)
 - 1. Executive Director of Employee Standards and Compliance
 - 2. Executive Director of Area 1 Middle Schools
- C. Security Implementation (Texas Government Code §551.076)
 - 1. Intruder Audit Findings and Corrective Action
- D. Real Property (Texas Government Code §551.072)

12. CONSENT AGENDA ITEMS

(Action by the Board of Education in adopting the "Consent Agenda" means that all items appearing herein are adopted by one single motion, unless a member of the

Board requests that such item be removed from the "Consent Agenda" and voted upon separately.)

Governance and Strategic Communications, Toni Cordova, Chief

- A. September 24, 2024 Meeting Minutes 144 - 161
[Regular Meeting - Sep 24 2024 - Minutes - Html](#) 
- B. September 17, 2024 Meeting Minutes 162 - 165
[Special Meeting - Sep 17 2024 - Minutes - Html](#) 

Administrative Services, Dr. Karen Molinar, Interim Superintendent

- C. Approve Pre-K Hub Partner 166 - 177
[Prek Hub Partner.pdf](#)  [FWISD CGS Recommendation Report.pdf](#)


Discussion: Anne Darr- Is Child Care Associates changing its name to Neighborhood PreK? How does FWISD plan to use this Pre-K HUB partner to benefit students, families and staff?

Response: Yes, Child Care Associates is rebranding this partnership entity to Neighborhood PreK, once this non-profit daughter-entity is established. This change reflects their commitment in their application to providing high-quality early childhood education within the community, aligning with our shared goal of ensuring every child is kindergarten-ready.


The partnership with Neighborhood PreK will serve as a vital Pre-K HUB for FWISD, offering numerous benefits:

- **Access to FWISD Pre-K Programs:** By integrating Neighborhood PreK into our network, we can co-enroll students and extend FWISD Pre-K programs to community-based sites. This ensures that more children have access to quality early education close to home, fostering a smoother transition to kindergarten.
- **Support for Eligible Families:** This partnership will provide eligible families with greater options for Pre-K education within their community. With flexible childcare options that fit their schedules and budgets, families can choose the best setting for their children's early learning needs.
- **Kindergarten Readiness:** Ensuring children are kindergarten-ready is a top priority. Neighborhood PreK's focus on high-








quality early education will help prepare our youngest learners for academic success, setting a strong foundation for their future education.

- **Building a Teacher Pipeline:** Collaborating with Neighborhood PreK also presents an opportunity to build a robust teacher pipeline. By working together, we can support the professional development of early childhood educators, ensuring a steady supply of qualified teachers for our Pre-K programs.
- **SB-1882 Funds Application:** This innovative partnership is designed to apply for SB-1882 funds from the Texas Education Agency (TEA). If approved by TEA, these funds will support the partnership and the sites providing Pre-K services, enhancing the quality and reach of early childhood education in our community.











In summary, the partnership with Neighborhood PreK is a strategic move to enhance early childhood education in Fort Worth. It will provide our students with the best possible start, support families with accessible and affordable childcare options, and strengthen our teaching workforce, all while leveraging SB-1882 funds to support these initiatives.

- D. Approve the 2024-2025 District Improvement Plan 178 - 179
[District Improvement Plan 2024 - 2025.pdf](#) 



Business and Finance, Carmen Arrieta-Candelaria, Chief Financial Officer

- E. Approve Budget Amendment for the Period Ending September 30, 2024 180 - 184
[Approve Budget Amendment.pdf](#)  [Budget Amendment Ending September 30 2024.pdf](#)  [Budget Amendment Ending September 30 2024- Explanation.pdf](#)  [Budget Amendment History.pdf](#) 
- F. Approve a New Employee Assistance Program 185 - 186
[New Employee Assistance Program.pdf](#) 
- G. Approve First Reading - Revisions to Board Policies CDC (LOCAL) 187 - 190
[CDC Local Policy Change - First Reading.pdf](#)  [CDC\(LOCAL\)- Proposed Changes.pdf](#) 

Safety and Security, Daniel Garcia, Executive Director

- H. Approve Purchase of Emergency Mass Notification System Renewal 191 - 193
[Emergency Mass Notification System Renewal.pdf](#)  [Netsync Quote.pdf](#) 
- I. Approve Purchase of 2 Cargo Vans for Safety and Security 194 - 211
[Purchase of 2 Cargo Vans for Safety and Security.pdf](#)  [Vandergriff Chevrolet Quote.pdf](#)  [James Wood Autopark Quote.pdf](#)  [James Wood Autopark Quote 2.pdf](#)  [Ray Huffines Chevrolet Plano Quote.pdf](#)  [Ray Huffines Chevrolet Plano Quote 2.pdf](#)  [Parkway Chevrolet Quote.pdf](#)  [Caldwell Country Quote.pdf](#) 

Talent Management, Woodrow Bailey III, Chief Talent Officer

- J. Approve the Application for the Waiver of the 2024-2025 Request for Maximum Class Size Exception 212 - 218
[Class Size Exception.pdf](#)  [Class Size Waiver Request - Detailed Report.pdf](#) 

Discussion: Anne Darr- In the 10//11/2024 Friday Communique, additional information was provided regarding class sizes over the legal limit, including grade level and the specific number of students in each class. What has not been shared are the additional supports in place to assist the teachers who have more than the legal limit of students, especially supports in C,D, and F-rated schools. Therefore, what supports are in place for these oversized classes? What happens if the Board doesn't approve the application for these waivers?

Response: The information provided in the board document, and the supporting information requested speaks to the number of PreK-4 classrooms that exceed the 22:1 ratio as of September 26, 2024. As required by the [Texas Education Code §25.112](#), “A district **must** submit a request for a class size exception for any classrooms in prekindergarten - fourth grade that exceed the 22 students class size limit.”

<https://tea.texas.gov/texas-schools/waivers/state-waivers/maximum-class-size-exceptions>

The action taken by the board acknowledges the classes that exceed the limit and formally requests the waiver. This “waiver” is not requesting exemption from the code but acknowledges that the classroom in fact was over the 22:1 ratio as of the 30th day of school. The waiver request and board approval does not indicate that the

district is not addressing the overage. Even if a teacher is in process of being hired, we still must submit the waiver request because the class was in fact over the 22:1 as of the 30th day.

If the board does not approve the waiver request, the district will be out of compliance with this reporting requirement and it may be perceived that the district is not properly reporting class size information. The board has approved waiver requests annually for many years. Last year, the board approved waivers during the October Board Meeting. Many districts have used the District of Innovation (DOI) process to relieve the district of this annual reporting requirement, however FWISD has not pursued that option.

Additionally, most of the classrooms currently exceeding the 22:1 ratio are dual-language/ESL classes. The Emergent Bilingual Department is providing support to those teachers in the following areas.

- Routine support (weekly visits for planning, model lessons, in class support) from one of the Emergent Bilingual staff coordinators/or the Language Acquisition Specialist.
- We added BTAP supports in the high need areas (from 25 last year districtwide to 31 this year). We added 6 positions and worked with schools in most need for placement.
- We are monitoring and supporting with professional learning as well as needed for linguistic accommodations etc.
- Reviewing Compensation for all Emergent Bilingual/ESL teachers to attract more teachers to the district.

During the leveling process 54 teaching positions were created to address enrollment fluctuations and 41 positions were collapsed throughout the district for a net 13 positions added across the district.

Finally, the overall PK-4 class size ratio districtwide is 1:14.3 far below 1:20.

Learning and Leading Division, Mohammed Choudhury, Deputy Superintendent








- K. Approve Purchase of an Online Assessment Tool for Gifted and Talented Screening

219 - 242


[Online Assessment Tool for GT.pdf](#)  [Pearson.pdf](#)  [Pearson Quote.pdf](#) 

Discussion: Anne Darr- I appreciate the use of a non-verbal screener for GT services. In what ways are students being evaluated for GT services that are not test-based?





Response: In the Texas State Plan for the Education of Gifted Talent Students (2.22), TEA requires that students are evaluated with at least 3 data points that use both quantitative and qualitative data to determine if they need gifted and talented services. The definition of giftedness, as defined by TEA, discusses giftedness and gifted potential being seen in domains such as creativity, leadership, academics and more. Therefore, multiple data points must be considered. When screening gifted and talented students, a campus G/T committee, including principals, teachers, and G/T staff, come together to look at 5 categories of data to determine if students are outpacing their peers in one of these domains. One type of data evaluated by the committee is MAP and STAAR since the TEA definition of G/T does include students excelling in a specific academic field. Also, committees are given access to both teacher and parent feedback. Parents are asked to give information on what gifted behaviors they see in their child. Teachers fill out feedback regarding student abilities in terms of creativity, motivation, leadership and learning. Also, G/T teachers give both the NNAT3, a general abilities test that is non-verbal, and also, open ended activities designed to provoke creative thinking. Our teachers lead students through 2 planned experiences that are open ended and graded on a rubric to evaluate creative skills that are not typically seen in other data points. Ultimately, our goal is to see and serve students who are demonstrating advanced abilities relative to their peers that could benefit from the variety of services provided at their campus.

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|----|---|-----------|
| L. | <p>Approve Purchase of Instructional Materials Supporting Disciplinary Literacy Instruction in Social Studies</p> <p>Instructional Materials- Disciplinary Literacy Instruction for Social Studies.pdf  DBQ Company Quote.pdf </p> | 243 - 251 |
| M. | <p>Approve Second Reading - Revisions to Board Policies EFA (Local) and EFB (Local)</p> <p>Second Reading EFA Local - EFB Local.pdf  EFA (Local) Proposed Policy.pdf  EFB (Local) Proposed Policy.pdf </p> | 252 - 262 |
| N. | <p>Approve 2024-2025 Campus Improvement Plans (CIP)</p> <p>Campus Improvement Plans.pdf </p> | 263 - 264 |
| O. | <p>Approve the Proposed Course Changes for the 2025 – 2026 School Year</p> <p>Approval of Proposed Course Changes.pdf  2025-2026 Proposed</p> | 265 - 268 |

Operations, Kellie Spencer, Deputy Superintendent

- P. Approve Authorization for the Interim Superintendent to Negotiate and Enter into a Contract with an Electricity Provider 269 - 270
[Electricity Negotiation.pdf](#) 

Technology, Ramesh Krishnamurthy, Chief Technology Officer

- Q. Approve Renewal Contract for Endpoint Security and Incident Detection and Response Services 271 - 276
[Endpoint Security and Incident Detection & Response Services.pdf](#) 
[GTS Security & Incident Detection Quote.pdf](#) 
- R. Approve Ratification of the District's Enterprise Resources Planning System 277 - 281
[District's Enterprise Resources Planning System.pdf](#)  [Tyler Munis Quote.pdf](#) 

Discussion: Anne Darr- Why are we having to ratify these purchases? Why weren't these purchases presented to the Board for approval prior to making the purchases?

Response: These are renewals in continuation of an existing service. Delays due to length of time to get signatures on contract.

- S. Approve Ratification of Technology Digital Workflow System – Ticketing and Asset Management System 282 - 294
[Ticketing and Asset Management System.pdf](#)  [Carasoft ServiceNoe Quote.pdf](#) 

Discussion: Anne Darr- Why are we having to ratify these purchases? Why weren't these purchases presented to the Board for approval prior to making the purchases?

Response: These are renewals in continuation of an existing service. Delays due to length of time to get signatures on contract.



- T. Approve Ratification of Purchase of Cloud Security Content Filter Software and Support Services 295 - 298
[Cloud Security Content Filter Software and Support Services.pdf](#) 
[Carahsoft IBoss Quote.pdf](#) 



Discussion: Anne Darr- Why are we having to ratify these purchases? Why weren't these purchases presented to the Board for approval prior to making the purchases?

Response: These are renewals in continuation of an existing service. Delays due to length of time to get signatures on contract.

- U. Approve Renewal of Netcloud Mobile Essentials for Wi-Fi Routers for the School Bus Wi-Fi Program and Backup Routers 299 - 301
[Netcloud Mobile Essentials for Wi-Fi Routers.pdf](#)  [GTS Cradlepoint Quote.pdf](#) 

Facility Planning and Rental, Mike Naughton, Executive Director

- V. Approve Contract for School Map Updates and School Map Gateway for Coordination with Local Public Safety Agencies 302 - 319
[Contract for School Map Updates & School Map Gateway.pdf](#) 
[GeoComm Quote.pdf](#) 

- W. Approve Easement Agreement with Oncor at 11553 Benbrook Boulevard 320 - 325
[Easement Agreement with Oncor.pdf](#)  [Oncor Electric Easement.pdf](#) 

Capital Improvement Program, Carl Alfred, Senior Officer

- X. Approve Authorization to Enter into a Contract for Job Order Contract General Contracting Services for Diamond Hill-Jarvis High School Restroom Project Utilizing Program Contingency Funds in Conjunction with the 2017 Capital Improvement Program 326 - 327
[Diamond Hill-Jarvis HS Restroom Project.pdf](#) 

- Y. Approve Authorization to Enter into a Contract for Job Order Contract General Contracting Services for Diamond Hill-Jarvis High School Marquee Project Utilizing Program Contingency 328 - 329

Funds in Conjunction with the 2017 Capital Improvement Program

[Diamond Hill-Jarvis HS Marquee Project.pdf](#) 

13. ACTION AGENDA ITEMS

- A. Item(s) Removed from Consent Agenda
- B. Personnel
 - 1. Executive Director of Employee Standards and Compliance
 - 2. Executive Director of Area 1 Middle Schools

Legal and District Records Management, Lynda Jackson, Senior Counsel

- C. Approve Proposed Termination of Certain Probationary Contract Employees for Good Cause Pursuant to Chapter 21 of the Texas Education Code
- D. Approve Proposed Termination of Certain Term Contract Employees for Good Cause Pursuant to Chapter 21 of the Texas Education Code
- E. Approve Proposed Termination of Certain Continuing Contract Employees for Good Cause Pursuant to Chapter 21 of the Texas Education Code
- F. Consider and Take Action to Void the Contract of Certain Employees for Lack of Texas Educator Certification Pursuant to Chapter 21 of the Texas Education Code


Administrative Services, Dr. Karen Molinar, Interim Superintendent

- G. Approval of Designation of Alternate Member to the Board Audit Committee From Approved Appointments 330 - 331
[Alternate Member- Board Audit Committee.pdf](#) 

Learning and Leading Division, Mohammed Choudhury, Deputy Superintendent



- H. Appoint School Health Advisory Council Members 332 - 337
[Appoint School Health Advisory Council Members.pdf](#) 

Discussion: Anne Darr- Can Trustees get meeting attendance records for the existing SHAC members for the past two years? Have all members of the current SHAC confirmed that they want to continue to serve on this committee? Is there a term limit for SHAC members?

Response: Attendance records for the past two years have been provided for Trustees to view. Please see this SHAC Q&A to see the committee bylaws and term limits. [SHAC FAQ's.pdf](#) 

Operations, Kellie Spencer, Deputy Superintendent

Technology, Ramesh Krishnamurthy, Chief Technology Officer




- I. Approve Purchase of Insurance for Student MacBook Devices 338 - 344
[Insurance for Student Macbook Air Devices.pdf](#)  [CTS Mobility Quote.pdf](#) 

Discussion: Tobi Jackson- What is the insurance deductible for student devices?

Response: The deductible is \$0. It will cover the following: accidental damage, cracked screen, liquid damage, theft and/or lost device. The cost of insurance is \$48.92 per device per year.

Discussion: Anne Darr- Has FWISD been using MacBooks all this time without any insurance coverage? Has there been a repair and replacement plan in place? Or a warranty of some kind?


Response: When the MacBooks were originally purchased, they were not purchased with AppleCare+ or insurance. The second round of purchases did include AppleCare+ but not insurance. Moving forward we have found better value in purchasing insurance for devices vs utilizing AppleCare services. Insurance does not have a deductible and covers loss and theft. The insurance we are currently purchasing will cover the 27,000 devices not previously covered by AppleCare+.

- J. Approve Purchase of Supplemental Student Devices 345 - 349
[Supplemental Student Devices.pdf](#)  [CDW-G Quote.pdf](#)  [CDW-G Contract Sourcewell.pdf](#) 

Discussion: Anne Darr- The working in the "Background" section of this item needs proofreading. Where will these devices be stored? Will there be a specific process in place for the distribution of a supplemental device for students, or will campus administration determine when a supplemental device will be issued and to whom?

Response: Supplemental Devices will be delivered to the Lubbock IT Warehouse. Campuses who are short of devices for initial distribution will be given devices upon delivery. A stock of extra devices will be housed on each campus in secure locations until needed for newly enrolled students or to replace a broken device. Broken devices will be sent to the Lubbock IT Warehouse for repairs.

Capital Improvement Program, Carl Alfred, Senior Officer

- K. Approve Increase to Previously Approved Architectural Services, Engineering Services, and Professional Services Amount for Forest Oak 6th Grade Relocation Project in Conjunction with the 2021 Capital Improvement Program [Forest Oak 6th grade- AE Increase.pdf](#) 

350 - 351

14. ADJOURN

Accelerating Learning at the Core: Strengthening Tier 1 Instruction

October 22, 2024 Board Meeting



Multi-Tiered System of Supports (MTSS): Why Tier 1 Instruction Matters

Tier 1 – Universal Instruction: The Foundation for All Students

At Tier 1, all students in each grade receive instruction based on the grade-level standards through high-quality, differentiated teaching. This tier focuses on ensuring that at least 80% of students can succeed with this instruction without needing additional interventions. This universal approach includes best practices and differentiated instruction tailored to diverse learning needs. All students benefit from a range of resources, such as assessments, curriculum materials, and instructional strategies targeting both academic and social-emotional development.

Tier 2 – Targeted Group Interventions: Focused Support for Emerging Needs

Tier 2 interventions are designed for students who demonstrate challenges or do not adequately respond to Tier 1 instruction. These supports are typically delivered in small groups, allowing educators to address specific areas where students require additional help. By using evidence-based strategies, Tier 2 aims to assist approximately 5-15% of students who need more targeted support to succeed.

Tier 3 – Intensive, Individualized Interventions: Tailored Strategies for High-Need Students

Tier 3 is reserved for students with the most significant needs, often those who do not respond to Tier 2 interventions. This tier involves frequent and highly individualized support tailored to the unique challenges faced by each student. The interventions are intensive, focusing on providing comprehensive assistance to the 1-5% of students requiring the highest level of support.

What Defines High-Quality Tier 1 Instruction (1/2): Key Features

High-Quality, Standards-Aligned Materials

- Aligns with Texas Essential Knowledge and Skills (TEKS) to ensure rigorous, relevant content.
- Includes built-in supports and scaffolds to differentiate instruction for diverse learners.
- Reflects diverse perspectives and promotes inclusivity, ensuring all students feel represented and engaged.

Systematic and Explicit Grade-Level Instruction

- Follows a sequential plan to introduce new topics and skills, building on previous knowledge logically.
- Directly explains strategies and skills with clear directions and examples.
- Provides ample opportunities for practice, review, and assessment to reinforce learning.

Rigorous, Relevant, and Engaging Lessons

- Clear, measurable learning objectives aligned with standards.
- Ensures lessons are relevant, connecting learning to real-world applications.
- Promotes critical thinking, problem-solving, and collaboration in a dynamic learning environment.

What Defines High-Quality Tier 1 Instruction (2/2): Key Features

Data-Driven Instruction

- Utilizes real-time student data and formative assessments throughout lessons to guide instruction.
- Regularly analyzes academic and behavioral data to inform teaching strategies.
- Provides "just-in-time" instructional adjustments and differentiation to meet students' needs.

Safe and Supportive Classrooms

- Fosters physical, emotional, psychological, and identity safety for all students.
- Establishes routines and builds relationships to create an inclusive environment where every student feels valued.

Commitment to Equity

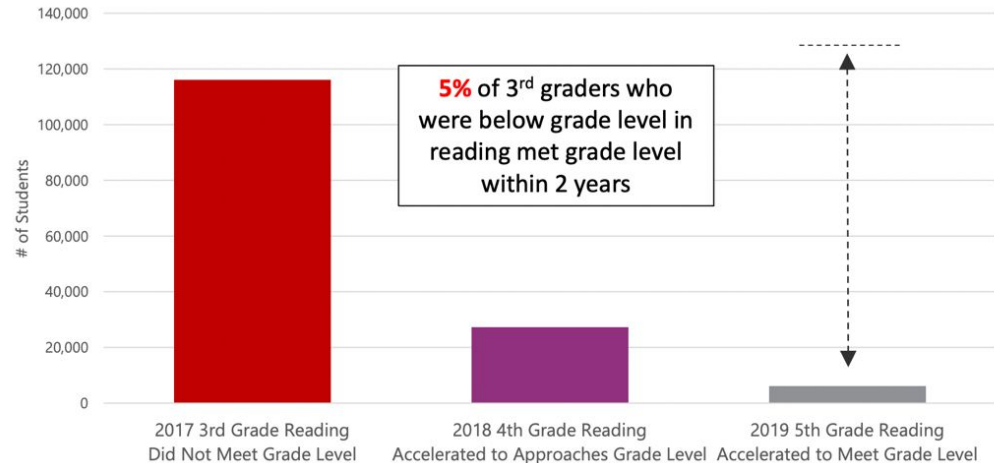
- Provides targeted support for multilingual learners and students with learning differences.
- Implements evidence-based strategies and tailored accommodations to support diverse learners.
- Ensures all students have opportunities to excel and thrive in an equitable educational environment.

Tier 1 Focus Area - Learning Acceleration and Just-in-Time Supports

"Just-in-Time Support" emphasizes providing timely, grade-level-specific assistance to address students' learning needs as they emerge (**the right type or amount of support at the right time – to fill in gaps in learning**). This approach involves carefully planned interventions tailored to the developmental stage and curriculum requirements of each grade.

By delivering targeted support when students need it most, teachers help bridge gaps in understanding, reinforce retention of new concepts, and keep students engaged. The method aims to enhance educational outcomes by ensuring support aligns with the immediate learning processes and challenges that are unique to each grade level.

Historically in Texas, **acceleration** from being **below grade-level** to being **on grade-level** occurs for only **4%** of students across all grades/subjects



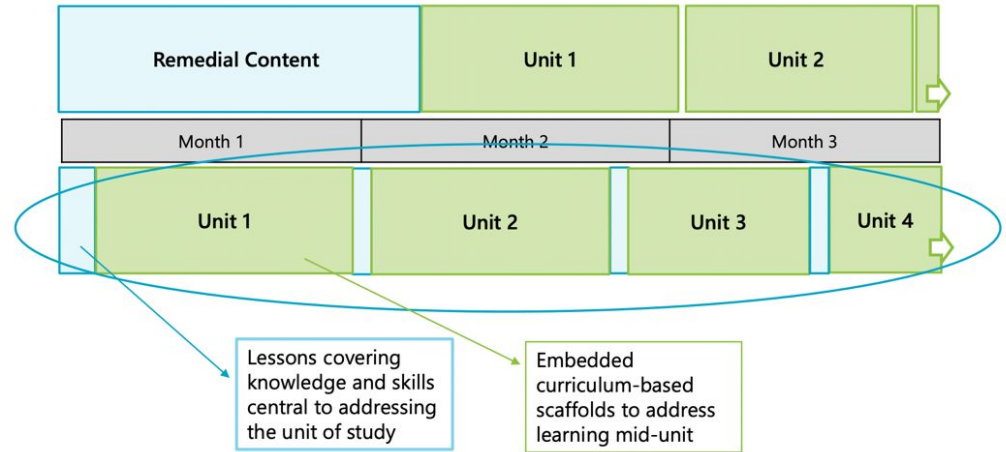
Accelerated Learning versus Remediation

Remediation: Often focuses on drilling students on isolated skills that bear little resemblance to current curriculum. Activities connect to standards from years ago and aim to have students master content from years past.

Accelerated Learning: Strategically prepares students for success in current grade-level content. Acceleration readies students for new learning. Past concepts and skills are addressed, but always in the purposeful context of current learning.

Acceleration with Just-In-Time Intervention

Just-in-time intervention strategically prepares students for success in current grade-level content by providing targeted support for the most **critical, prerequisite content for upcoming units** of study. Previous grade-level concepts and skills are addressed, but always in the context of current learning.



Accelerating Learning through Just-in-time Supports: Key Elements

- Focus on **essential prerequisite skills and knowledge necessary for students to access grade-level content** in upcoming units.
- **Identify gaps** in students' understanding of prerequisite content using curriculum-based, pre-unit assessments.
- Implement **just-in-time lessons and supports within the curriculum** to address identified learning gaps.
- Adjust schedules to allocate sufficient time for Tier 1 instruction and create dedicated blocks for Tier 2 and Tier 3 interventions.
- **Equip teachers and leaders with strategies to effectively deliver just-in-time supports** for critical content areas.
- Regularly **monitor and assess student progress** to ensure effective learning and timely interventions.

"For example, instead of spending weeks covering an entire missed unit in math, teachers can look ahead at the grade-level standards to determine what are the most important skills students need to have and cover that material in a class or two. Or a language arts teacher might see an upcoming text that she thinks might be too challenging for students. Rather than removing it for easier work, the teacher can design scaffolds – specific supports – to help students with understanding key literary concepts and filling in missed background knowledge."

"Students in accelerated classrooms thrived, completing 27% more grade-level lessons than their remediated peers, and mostly regained their pre-pandemic success on grade-level math. Meanwhile, remediated students not only continue to struggle, but fall even further behind in their learning, getting caught in a cycle of missing more and more grade-appropriate content."

Tier 1 Focus Area - Ensuring Curriculum-Based Professional Learning (1/2)

Curriculum-based professional learning emphasizes the need for teachers to **actively internalize lessons and engage deeply with the instructional materials they use**. Research indicates that many teachers lack sufficient professional learning opportunities tailored to their curriculum, with most receiving only minimal training.

Curriculum-based professional learning immerses teachers in instructional materials through a series of focused, small-group sessions that emphasize rehearsing lessons, refining teaching strategies, and deepening content knowledge, moving away from brief, one-time workshops to foster continuous improvement and address common challenges.

This method helps teachers become more fluent in implementing rigorous curricula, ultimately enhancing student outcomes.

[The Elements: Transforming Through Curriculum-Based Professional Learning \(Carnegie Corporation, 2020\)](#)

Ensuring Curriculum-Based Professional Learning (2/2)

Fort Worth ISD is advancing through the phases of curriculum-based professional learning to enhance teaching quality and student achievement, moving from initial implementation to consistent, skillful use of instructional materials. This includes maintaining lesson integrity, using supports for diverse learners, internalizing lessons through shared protocols, and engaging in ongoing professional learning and feedback cycles for equitable, grade-level instruction.

- *Initial Implementation:* Teachers begin using instructional materials with established systems for consistent access to grade-level content.
- **Consistent Implementation:** Materials are fully integrated into teaching practices, supported by aligned policies.
- **Sustainability and Innovation:** A state where teachers confidently take ownership of collaborative planning and feedback processes, skillfully leveraging instructional materials and embedded supports to ensure all students meet grade-level expectations.

Tier 1 Focus Area - Enhancing the We Way Coach (1/2): Increasing the Quality and Frequency of “Just-in-Time,” Real-Time Coaching

Real-time coaching is an instructional strategy that delivers immediate, targeted feedback to teachers during active teaching, allowing for quick adjustments and improvements.

Traditional coaching methods are often too broadly focused and time-intensive to drive immediate change at scale, whereas real-time coaching fosters a culture of constant feedback. In this environment, educators receive specific, actionable advice directly in the classroom, promoting continuous professional growth.

This approach encourages teachers to adapt instantly, refine their techniques, and embrace risk-taking, fostering a dynamic learning environment where improvement is ongoing and responsive to real-time needs.

The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence
(Kraft, M., Blazar, D., & Hogan, D., 2018)

Enhancing the Way We Coach (2/2) : A Vignette on Coaching Better, Smarter, and for Maximum Impact

Most school leaders coach the wrong people. What does that mean?

Consider an 8-week initiative to provide feedback on student work in a small school with three leaders and 23 teachers. After the first day, the leaders observe that three teachers are close to meeting the vision, five teachers are struggling, and fifteen are in the middle.

What do most leaders do? They focus their intensive coaching on the struggling teachers. However, eight weeks later, the strugglers have improved slightly but are still not meeting the standards, the three teachers close to the vision never fully reach it, and the rest show minimal change.

The alternative approach?

- Week 1: Conduct regular weekly coaching meetings with all teachers. Each of the three school leaders selects one of the strongest teachers to prep and practice with for one hour a day. These teachers quickly excel and become models of excellence. The leaders share videos from these classrooms during weekly professional development sessions, celebrate them in school communications, and encourage others to visit their classes.
- Weeks 2-6: Continue regular weekly coaching meetings with all teachers. Each leader focuses on moving one teacher per week to proficiency through more intensive coaching. More videos are shared, and more teachers are celebrated.
- Weeks 7-8: Maintain regular weekly coaching meetings with all teachers and invest heavily in the most struggling teachers.

Outcomes:

- Version 1: Only 13% of your teachers become proficient in the priority area.
- Version 2: 87% of your teachers become proficient in the priority area.

The lesson:

- As a leader, the goal is to get as many teachers as possible to meet standards. Align coaching efforts to achieve this goal effectively.

Tier 1 Focus Area - Comprehensive Assessment System: Driving K-3 Reading and Writing Instruction

By integrating these assessments, K-3 teachers receive comprehensive, actionable data throughout the year, allowing them to modify instruction, target student needs, and deliver more effective reading instruction. This system supports the goal of ensuring all students achieve reading proficiency by the end of third grade.

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NWEA MAP

Administered BOY, MOY, EOY

MAP Fluency: Aligned to the science of reading, measures oral reading fluency, comprehension, and foundational skills.

MAP Growth: Measures academic achievement and potential growth across the year.

Function: Provides teachers with a deeper understanding of student progress and guides differentiated instruction and interventions.

9-week Interim

Administered every 9 weeks

Purpose: Evaluates students' mastery of specific content and skills taught during the nine week period.

Function: Summarizes student achievement, informs grading, readiness for advancement, and evaluates instructional effectiveness.

Daily Formative Assessments

Administered daily, a critical component of the Instructional Planning Calendars (IPC)

Purpose: Provides ongoing data to monitor mastery of daily objectives.

Function: Allows teachers to adjust instruction in real-time to address gaps and ensure mastery of skills aligned to the TEKS. (e.g. exit tickets, reading response student summary)

Kindergarten: Purpose & Function of Each

Assessment



TX-KEA

Administration: Aug. 26-Sept. 13

Purpose: BOY Screener: screen children's school readiness upon their entry into kindergarten

- A combination of teacher-administered direct assessments, child-paced direct assessments, and teacher completed checklists

Function: (State-Required) It helps teachers understand the **general strengths and weaknesses of individual students or the class as a whole**. It informs instructional planning by identifying areas where students may need additional support or challenge.

NWEA-MAP Fluency & Growth

Administration: Aug. 26-Sept. 6 (MAP Growth); Sept. 3-20 (MAP Fluency)

Purpose:

- MAP Fluency-aligned to the science of reading; measures and monitors oral reading fluency, literal comprehension, and foundational reading skills
- MAP Growth-measures a student's academic achievement and potential growth, not grade specific

Function: (MTSS Universal Screener-BOY, MOY, and EOY) It helps teachers get a **general sense for students' academic strengths and weaknesses** and informs how they should best modify instruction throughout the year to better match student needs.

9-Week Summative

Administration: Week of Oct. 7-11

Purpose: Administered at the end of a learning period to evaluate students' overall learning and mastery of **specific content or skills**.

Function: It provides a summary of **what students have learned and measures their achievement against predefined standards or learning objectives**. They are often used for grading, determining student readiness for advancement, or evaluating the effectiveness of instructional planning and delivery.

When used together, these assessments offer a comprehensive view of student progress:

- General Overview and Early Identification: TX-KEA helps teachers understand overall classroom readiness and identify areas where students might need additional support or challenge.
- Ongoing Progress Monitoring: NWEA MAP Fluency & Growth assessments allow for continuous progress monitoring and instructional adjustment, ensuring that each student's learning path is supported throughout the year.
- Detailed Mastery Check: The 9-Week Summative provides specific insights into student mastery of the skills taught during each period, helping teachers measure the effectiveness of their instruction and make necessary adjustments.
- Daily Formative Assessments: These daily demonstrations of learning (DOL) (e.g. exit tickets, student summary of learning, targeted comprehension question, reading response) provides teachers with ongoing data to monitor mastery of skills taught. These data points also allow teachers to adjust instruction in real-time to address gaps in learning.

This data-driven approach enables teachers to not only monitor student progress effectively but also to modify their instructional planning and delivery. We are mindful of the time spent on assessments and strive to keep it as minimal and non-intrusive as possible. The information gained from these assessments is directly used to support and enhance instruction.

2nd Grade ELAR Teacher: Using Assessments to Drive Instruction (1/2)

Starting the third week of school, a 2nd-grade teacher gives the **MAP Growth and Fluency** screeners to all students. These assessments help the teacher understand each student's reading skills, such as how well they read aloud and comprehend what they're reading. After reviewing the results, the teacher might notice that some students need extra help with phonics or decoding words, while others are reading fluently but need more work on comprehension.

This data drives their Tier 1 instruction (whole group), where the teacher delivers lessons using the district's high-quality curriculum, Amplify, to ensure all students are working towards mastering grade-level standards also known as the TEKS. In addition to whole group instruction, the teacher sets up Tier 2 small group interventions for students needing more support. For example, during a small group session, students struggling with fluency might practice sounding out words and reading aloud in short bursts, while the rest of the class works independently or in pairs on literacy-based learning stations.

2nd Grade ELAR Teacher: Using Assessments to Drive Instruction (2/2)

On a daily basis, the teacher uses **formative assessments** built into *Amplify*, such as exit tickets and short writing prompts, to check for understanding. These quick checks might include students summarizing what they read that day or writing a few sentences about the main idea of a story. The teacher reviews these **daily demonstration of learnings** to see which students understood the lesson and which students may need reteaching. If needed, the teacher can quickly adjust the next day's lesson to provide extra support for students who struggled.

By the time the teacher reaches the first **9-week interim assessment** in early October, they have a clear picture of how students are progressing. This assessment gives them deeper insight into each student's mastery of skills like reading comprehension and vocabulary. Using this data, the teacher can refine both whole group and small group instruction, ensuring that students are getting the support they need in the months leading up to the **STAAR test**.

This **ongoing cycle of assessments allows the teacher to stay on top of each student's progress**, making sure that instruction is personalized to help every student succeed in reading by the end of the school year.

QUESTIONS

2024 School “FIRST” Public Hearing

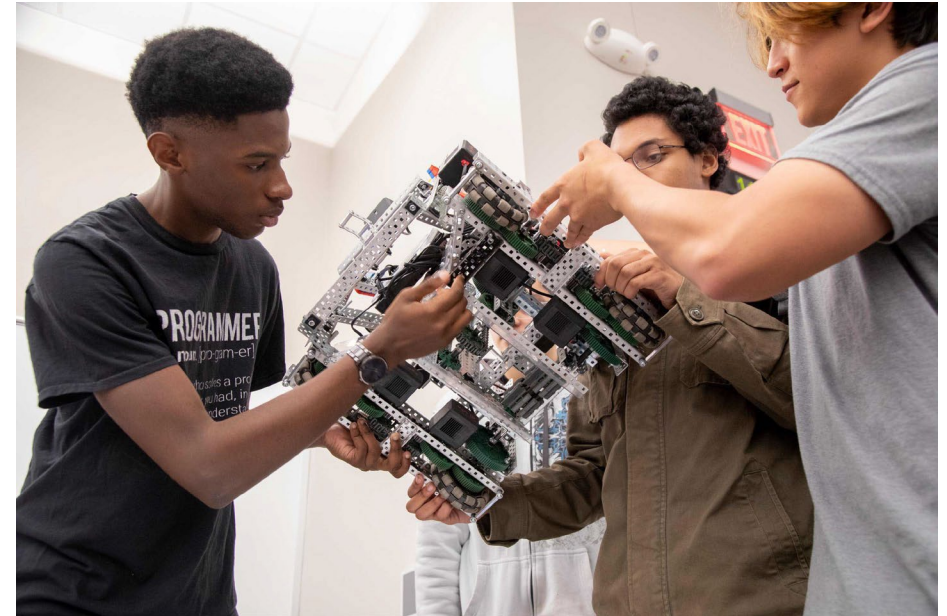
Financial Integrity Rating System of Texas

Based on 2022-2023 School Year Data

October 22, 2024

Purpose of School FIRST

- **Financial accountability rating system that holds school districts accountable for the quality of their financial management practices.**
- **A tool that creates transparency and discloses the quality of decision-making processes concerning the financial resources the school district receives.**



How Ratings are Assessed

- **Based on 21 Indicators**
- **Based on a Numerical Score**
 - Range 0-100
- **Ratings:**
 - A = Superior (90-100)
 - B = Above Standard (80-89)
 - C = Meets Standard (70-79)
 - F = Substandard Achievement (<70)



Major Areas Assessed



Critical Indicators

(4 Indicators) – Pass/Fail

- FWISD Passed 4 Indicators



Solvency Indicators

(11 Indicators) – 85 Total Points

- FWISD 85/85
- #10 & #15 Indicators are not being scored



Financial Competence

(6 Indicators) – 15 Total Points

- FWISD 15/15



Changes effective 2022-2023

Indicator 1:

Appeal of timely submission of AFR - Adopted new 19 TAC §109.1001(n)(9)(A) and (B) to describe adjustments for scores and ratings upon appeal for FIRST Indicator 1 – Timely Submission of Annual Financial and Compliance Report (AFR)

Indicator 5:

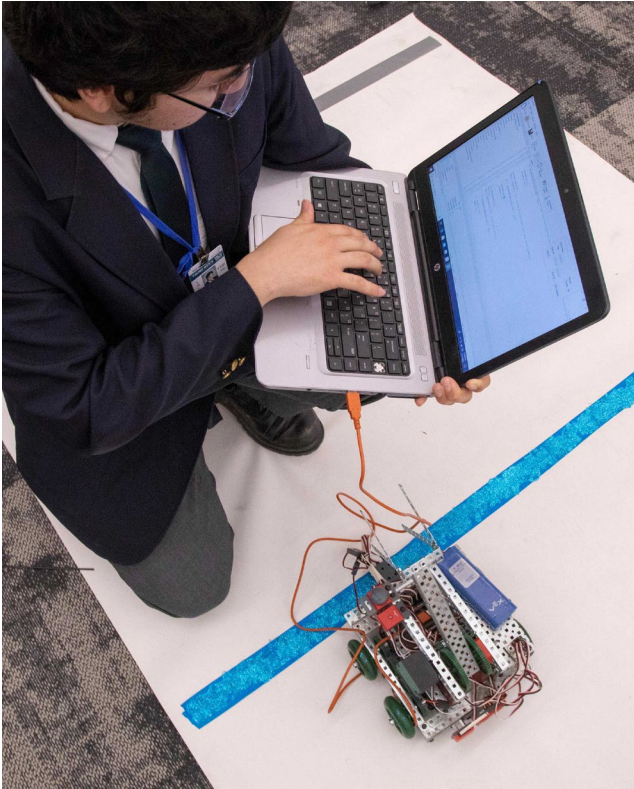
Changed from a critical indicator to a ceiling indicator.

Indicator 21:

New Indicator related to adjusted repayment schedules for more than one year due to FSP over-allocation.



School FIRST Requirements



- **FWISD Must Announce and Hold a Public Meeting Within Two Months of the Release of the Final FIRST Rating**
 - Final Ratings Effective 9/10/24
 - Notice of Public Meeting Published 10/11/24
 - FIRST Public Hearing 10/22/24, 5:30 p.m.



School FIRST Requirements

- **FWISD Must Prepare and Distribute an Annual Financial Management Report**

- **Comparison of Current Year and Prior Year Ratings**

- **Disclosures Required by Title 19 Texas Administrative Code Chapter 109, Budgeting, Accounting, and Auditing Subchapter AA**

- **Disclosures Required by Commissioner's Rules, Section 109.1001(o), Effective 8/6/15**

- **2024 Report Available on FWISD Website under Financial Services postings**



Financial Integrity Rating System of Texas

- *Fort Worth ISD 2024 Rating*
- *A = Superior*
- *100/100*

Fiscal Year	Rating	Score
2022-2023	Superior	100/100
2021-2022	Superior	98/100
2020-2021	Superior	94/100
2019-2020	Superior	96/100
2018-2019	Superior	96/100



Fort Worth
INDEPENDENT SCHOOL DISTRICT

**BUSINESS
AND FINANCE**

NEWS RELEASE

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Fort Worth
INDEPENDENT SCHOOL DISTRICT

FOR IMMEDIATE RELEASE

September 19, 2024

Fort Worth ISD Receives Highest Rating for the Financial Integrity Rating System of Texas (FIRST)

*FWISD earns a perfect score of 100
on the final 2023-24 FIRST Ratings*

FORT WORTH, TX — The Texas Education Agency (TEA) has released the final 2023-24 Financial Integrity Rating System of Texas (FIRST) ratings, and Fort Worth ISD has achieved a perfect 100 score. The district has an A, or Superior, rating. This score reflects the district’s strong commitment to financial accountability, transparency, and responsible fiscal management, as measured by 21 indicators of financial performance.

“The FIRST rating is an important indicator of a school district’s fiscal health and we have worked hard as a team to make this achievement possible. Increasing the district’s fiscal health is a strategic board goal and we strive to maintain financial integrity by ensuring that we are accountable and transparent in how we manage our public dollars,” said Carmen Arrieta-Candelaria, Chief Financial Officer of FWISD.

Final ratings will be presented to the FWISD Board of Trustees at the regularly scheduled board meeting on October 22, 2024.

About FIRST

The state's school financial accountability rating system, known as the [School Financial Integrity Rating System of Texas](#) (FIRST), ensures that Texas public schools are held accountable for the quality of their financial management practices and that they improve these practices. The system is designed to encourage Texas public schools to better manage their financial

CONTACT: 817.851.2188 (cell) or 817.814.1930

Media Relations Coordinators: Cesar Padilla & Jessica Becerra |
cesar.padilla@fwisd.org jessica.becerra@fwisd.org

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resources to provide the maximum allocation possible for direct instructional purposes.

FWISD

Follow us on [Facebook](#), [Instagram](#), [Twitter](#), and the [Fort Worth ISD Mobile App](#) for the latest information.

PARA PUBLICACIÓN INMEDIATA

19 de septiembre de 2024

El Distrito Escolar de Fort Worth recibe la calificación más alta en el Sistema de Calificación de Integridad Financiera de Texas (FIRST)

El FWISD obtiene una puntuación perfecta de 100 en las calificaciones finales de FIRST 2023-24

FORT WORTH, TX — La Agencia de Educación de Texas (TEA) ha publicado las calificaciones finales del Sistema de Calificación de Integridad Financiera de Texas (FIRST) para el ciclo escolar 2023-24, y el Distrito Escolar de Fort Worth ha logrado una puntuación perfecta de 100. El distrito recibió una calificación de "A" o "Superior." Este puntaje refleja el fuerte compromiso del distrito con la responsabilidad financiera, la transparencia y la gestión fiscal responsable, evaluado a través de 21 indicadores de desempeño financiero.

"El puntaje FIRST es un indicador importante de la salud fiscal de un distrito escolar, y hemos trabajado arduamente como equipo para lograr este resultado. Aumentar la salud fiscal del distrito es un objetivo estratégico de la junta, y nos esforzamos por mantener la integridad

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cesar.padilla@fwisd.org jessica.becerra@fwisd.org

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financiera, asegurando que seamos responsables y transparentes en cómo administramos los fondos públicos", comentó Carmen Arrieta-Candelaria, Directora Financiera del FWISD.

Las calificaciones finales se presentarán a la Junta Escolar de FWISD en la reunión programada para el 22 de octubre de 2024.

Acerca del Sistema FIRST

El sistema estatal de responsabilidad financiera escolar, conocido como el [Sistema de Calificación de Integridad Financiera de Texas](#) (FIRST), garantiza que las escuelas públicas de Texas sean responsables de la calidad de sus prácticas de gestión financiera y que mejoren dichas prácticas. El sistema está diseñado para alentar a las escuelas públicas de Texas a gestionar mejor sus recursos financieros, con el fin de proporcionar la mayor asignación posible para propósitos de instrucción directa.

FWISD

Síguenos en [Facebook](#), [Instagram](#), [Twitter](#), para más noticias.

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cesar.padilla@fwisd.org jessica.becerra@fwisd.org

October 1, 2024

Public Notice of Federal Grant Applications

In compliance with the revised CB(Local) adopted and implemented in July/August 2023, the District is to provide public notice of federal grant applications through an information item at a Board meeting and by publishing information on the District’s website.

The following is the list of federal grants submitted from July 1, 2024, through September 30, 2024.

Grant Name	Status	Funder	Amount	Project Start	Project End
2024-2025 Nita M Lowery 21st Century Community Learning Centers, Cycle 11, Year 4 Continuation	Awarded	TEA	\$1,700,000	7/1/2024	9/30/2025
2024-2025 ESSA Consolidated Federal Grant Application	Awarded	TEA	\$40,670,825	7/1/2024	9/30/2025
2024-2025 Special Education Consolidated Grant Application	Awarded	TEA	\$15,384,861	8/1/2024	7/31/2025

2023-2024 Emergent Bilingual Program Evaluation

October 22, 2024
Board of Trustees Meeting

Fort Worth
INDEPENDENT SCHOOL DISTRICT

Rationale for the Program Evaluation Presentation

§89.1265. Program Evaluation.

- (a) All school districts required to implement a bilingual education or English as a second language (ESL) program **shall** conduct an **annual evaluation** in accordance with Texas Education Code (TEC), §29.053, collecting a full range of data to determine program effectiveness to ensure student academic success. **The annual evaluation report shall be presented to the board of trustees before November 1 of each year and the report shall be retained at the school district level in accordance with TEC, §29.062.**
- (b) Annual school district reports of educational performance shall reflect:
- (1) the **academic progress** in the language(s) of instruction for emergent bilingual students by **bilingual education and/or ESL program model**;
 - (2) the extent to which **emergent bilingual students are developing English proficiency** by bilingual education and/or ESL program model, including proficiency in the partner language for students participating in a dual language immersion program model;
 - (3) the **number of students who have been reclassified as English proficient** and their continued academic progress after reclassification; and
 - (4) the **number of teachers and aides trained** and the frequency, scope, and results of the professional development in approaches and strategies that support second language acquisition.

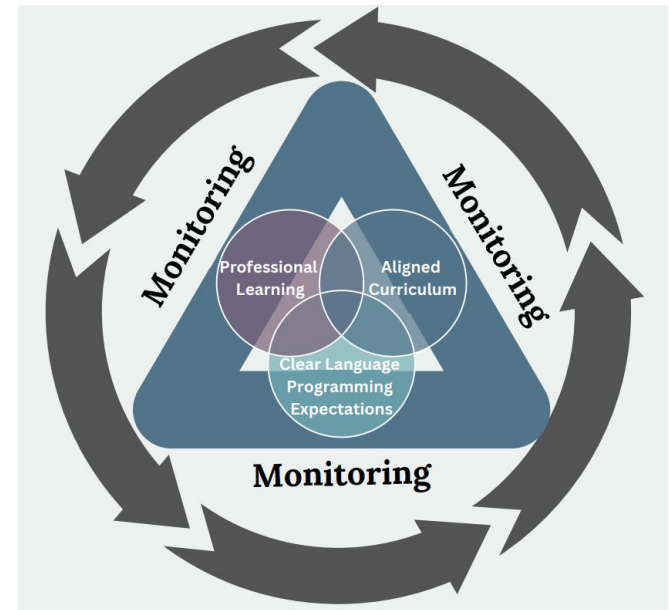
Emergent Bilingual Theory of Action

When we...

- provide **clarity** around our state-mandated language support program implementation expectations for Dual Language and ESL,
- invest in **high quality professional learning** and **coaching** of **teachers** and **administrators**, and
- align **curriculum resources** and **district service center supports** with our identified student needs

Our EB students will...

- Reclassify in 5 years or less as English proficient, and graduate with their cohort college and/or career ready.



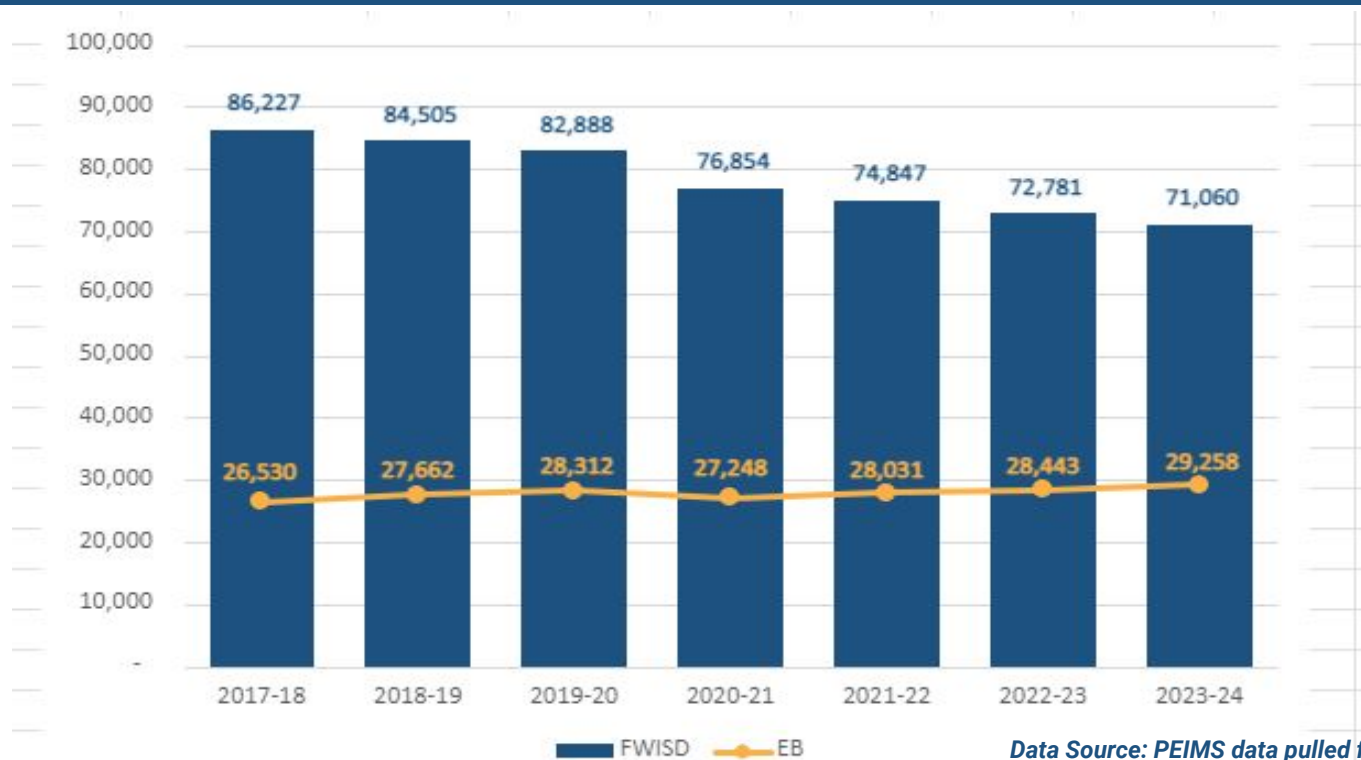
FWISD State Approved Program Models for EB Students

Program	Level	Model(s)
Bilingual Dual Language (DL)	Elementary	<ul style="list-style-type: none"> • One-Way Dual Language • Two-Way Dual Language
English as a Second Language (ESL)	Elementary	<p>Structured English</p> <p>Tier 1 Support: Classroom Teachers</p> <p>Tier 2 Support: Structured English Teachers</p>
English as a Second Language (ESL)	Secondary	<p>Structured English</p> <p>Tier 1 Support: Classroom Teachers</p> <p>Tier 2 Support: Secondary Language Centers</p> <p>Tier 3 Support:</p> <ul style="list-style-type: none"> • International Newcomer Academy (INA) • Success High School

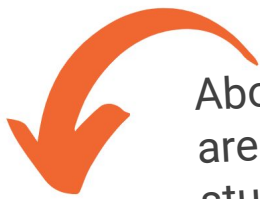
Demographics

Fort Worth
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Student Enrollment from 2017-2018 through 2023-2024



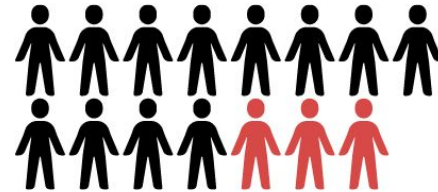
Data Source: PEIMS data pulled from OnPoint Data Suites, 9.17.24



About half of our EBs are elementary students



and about half are secondary



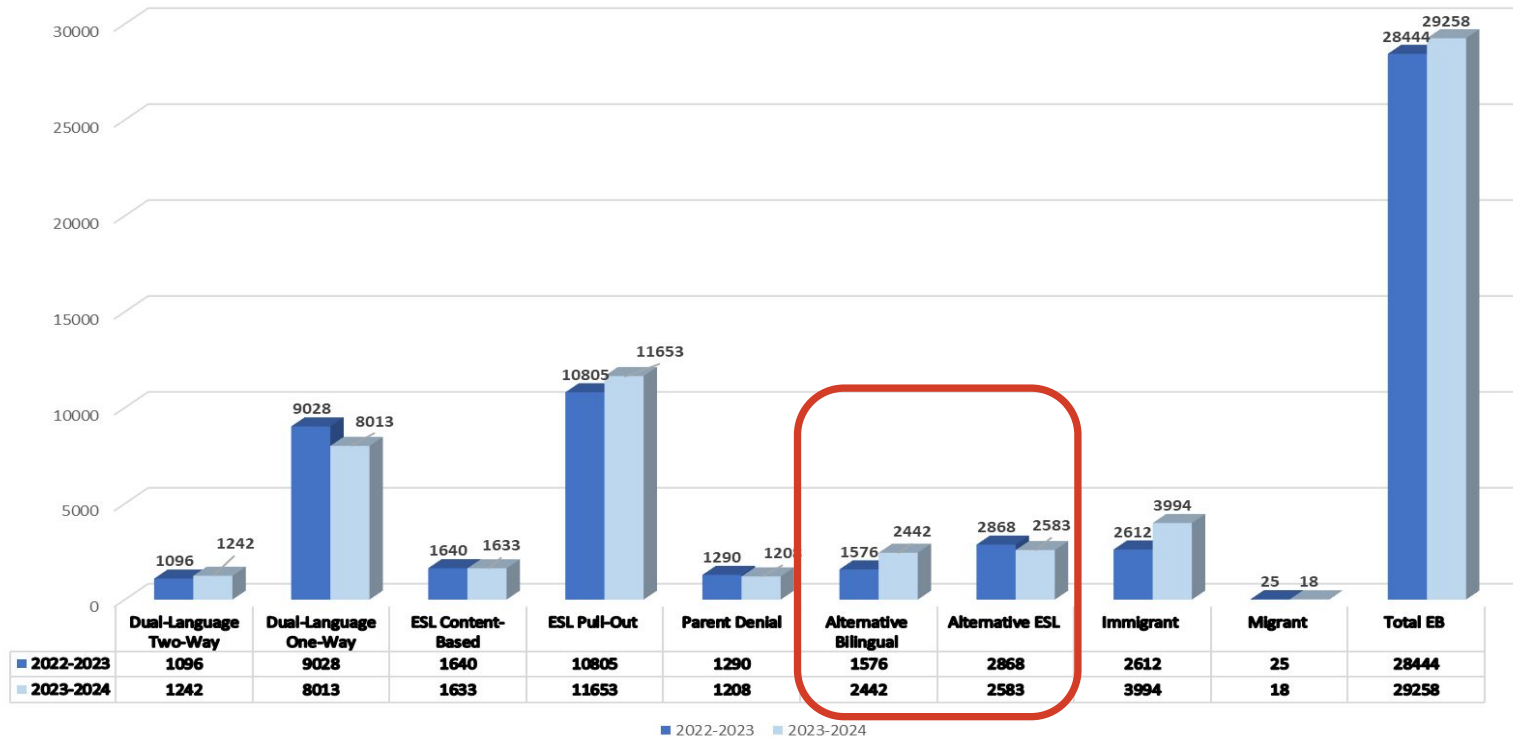
The majority of our middle and high school EBs are “long term”

Meaning they have been in US schools for 6+ years and have not yet met reclassification criteria.

Data Source: Focus, June 10, 2024

Each symbol represents ~1,000 students

Emergent Bilingual Program Summary 2022-2023 and 2023-2024



Data Source: PEIMS data pulled from OnPoint Data Suites, 9.23.24

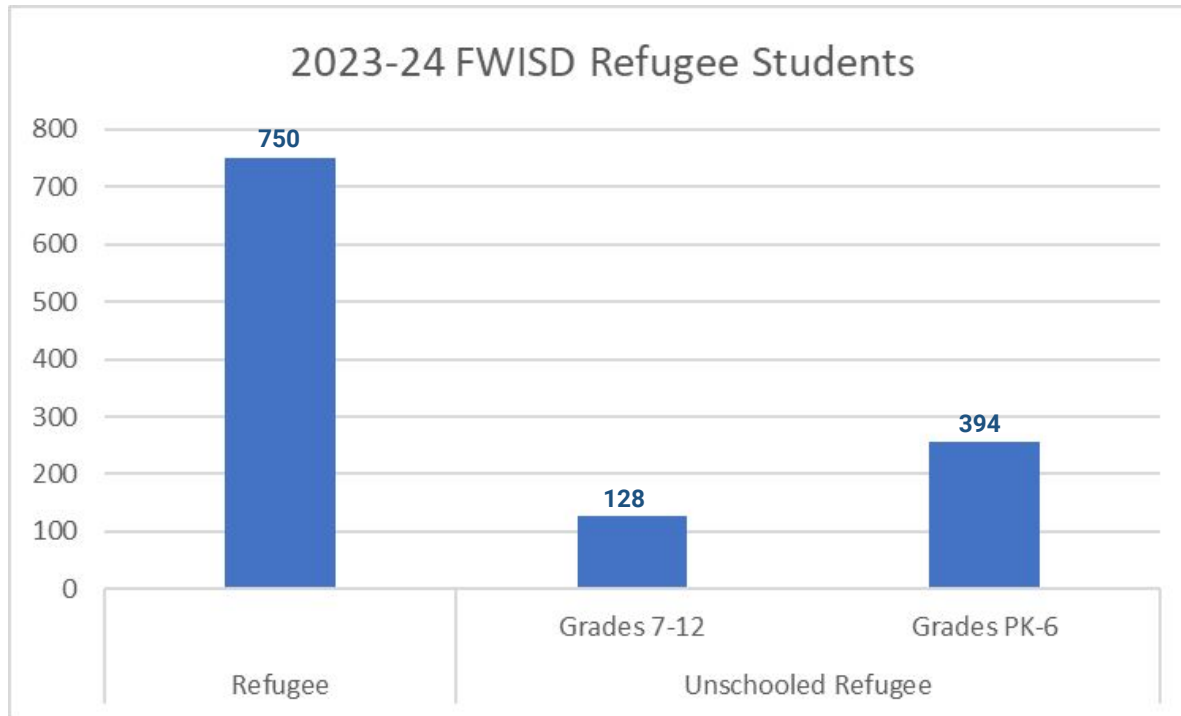
(Historical EB Students served in Special Education)

2023-2024 Educator Support for Bilingual and ESL Programs in Fort Worth ISD

Total Bilingual Certified (District-wide)	Total Teachers serving Bilingual Students	Teachers under Bilingual Exception (Spanish)	Teachers under Bilingual Exception (Other than Spanish)
968	608	88	24
Total Certified ESL Teachers (District-wide)	Total ESL Certified Teachers serving in ESL	Teachers under ESL Waiver	
2573	1552	88	

Data Source: Approved application for an Exception to the Bilingual Program and the ESL Waiver submitted to the Texas Education Agency Nov. 1, 2023)

2023-2024 Fort Worth ISD Refugee Students



Data Source: Focus report pulled 12/13/2023

2023-2024 Fort Worth ISD EB Demographics

Grade	Total	African American		American Indian		Asian		Hispanic		Pacific Islander		Two or More		White	
	N	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
EE	89	4	4.5%	0	0.0%	1	1.1%	81	91.0%	0	0.0%	0	0.0%	2	2.2%
PK	1652	59	3.6%	0	0.0%	39	2.4%	1517	91.8%	0	0.0%	4	0.2%	33	2.0%
KG	1970	78	4.0%	0	0.0%	67	3.4%	1761	89.4%	1	0.1%	8	0.4%	54	2.7%
1	1989	76	3.8%	1	0.1%	70	3.5%	1787	89.8%	0	0.0%	3	0.2%	51	2.6%
2	2061	69	3.3%	5	0.2%	72	3.5%	1855	90.0%	0	0.0%	5	0.2%	54	2.6%
3	2073	80	3.9%	1	0.0%	77	3.7%	1864	89.9%	0	0.0%	4	0.2%	46	2.2%
4	2089	90	4.3%	3	0.1%	77	3.7%	1872	89.6%	0	0.0%	2	0.1%	44	2.1%
5	2186	65	3.0%	0	0.0%	73	3.3%	1990	91.0%	0	0.0%	5	0.2%	53	2.4%
6	1961	81	4.1%	2	0.1%	52	2.7%	1780	90.8%	0	0.0%	2	0.1%	44	2.2%
7	2061	80	3.9%	1	0.0%	55	2.7%	1887	91.6%	0	0.0%	1	0.0%	36	1.7%
8	2226	78	3.5%	1	0.0%	49	2.2%	2049	92.0%	1	0.0%	10	0.4%	38	1.7%
9	3185	145	4.6%	3	0.1%	86	2.7%	2877	90.3%	0	0.0%	10	0.3%	62	1.9%
10	2500	104	4.2%	0	0.0%	57	2.3%	2276	91.0%	0	0.0%	2	0.1%	60	2.4%
11	2013	74	3.7%	0	0.0%	32	1.6%	1886	93.7%	0	0.0%	0	0.0%	21	1.0%
12	1203	57	4.7%	0	0.0%	33	2.7%	1098	91.3%	0	0.0%	1	0.1%	14	1.2%
FWISD	29258	1140	3.9%	17	0.1%	840	2.9%	26580	90.8%	2	0.0%	57	0.2%	612	2.1%

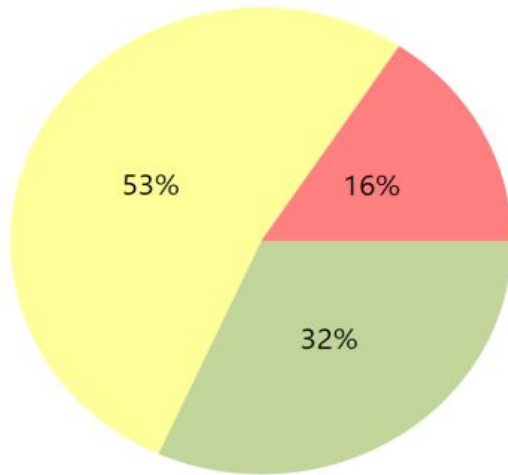
Data Source: Fall
2023 PEIMS
Report

Data Collection and Analysis

Fort Worth
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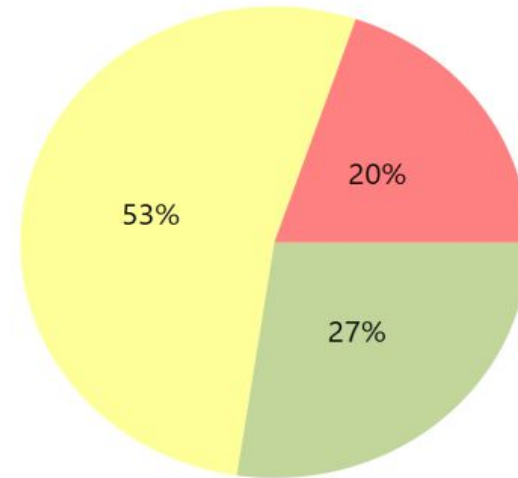
FWISD 2023 to 2024 TELPAS Comparison

2023–2024 TELPAS Composite Rating Change



Improved Same Regressed

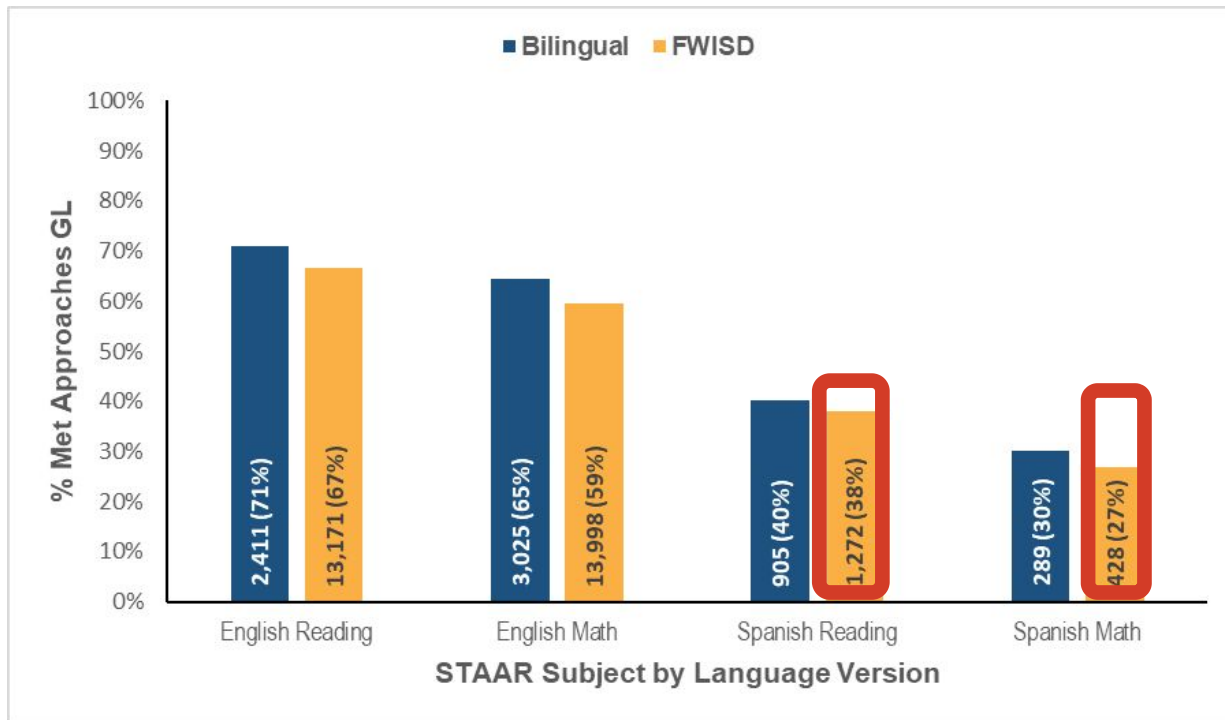
2022-2023 TELPAS District Summary



Improved Same Regressed

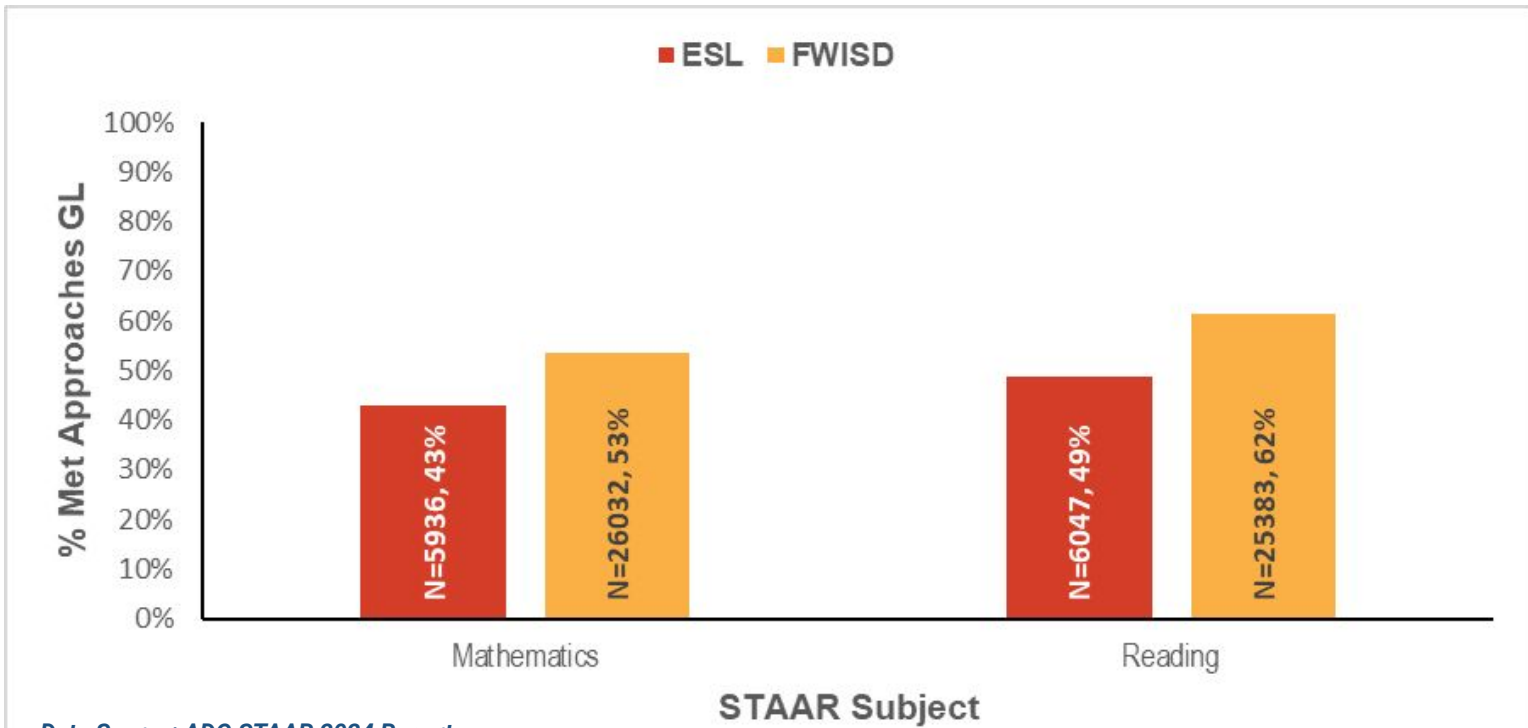
Data Source: TELPAS District Summary Reports for 2023 and 2024, pulled 10.10.24 from ADQ Archive

Percentage of Students Who Met Approaches Grade Level Standard on STAAR Reading and Math Tests, 2024, Grades 3–5: Bilingual Students and All Students Districtwide



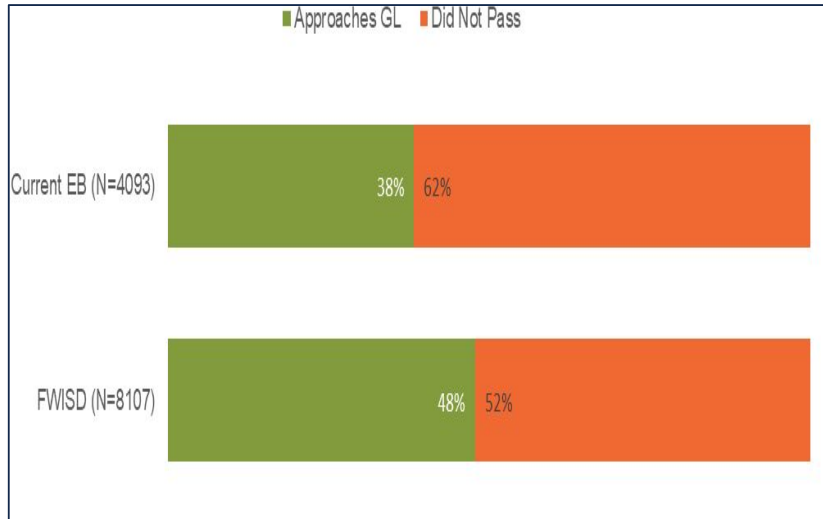
Data Source: ADQ STAAR 2024 Report

2024 Grade Level Standard on English STAAR and STAAR Alt Reading and Math Tests Grades 3–8: ESL Students and All Students Districtwide

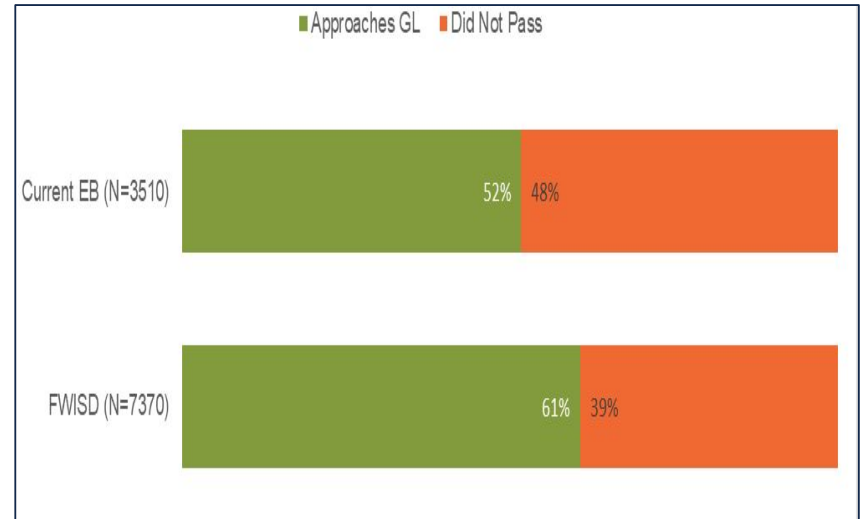


2024 STAAR EOC English I and English II

English I



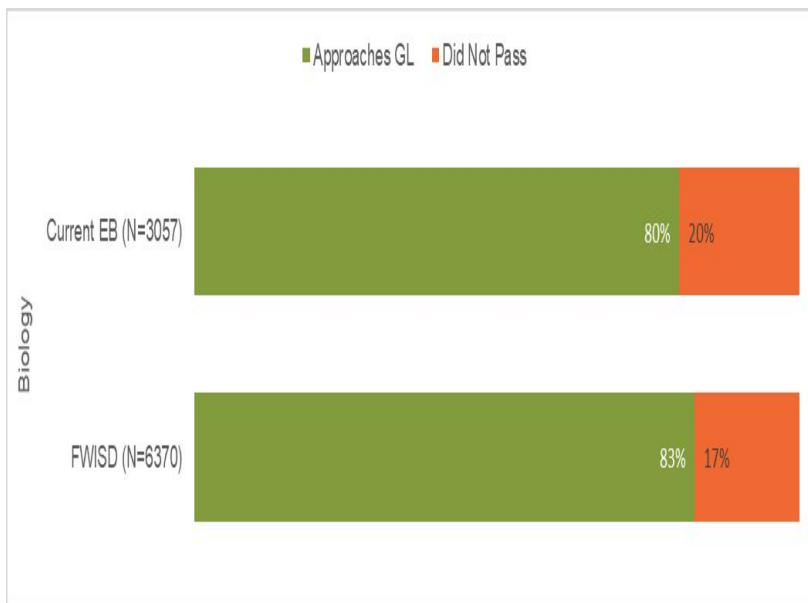
English II



Data Source: ADQ STAAR 2024 Report

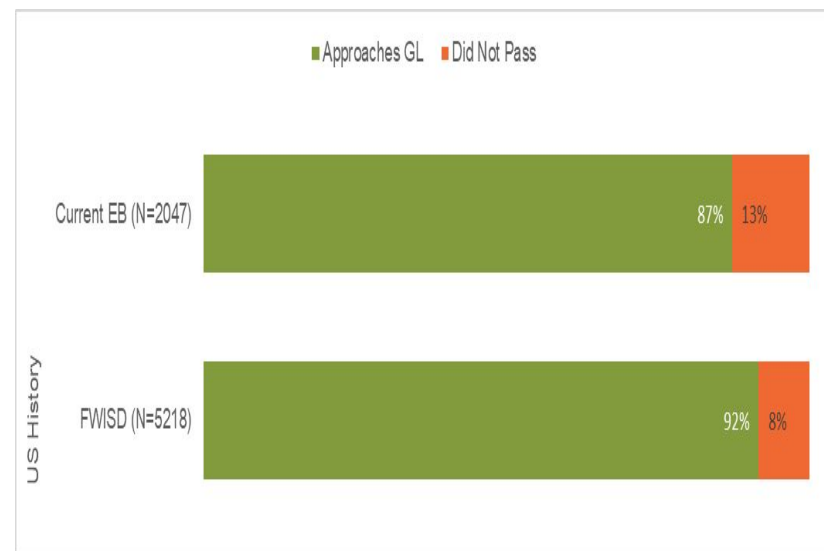
2024 STAAR EOC Biology and US History

Biology



Data Source: ADQ STAAR 2024 Report

U.S. History



Data Source: ADQ STAAR Report

GUIDE *to* RECLASSIFICATION

for FORT WORTH ISD EMERGENT BILINGUALS

All year we need to prepare our students for
Reclassification!

3 REQUIREMENTS

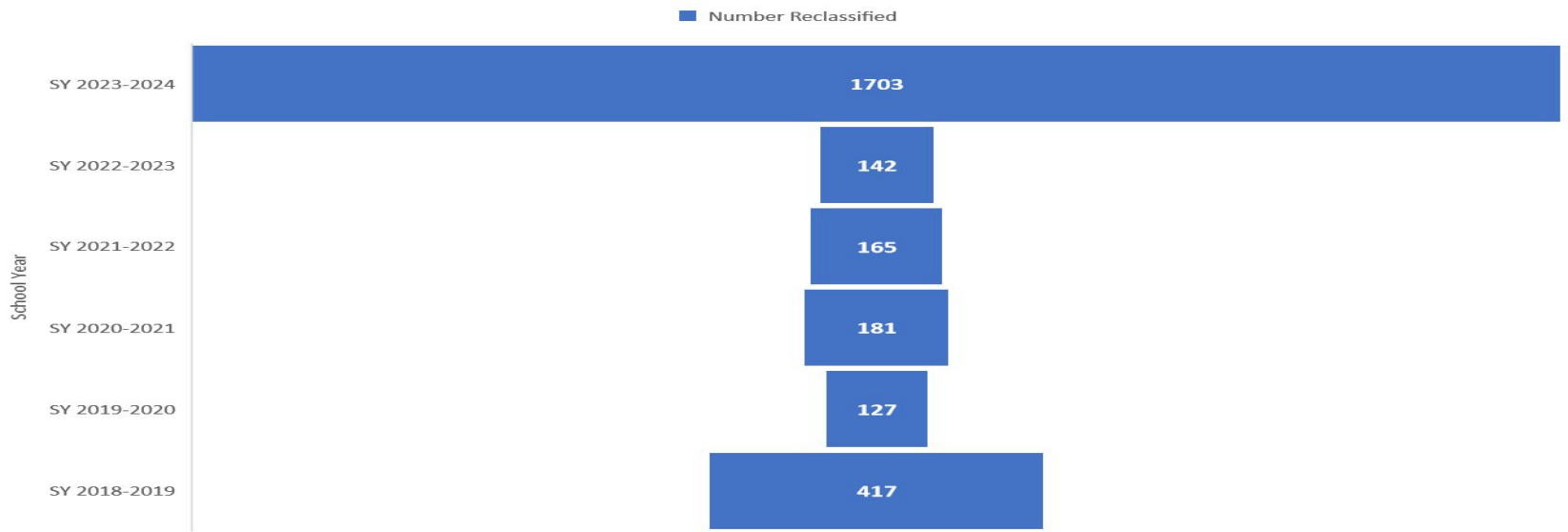
1. **TELPAS:** Advanced High Composite score
2. **STAAR:** Approaches Grade Level or higher on English Reading
3. **Teacher Subjective Evaluation Form:** Satisfactory

What happens after reclassification?

- Both Dual Language and ESL students who reclassify are monitored for two years.
- Reclassified EB students no longer need to take TELPAS.

FWISD Historical Reclassification of EB Students as English Proficient 2018-19 through 2023-2024

FWISD Historical Reclassification of EB Students as English Proficient 2018-2019 through 2023-2024



	SY 2023-2024	SY 2022-2023	SY 2021-2022	SY 2020-2021	SY 2019-2020	SY 2018-2019
■ % Reclassified	8.298	0.829	0.994	1.137	0.791	2.737
■ Number Reclassified	1703	142	165	181	127	417

Data Source: ADQ shared July 31, 2024

Key Findings



Assessment	EB Performance Findings	Outcome
TELPAS Grades KG-12th	• There was an increase by 5% pts of EB scoring improved one level or more on their composite rating on TELPAS	↑
	• There was a decrease by 4% pts of EB students who regressed on their composite rating on TELPAS	↑
STAAR Grades 3-8th	• Bilingual students outperformed the overall district in English Reading by 4% and outperformed the overall district in English Math by 6%	↑
	• Bilingual Spanish Reading testers outperformed the overall district STAAR reading by 2%	↑
	• Bilingual Spanish Math testers outperformed the overall district STAAR Spanish Math by 3%	↑
	• ESL students underperformed the overall district in Math by 10% and Reading by 13%	↓
End of Course High School	• Current EB students were 9% below the overall district performance on the English I and English II EOC at the approaches level	↓
	• Current EB students improved 6.1% pts on the Biology EOC from 2023(74.9%) to 2024(80%)	↑
	• Current EB students improved 2% pts on the US History EOC from 2023 (85%) to 2024(87%)	↑

2023-2024 EB Professional Learning Summary

Elementary Sessions	Secondary Sessions	Elementary & Secondary Sessions	Administrator Sessions	Total Sessions	Total Hours
35	33	48	14	130	459

EB System Wide Next Steps for the 2024-2025 SY

Collaborate with Talent Management and Universities to Recruit, Retain and Support Teachers of EB Students

Train, Implement and Monitor the use of EB Specific Instructional and Engagement Strategies

Train, Implement and Monitor the use of EB Language Support Strategies

- *Habits of Discussion*
- *Talk, Read, Talk, Write*
- *Linguistic Accommodations including Sentence Stems*

Implement a Process for Planned Hyper Focused Campus Support

- Intellectual Preparation, On Site Campus Support, Weekly Reflection for Trend Identification

Progress Monitor for Continuous Improvement

- Third Week and 6 Weeks student progress report and Linguistic Accommodations review
- Support Summary Presentations by Coordinators by District Area and Level



Elementary Next Steps for the 2024-2025 SY

Dual Language:

- Implementing updated Language and Content Allocation Plan to align with current research
- Implementing Istation for Dual Language(DL) Tier 2 Intervention to address the identified needs
- Providing teachers access to the Dual Language curriculum section on the internal district website
- Strategically placing 6 Bilingual Teacher Assistant Program(BTAP) staff to support campuses with bilingual teachers

ESL:

- Implementing the revised ESL Institute for professional learning to align with Content Based Language Instruction(CBLI) state expectations
- Providing professional learning and classroom implementation support for Linguistic Accommodations

Emergent Bilingual:

- Monitoring and coaching of DL model implementation with instructional look-fors
- Establish EB campus Model Classrooms focused environment and linguistic supports
- Implementation of Summit K-12 for all EBs in 1st-5th grade



Secondary Next Steps for the 2024-2025 SY

Humanities Collaboration

- *Redesign of English I SOL (ESOL 1) course with ELPS and Language Supports incorporated*

State Mandated Newcomer Courses

- *Implementation of English Learner Language Arts (ELLA) course for Middle School*
- *Implementation of English Language Development & Acquisition (ELDA) course for High School*

Language Centers

- Expansion from 8 to 20 campuses with a focus on Reading Language Arts(RLA)
- Establish Model Classrooms for ESL Best Practices

Support for Long-Term Emergent Bilingual Students and their Core Content Teachers

- Content-Based Language Instruction professional learning, model lessons and
- Utilize the Universal Design for Learning Approach for Planning for EB students who have regressed for remained at the same TELPAS composite level for multiple years

Supplemental Instructional Resources

- Provide ELLevation Strategies for Secondary campuses Grades 6-12
- Summit K12 for elementary and secondary campuses

Professional Learning

- Teaching Core Content to Emergent Bilingual Online Series Courses for Math, Science, & Social Studies Teachers



Family Engagement Activities to meet Federal (Title III) and State Bilingual/ESL Requirements ²⁵

Family Leadership

- Family Leadership Institute: 10 Modules for Parents- Developing Parent Leaders to Support Academic and Language Excellence

Dual Language Professional Learning for Families

- Families Learning Together Academy: 3 Parent Dual Language Workshops: Sept. 19, Oct.17, Nov. 19

EB Programs Family Health Celebration on October 12, 2024

Texas Education Agency Parent Watch Party Series: Enhancing Educational Supports for EB Students

Thursday, September 26, 2024 from 12:30 PM - 2:00 PM

- Parent outreach and training provides parents with the education and training needed to support the improvement of their child's English language skills and become more active participants in their child's education. The session will focus on Special Education Resources for EB families.

Thursday, November 14, 2024 from 12:30 PM - 2:00 PM

- Family outreach and training provide parents with the required parent and family literacy services, activities, and training needed to improve their English language skills.

Thursday, January 30, 2025 from 12:30 PM - 2:00 PM

- Community participation programs: Participation is the action of taking part in an activity or an event. Under Title III, Part A, "community participation programs" are programs in which English learners, parents, and family members engage.



Call for EB Advisory Committee



Please scan

Bilingual and ESL Program Evaluation 2023-2024

Marie Mendoza, Ph.D.
Executive Director, Emergent Bilingual Programs

Vanessa Cuarenta-Peña
Director of Elementary Programs, Emergent Bilingual Programs

Dra. Lizabeth Garza-García
Director of Secondary Programs, Emergent Bilingual Programs

Diana De La Paz
Director, Student Placement Center

Fort Worth
INDEPENDENT SCHOOL DISTRICT



Bilingual and ESL Program Evaluation 23-24

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BILINGUAL AND ENGLISH AS A SECOND LANGUAGE PROGRAM EVALUATION

2023-2024 Executive Summary

Program Description



The Fort Worth ISD offers a Spanish bilingual program and an English as a Second Language (ESL) program for Emergent Bilingual students (EBs). These programs promote EBs' integration into the general school curriculum and ensure access to equal educational opportunities, while recognizing their educational needs. The bilingual program is offered in elementary schools. Beginning in prekindergarten, the bilingual program provides EBs with a carefully structured sequence of basic skills in their native language, as well as gradual skills development in English. The native language functions to provide access to the curriculum while the student is acquiring English. Instruction in the native language also ensures that students attain grade-level cognitive skills without falling behind academically. The ESL program is also offered to emergent bilingual students at all grade levels who need to develop and enhance their English-language skills. ESL programs provide intensive English instruction in all subjects, with a focus on listening, speaking, reading, and writing, through use of ESL methodology. The state of Texas requires an annual evaluation of bilingual and ESL programs in all school districts where these services are offered [TAC § 89.1265]. This report must include the following information:

- academic progress of EBs;
- levels of English proficiency among EBs;
- the number of students reclassified from bilingual and ESL programs; and
- frequency and scope of professional development provided to teachers and staff serving EBs.

Definitions from TEC 89.1203

Emergent Bilingual (EB) An EB is defined as a person who is in the process of acquiring English and has another language as their first native language. The terms English learner and limited English proficient student are used interchangeably.

Non-Emergent Bilingual (Non-EB) A Non-EB is defined as a student whose parent/guardian has requested placement in the Two Way Immersion/Dual Language Program. This student is in the process of acquiring Spanish as a second language and has English as their native language.

The Two-Way Immersion/Dual Language Program (TWIDLDP) An educational approach in which students learn two languages in an instructional setting that integrates subject content presented in English and another language. Models vary depending on the amount of each language used for instruction at each grade level. The program must be based on instruction that adds to the student's first language. The implementation of a dual language immersion program model is optional. The ideal composition of a Two-Way classroom is half native Spanish speakers and half native English speakers.

The One-Way Immersion/Dual Language Program (OWIDLDP) An educational approach in which students learn two languages in an instructional setting that integrates subject content presented in English and another language. Models vary depending on the amount of each language used for instruction at each grade level. The program must be based on instruction that adds to the student's first language. The implementation of a dual language immersion program model is optional. The composition of a One-Way classroom is all native Spanish speakers.

Program Supports by Level

Newcomer Campuses

These campuses offer specialized instruction for newcomer students who may be *asylees, refugees, unschooled asylees or unschooled refugees*. The **International Newcomer Academy** serves students in grades 6-9, while **Success High School** serves students in grades 9-12. These campuses provide **intensive** ESL instruction and focus on language and content for



simultaneous learning. Teachers provide scaffolded instruction that incorporates language development in core content teaching.

Secondary Language Centers

Language Centers are located at specific secondary campuses, and are staffed with specially prepared teachers who address the cognitive, linguistic and affective needs of newcomer students.

Secondary ESL Program*

The Secondary ESL Program serves emergent bilingual students who require English language support. The students receive on-level core and enriched classes with the use of Content-Based Language Instructional strategies.

Dual Language

Dual Language is a biliteracy model where students acquire a second language through grade-level content instruction in English and Spanish. Fort Worth ISD offers both **One-Way** and **Two-Way** Dual Language programs. Students participating in the Dual Language program become balanced bilinguals with high levels of academic language.

Elementary ESL Program*

Students who speak a language other than English and Spanish and qualify for language support participate in ESL. Their English instruction includes linguistic accommodations. The goal of the elementary English as a Second Language (ESL) program is to accelerate English proficiency while learning grade-level content.

Elementary Structured English Teacher (SET)

A Structured English Teacher (SET) works directly with elementary level English as a Second Language that are *asylees, refugees, unschooled asylees or unschooled refugees* and speak a language other than English or Spanish. These EB students have been in the country two years or less and have documented interrupted formal education of one or more years. The SET teachers embed linguistic accommodations and English as a Second Language best instructional practices to accelerate English language development as grade level content mastery.

Key Findings

Assessment	EB Performance Findings
------------	-------------------------

TELPAS Grades KG-12th	<ul style="list-style-type: none"> There was an increase by 5% pts of EB scoring improved one level or more on their composite rating on TELPAS
	<ul style="list-style-type: none"> There was a decrease by 4% pts of EB students who regressed on their composite rating on TELPAS
STAAR Grades 3-8th	<ul style="list-style-type: none"> Bilingual students outperformed the overall district in English Reading by 4% and outperformed the overall district in English Math by 6%
	<ul style="list-style-type: none"> Bilingual Spanish Reading testers outperformed the overall district STAAR reading by 2%
	<ul style="list-style-type: none"> Bilingual Spanish Math testers outperformed the overall district STAAR Spanish Math by 3%
	<ul style="list-style-type: none"> ESL students underperformed the overall district in Math by 10% and Reading by 13%
End of Course High School	<ul style="list-style-type: none"> Current EB students were 9% below the overall district performance on the English I and English II EOC at the approaches level
	<ul style="list-style-type: none"> Current EB students improved 6.1% pts on the Biology EOC from 2023(74.9%) to 2024(80%)
	<ul style="list-style-type: none"> Current EB students improved 2% pts on the US History EOC from 2023 (85%) to 2024(87%)

- Emergent bilingual student count was 29,258 in 2023-2024 or 41.17% of the total district enrollment. Of the 29,258 students 22,643 were born in the United States which equates to **77%** as US born. In the previous school year, 2022-23, the emergent bilingual student population was 28,443 or 38.6% of the total district population.
- Overall Bilingual student English STAAR reading grades 3-8 was 4% higher than the overall FWISD student population meeting the approaches standard and Overall Bilingual English STAAR math grades 3-8 was 6% higher than the overall FWISD student population meeting the approaches standard
- Overall bilingual Spanish STAAR reading grades 3-8 was 2% higher than the district meeting the approaches standard and Overall bilingual Spanish math grades 3-8 was 3% higher than the district meeting the approaches standard
- EB students Algebra I STAAR EOC, 55% met the approaches grade level standard
- EB students Biology STAAR EOC, 80% met the approaches grade level standard
- EB students English I STAAR EOC, 38% met the approaches grade level standard
- EB students English II STAAR EOC, 52% met the approaches grade level standard
- EB students US History STAAR EOC, 87% met the approaches grade level standard
- A higher percentage of EB students improved one proficiency level or more by 5% on their composite rating on TELPAS and a lower percentage of EB students regressed on their composite rating by 4% from 2022-23 to 2023-24
- The forecasted EB reclassification rate for FY 2024 is **8.3%** which is an increase from **.82%** in FY 2023, a difference of **7.48% or 910% increase**
- students served in an alternative program type due to lack of certified teacher bilingual or ESL teacher were less likely to reclassify as English proficient

Recommendations

1. Create a written guide with measurable annual outcomes based on an EB Theory of Action that includes drop-out prevention, family and community engagement and student academic and



- language progress goals.
2. Annually evaluate the EB program as required by law.
 3. Create and share an Emergent Bilingual Program Handbook and Professional learning Passport for various district stakeholders reference.
 4. Continue collaboration between the Leading and Learning teams and school leadership to ensure alignment with language support, access to core and enrichment grade level content through quality Tier 1 instruction and early academic intervention for the most vulnerable Emergent bilingual students.
 5. Evaluate the number of certified staff serving EB students and create a plan with Talent Management/Human Resources and University partnerships to meet the student needs.
 6. Focus on literacy and language professional learning across all content areas, preplanning for the various demographic groups through PLCs, create EB model classrooms and write a reading/literacy plan for mentoring the neediest students in each program type in order to decrease the number and % of long-term EB students.

Administrative Response

The Fort Worth ISD Bilingual/ESL Program Evaluation for 2023-2024, provides an opportunity for the implementation of focused intentional activities to ensure we reach the EB department goals. The EB department shall develop **systemic** processes, procedures and practices to ensure compliance with state and federal program requirements, growth in academic core content areas and linguistic achievement. The department shall develop an instructional procedural manual that is inclusive of elementary and secondary supports for EB, Migrant, Immigrant, and Refugee/Asylee students and families.

Further, we shall ensure inclusivity with content and other specialized programs personnel, campus leaders and teachers when planning processes. We shall create an EB graduate profile, and use a planning tool to help guide thinking around strategic objectives through the lens of what stakeholders should know and be able to do as a result of professional learning and support.

In the area of staffing, the EB department will collaborate with Talent Management and develop university partnerships to support meeting campus staffing needs for Secondary Language Centers, elementary SET support, general ESL, Bilingual One-Way Dual Language and Bilingual Two-Way Dual Language and the Bilingual Teacher Assistant Program (BTAP) university student campus placements. With the implementation of all aforementioned activities, systems and staff placements we will increase the academic achievement and progress toward language proficiency of our district EB students and minimize the teachers on the TEA ESL Waiver and Exception to the Bilingual Program.

Introduction

Texas state law requires that specialized linguistic programs be provided for students who are Emergent Bilingual students (EBs). These programs are intended to promote EBs' integration into the general school curriculum and ensure access to equal educational opportunities. According to the Texas Education Code, every student in Texas who is identified as a language minority with a home language other than English must be provided an opportunity to participate in a bilingual or other special language program (Chapter 29, Subchapter B 29.051). The Texas Administrative Code (TAC) in Chapter 89, Subchapter BB provides a framework of indicators for the implementation of such programs.

During the 2023-2024 school year, elementary emergent bilingual students were served in ESL, Spanish One-Way dual language or Spanish Two-Way dual language in grades Pk-5. There were 13 Two-Way Dual



language Campuses, 50 One-Way Dual Language campuses, 16 ESL only campuses and 8 campuses who offered Specialized ESL Teacher support for elementary newcomers classified as refugee and/or asylee.

When a district has 20 or more elementary students in the same language category, in the same grade level across the district, the state mandates bilingual instruction. FWISD applied for and was granted an Exception to the Bilingual program for Swahilli, Pashto, Arabic, and Farsi as we met the 20 student threshold but did not have bilingual teachers for these languages. Dual Language is the bilingual program model selected by FWISD to deliver the state mandated programming for our Spanish Speakers. Beginning in prekindergarten, the bilingual program provides EBs with a carefully structured sequence of basic skills in their native language, as well as gradual skills development in English through the use of ESL methodology. In the bilingual program, the native language functions to provide access to the curriculum while the student is acquiring English. Instruction in the native language ensures that students attain grade-level cognitive skills without falling behind academically. ESL services must be provided at the elementary level when there are less than 20 students in the same language category. At the secondary level, grades 6-12, EB students are served through English as a Second Language Pull-Out with Content Based Language Instruction support. As mandated by the Texas Education Agency, all high school English teachers serving EB students must be ESL and Reading Language Arts certified. If teachers do not hold ESL certification as well as English the state allows teachers a one-year waiver to meet the certification requirement.

The district has operated Language Centers at designated secondary campuses for many years as well as the International Newcomer Academy for more than 20 years. In 2023-24 there were 10 secondary campuses designated as Language Centers, including INA and Success HS.

ESL programs are also offered to language-minority students at all grade levels who need to develop and enhance their English-language skills. ESL programs provide intensive English instruction in all subjects, with a focus on listening, speaking, reading, and writing.

Participants

The total EB population of FWISD in October 2023 was 29,258 students as reported in the PEIMS fall snapshot data file for the 2023-24 school year. The total district enrollment was 71,060 students. In 2023-24, EBs accounted for 41.17% of all students in the district, versus 38.6% in 2022-23, a slight increase. Further, 13.91% of the total district population was served in Bilingual Programs, 18.70% of the total district population was served through ESL, while 7.06% of the total district population were EB students served in an Alternative language program due to the need for a certified bilingual or ESL teacher. Fort Worth ISD total district enrollment has decreased by 15,167 since the 2017-18 school year while EB enrollment has increased by 2,728. The total EB enrollment equates to a 7.23% increase while the district total enrollment has decreased by 17.58% between the 2017-2018 school year and 2023-2024.



Table 1: Number and Percentage of EB students Enrolled in Fort Worth ISD, by Multilingual Program and Grade Level, 2023-2024 and 2022-2023 . This table represents the number of EB students who participated in Bilingual (One-Way and Two-Way Dual Language, English as a Second Language(ESL) and those not served

Grade	SY 2023-2024								
	Total	EB		Bilingual		ESL		Alternative Program and/or Parent Denial	
	N	N	(%)	N	(%)	N	(%)	N	(%)
EE	333	89	26.7%	4	1.2%	18	5.4%	67	20.1%
PK	4141	1652	39.9%	1230	29.7%	196	4.7%	268	6.5%
KG	4723	1970	41.7%	1538	32.6%	268	5.7%	243	5.1%
1	4874	1989	40.8%	1625	33.3%	201	4.1%	242	5.0%
2	5149	2061	40.0%	1535	29.8%	201	3.9%	403	7.8%
3	5137	2073	40.4%	1302	25.3%	211	4.1%	644	12.5%
4	5012	2089	41.7%	1218	24.3%	270	5.4%	657	13.1%
5	5074	2186	43.1%	959	18.9%	227	4.5%	1050	20.7%
6	4535	1961	43.2%	85	1.9%	1353	29.8%	534	11.8%
7	4588	2061	44.9%	89	1.9%	1593	34.7%	401	8.7%
8	4991	2226	44.6%	95	1.9%	1799	36.0%	366	7.3%
9	6839	3185	46.6%	59	0.9%	2329	34.1%	818	12.0%
10	5925	2500	42.2%	59	1.0%	1906	32.2%	561	9.5%
11	5353	2013	37.6%	50	0.9%	1679	31.4%	308	5.8%
12	4385	1203	27.4%	39	0.9%	1035	23.6%	155	3.5%
FWISD	71059	29258	41.2%	9887	13.9%	13286	18.7%	6717	9.5%



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KG	4723	1970	41.7%	1538	32.6%	268	5.7%	243	5.1%
1	4874	1989	40.8%	1625	33.3%	201	4.1%	242	5.0%
2	5149	2061	40.0%	1535	29.8%	201	3.9%	403	7.8%
3	5137	2073	40.4%	1302	25.3%	211	4.1%	644	12.5%
4	5012	2089	41.7%	1218	24.3%	270	5.4%	657	13.1%
5	5074	2186	43.1%	959	18.9%	227	4.5%	1050	20.7%
6	4535	1961	43.2%	85	1.9%	1353	29.8%	534	11.8%
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SY 2022-2023								
Total	EB		Bilingual		ESL		Alternative Program or Parent denial	
N	N	(%)	N	(%)	N	(%)	N	(%)
321	71	22.1%	9	2.8%	14	4.4%	48	15.0%
4410	1712	38.8%	1336	30.3%	228	5.2%	160	3.6%
4799	1887	39.3%	1525	31.8%	207	4.3%	213	4.4%
5160	1967	38.1%	1570	30.4%	197	3.8%	295	5.7%
5207	1995	38.3%	1544	29.7%	193	3.7%	346	6.6%
5054	2028	40.1%	1431	28.3%	216	4.3%	444	8.8%
5084	2141	42.1%	1477	29.1%	175	3.4%	539	10.6%
5219	2253	43.2%	1350	25.9%	210	4.0%	736	14.1%
4626	2004	43.3%	91	2.0%	1499	32.4%	434	9.4%
5048	2184	43.3%	100	2.0%	1491	29.5%	629	12.5%
5359	2360	44.0%	97	1.8%	1675	31.3%	631	11.8%
7247	3051	42.1%	67	0.9%	2441	33.7%	568	7.8%
5863	2240	38.2%	49	0.8%	1794	30.6%	415	7.1%
4909	1403	28.6%	32	0.7%	1123	22.9%	266	5.4%
4477	1148	25.6%	20	0.4%	982	21.9%	151	3.4%
72783	28444	39.1%	10698	14.7%	12445	17.1%	5875	8.1%

Figure 1: District and Emergent Bilingual Student Enrollment in Fort Worth ISD, 2017-2018 to 2023-24

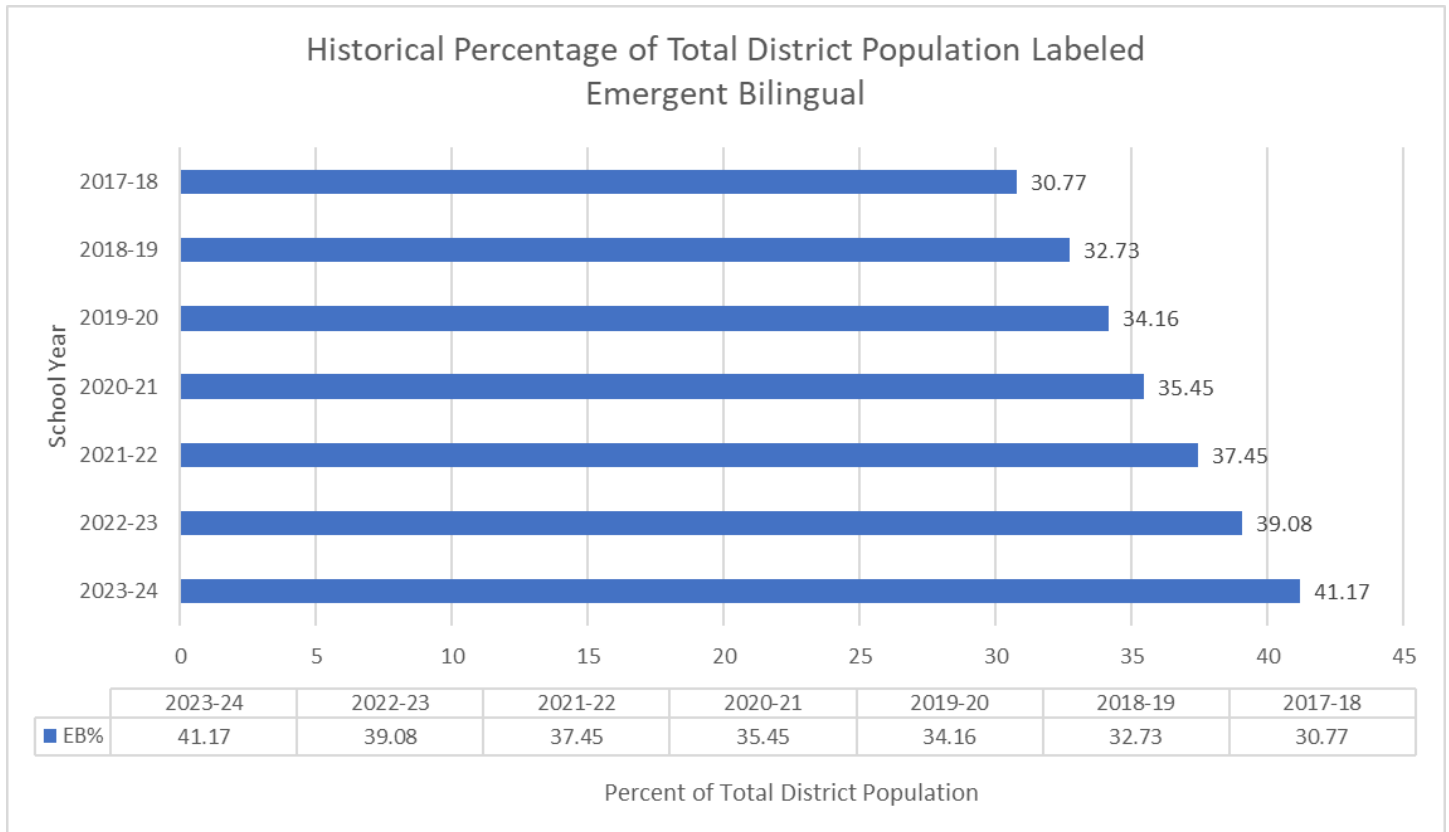
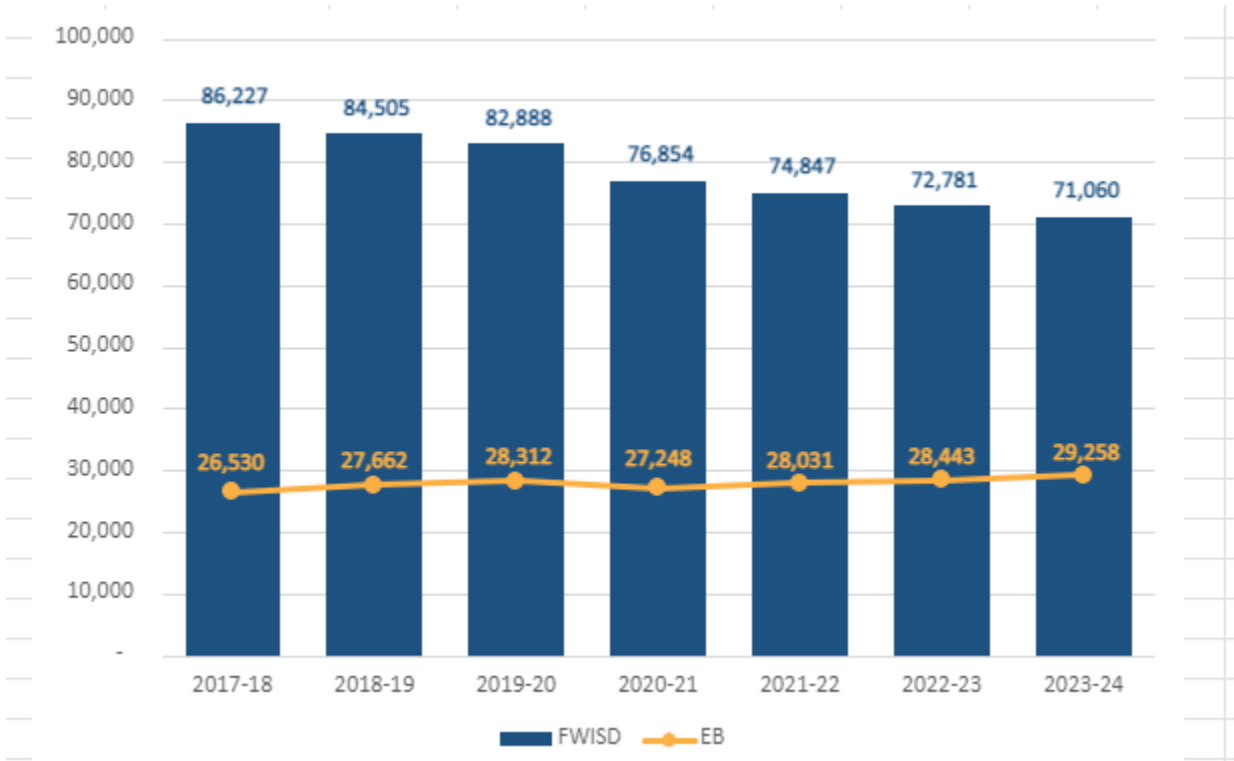


Figure 2: 2023 to 2024 Bilingual and ESL Program Participation Summary

This figure represents how students were served in the Bilingual and ESL programs, those students whose parents approved placement in bilingual education, or ESL education and were served in an alternative setting because we did not have the appropriately certified teacher. This figure also provides information on our immigrant students, who are within their first 3 years in US schools and were born outside the United States.

Emergent Bilingual Program Summary 2022-2023 and 2023-2024

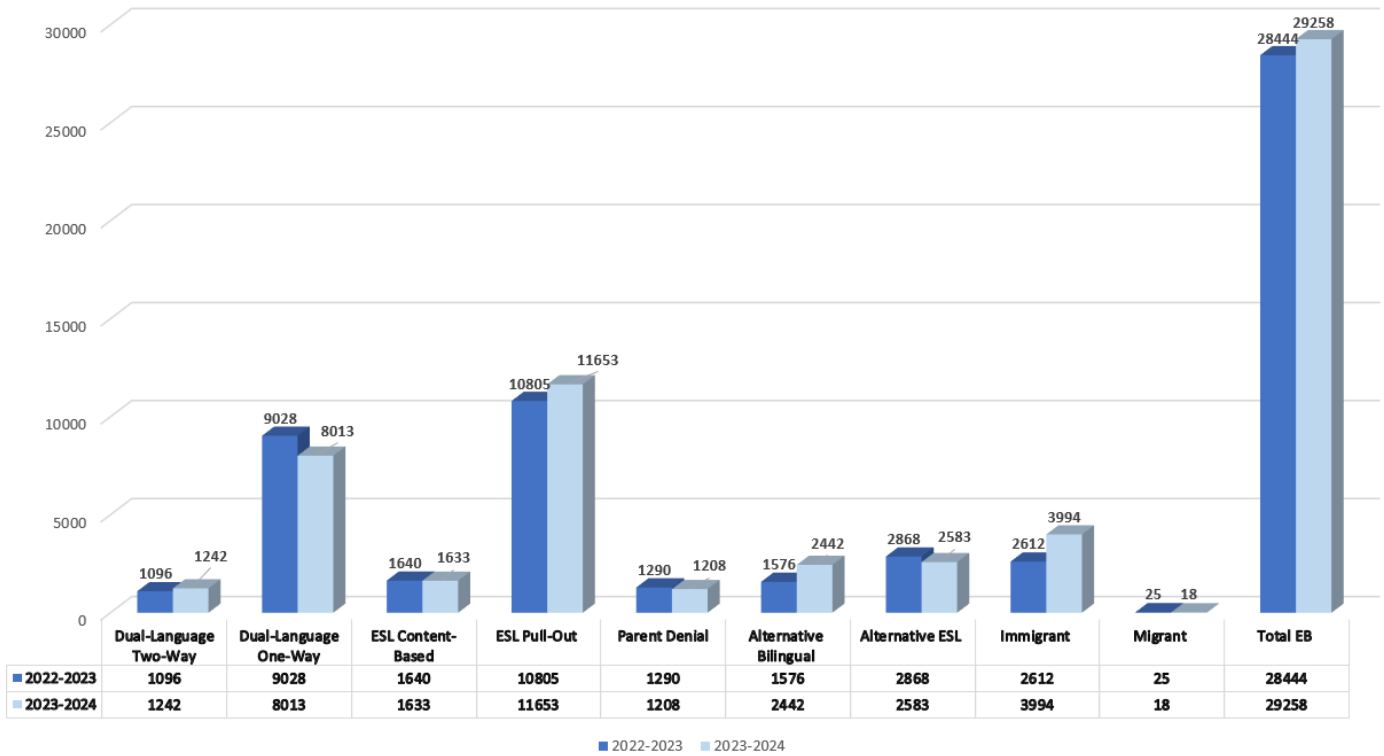


Table 2: 2023-2024 Educator Support for Bilingual and ESL Programs

This table represents the total number of teachers who worked with bilingual or ESL students and were placed on a one year exception to the bilingual program or a one time ESL waiver. The expectation is that teachers obtain their certification within one year.

Total Bilingual Certified (District-wide)	Total Teachers serving Bilingual Students	Teachers under Bilingual Exception (Spanish)	Teachers under Bilingual Exception (Other than Spanish)
968	608	88	24
Total Certified ESL Teachers (District-wide)	Total ESL Certified Teachers serving in ESL	Teachers under ESL Waiver	
2573	1552	88	

Figure 3: FWISD also serves students who are dually coded as Special Education and Emergent Bilingual. In 2023-2024 there were 3,654 EB students who also were served through Special Education.

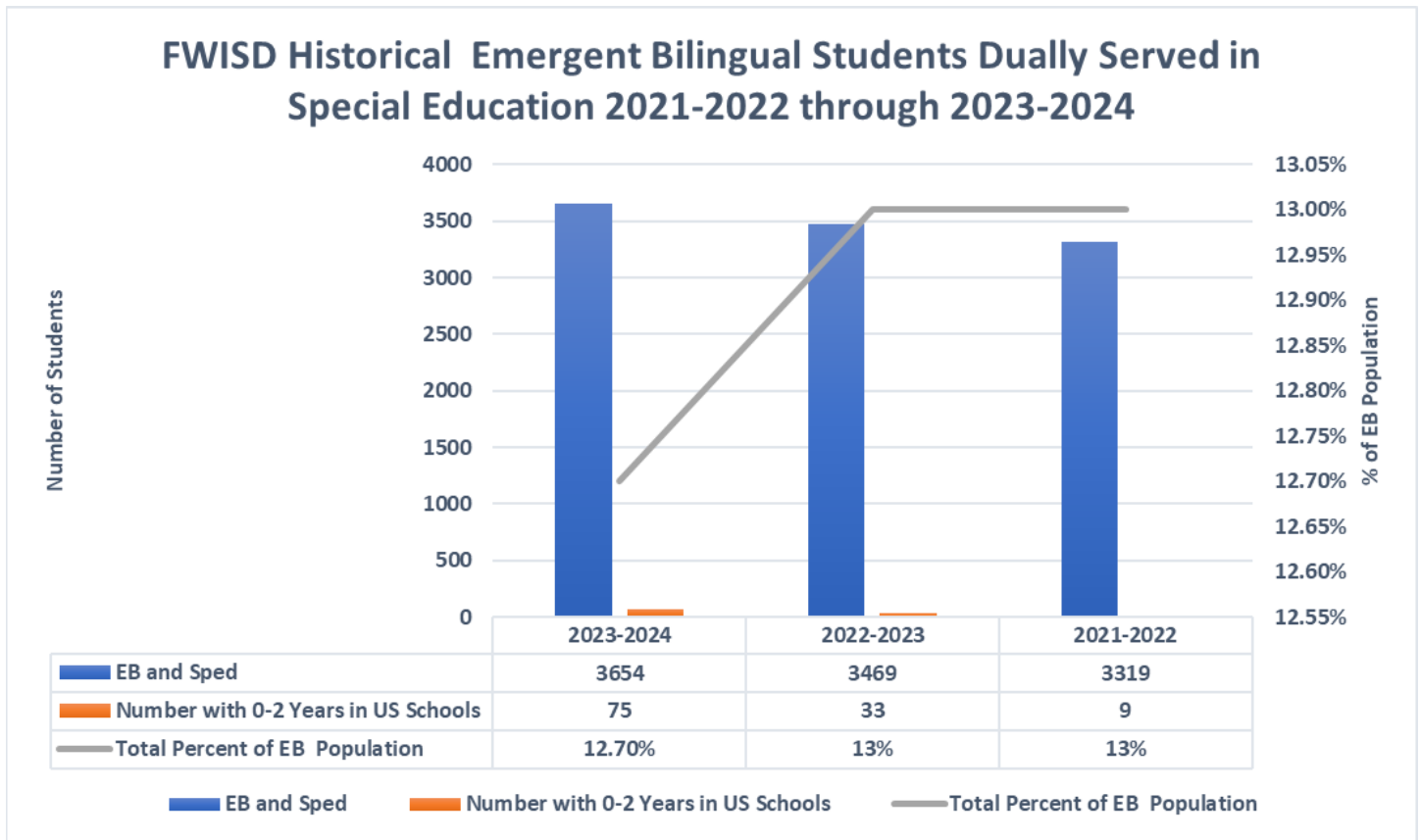


Figure 4: Refugee Students

This figure represents the total number of Refugee students in Fort Worth ISD. Refugee: a person who has fled his or her country of origin because of past persecution or fear of future persecution based on race, religion, nationality, political opinion, or membership in a particular social group.

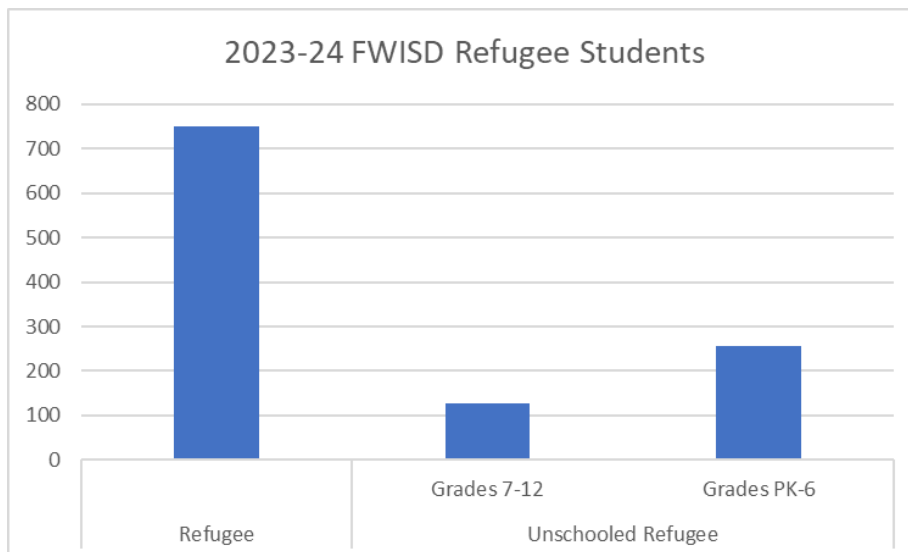


Table 3: Presents the demographic characteristics of students served by the 2023-24 program. The vast majority of students who participated in the EB program were Hispanic (91%), followed by African American/Black(3.9%), Asian(2.8%), White (2.1%) and Two or More (.2%).

Grade	Total	African American		American Indian		Asian		Hispanic		Pacific Islander		Two or More		White	
	N	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
EE	89	4	4.5%	0	0.0%	1	1.1%	81	91.0%	0	0.0%	0	0.0%	2	2.2%
PK	1652	59	3.6%	0	0.0%	39	2.4%	1517	91.8%	0	0.0%	4	0.2%	33	2.0%
KG	1970	78	4.0%	0	0.0%	67	3.4%	1761	89.4%	1	0.1%	8	0.4%	54	2.7%
1	1989	76	3.8%	1	0.1%	70	3.5%	1787	89.8%	0	0.0%	3	0.2%	51	2.6%
2	2061	69	3.3%	5	0.2%	72	3.5%	1855	90.0%	0	0.0%	5	0.2%	54	2.6%
3	2073	80	3.9%	1	0.0%	77	3.7%	1864	89.9%	0	0.0%	4	0.2%	46	2.2%
4	2089	90	4.3%	3	0.1%	77	3.7%	1872	89.6%	0	0.0%	2	0.1%	44	2.1%
5	2186	65	3.0%	0	0.0%	73	3.3%	1990	91.0%	0	0.0%	5	0.2%	53	2.4%
6	1961	81	4.1%	2	0.1%	52	2.7%	1780	90.8%	0	0.0%	2	0.1%	44	2.2%
7	2061	80	3.9%	1	0.0%	55	2.7%	1887	91.6%	0	0.0%	1	0.0%	36	1.7%
8	2226	78	3.5%	1	0.0%	49	2.2%	2049	92.0%	1	0.0%	10	0.4%	38	1.7%
9	3185	145	4.6%	3	0.1%	86	2.7%	2877	90.3%	0	0.0%	10	0.3%	62	1.9%
10	2500	104	4.2%	0	0.0%	57	2.3%	2276	91.0%	0	0.0%	2	0.1%	60	2.4%
11	2013	74	3.7%	0	0.0%	32	1.6%	1886	93.7%	0	0.0%	0	0.0%	21	1.0%
12	1203	57	4.7%	0	0.0%	33	2.7%	1098	91.3%	0	0.0%	1	0.1%	14	1.2%
FWISD	29258	1140	3.9%	17	0.1%	840	2.9%	26580	90.8%	2	0.0%	57	0.2%	612	2.1%



Data Collection & Analysis

Results for students enrolled in bilingual or ESL programs were analyzed, as were data from students who had reclassified from EB status and were no longer EB. Data from the State of Texas Assessments of Academic Readiness (STAAR, first and second administration), STAAR End-of-Course (EOC; all students tested in spring 2024, including re-testers), and Texas English Language Proficiency Assessment System (TELPAS) were analyzed at the district level. Note that for certain student groups, data from some of these assessments may not be available. Comparisons were made between bilingual students, ESL students, and all students district-wide.

STAAR results are reported and analyzed for the reading and mathematics tests. For each test, the percentage of students who passed (met Approaches Grade Level standard or higher) is shown. For STAAR EOC, the percentage of students who passed (met Approaches Grade Level standard or higher) are reported for English I and II, Algebra I, Biology, and U.S. History. STAAR 3–8 and EOC exams.

TELPAS results are reported for two indicators. The first indicator reflects attainment (i.e., the overall level of English language proficiency exhibited by EBs). For this indicator, the percentage of students at each proficiency level is presented. The second indicator reflects progress (i.e., whether students gained one or more levels of English language proficiency between testing in 2023 and 2024).

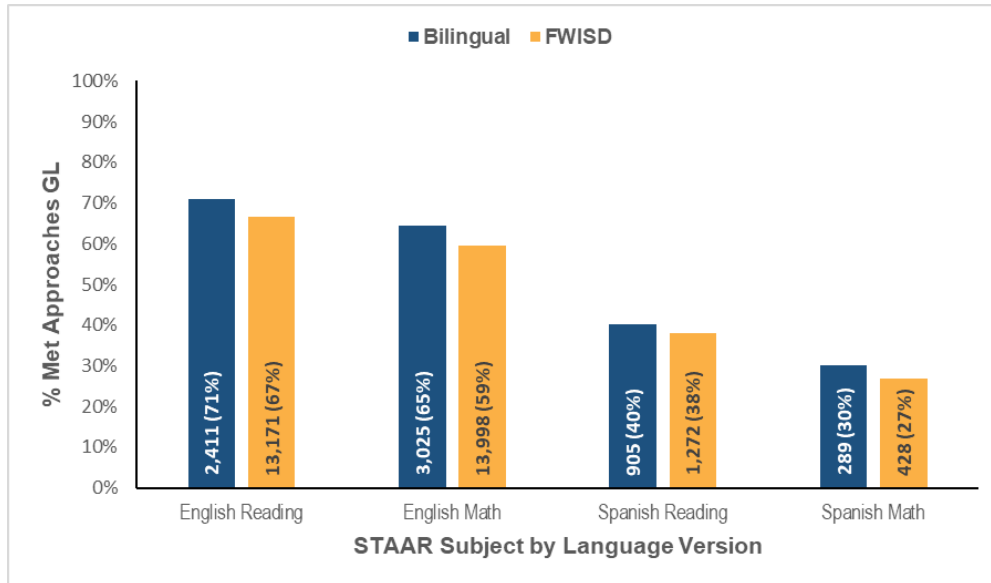
Finally, reclassification of EB student data, EB program and professional learning data were collected from the **Emergent Bilingual** Department.

Results

What was the academic progress of EBs in bilingual and ESL programs?

STAAR 3–5 Examinations

Figure 5: Percentage of Students Who Met Approaches Grade Level Standard on STAAR Reading and Math Tests, 2024, Bilingual Students and All Students Districtwide

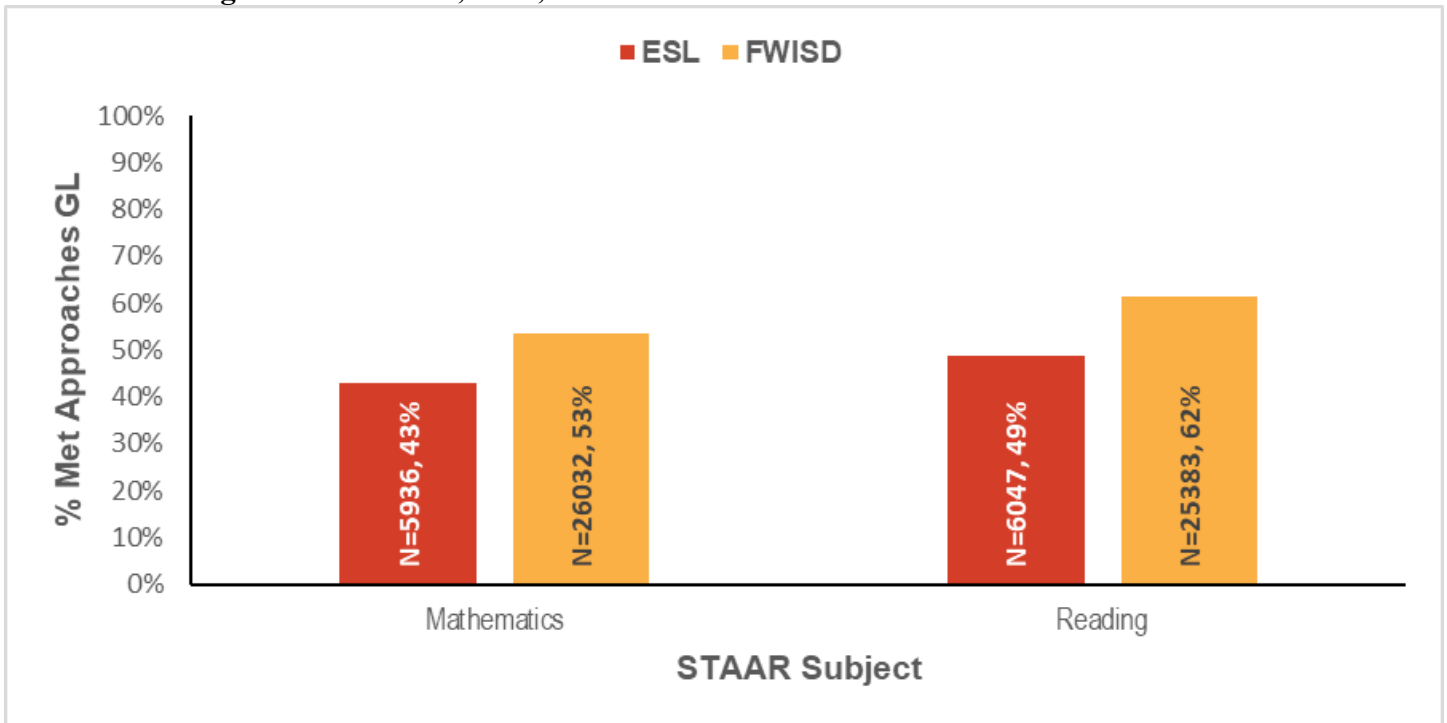


Source: STAAR 3-8 / STAAR Alt 3-8 Student Data Files 2024, PEIMS subset applied

Points to Consider :

- In both English Reading (**4%**) and English Math (**6%**), the percentage of Bilingual students meeting the standard is notably higher than that of the overall FWISD student population
- Grade 3-5 Bilingual students **outperformed** overall FWISD average in Reading and Math
- Spanish Reading Grades 3-5 **outperformed** the overall district STAAR reading by **2%**
- Spanish Math grades 3-5 testers **outperformed** the overall district STAAR Math by **3%**

Figure 6: Percentage of Students Who Met Approaches Grade Level Standard on English STAAR Reading and Math Tests, 2024, Grades 3–8: ESL Students and All Students Districtwide



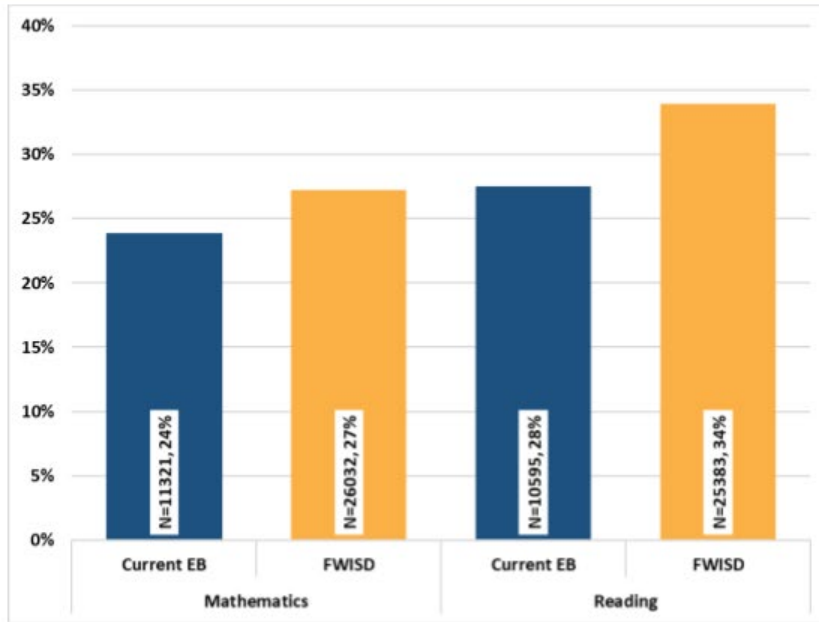
Source: STAAR 3-8 / STAAR Alt 3-8 Student Data Files 2024, PEIMS subset applied

Points to Note:

- There are students served in ESL at the elementary level (3-5) who are in a general education setting who may have been served by a teacher on the ESL waiver. Students may not have had ample access to linguistic accommodations or language scaffolding in order to adequately access Tier I instruction.
- STAAR and STAAR Alt participation the 26,032 number of FWISD English Math students includes all students, with a Score Code, Grade 3-8 taking STAAR/STAAR Alt within the PEIMS District. The 5,936 number of ESL Math is a subset of the total FWISD students.

Figure 7: Percentage of Students Who Met Standard on English STAAR Reading and Mathematics, 2024, Grades 3–8: EB

Percentage of Students Who Met Approaches on English STAAR Reading and Mathematics, 2024, Grades 3–8: EB and All Students Districtwide



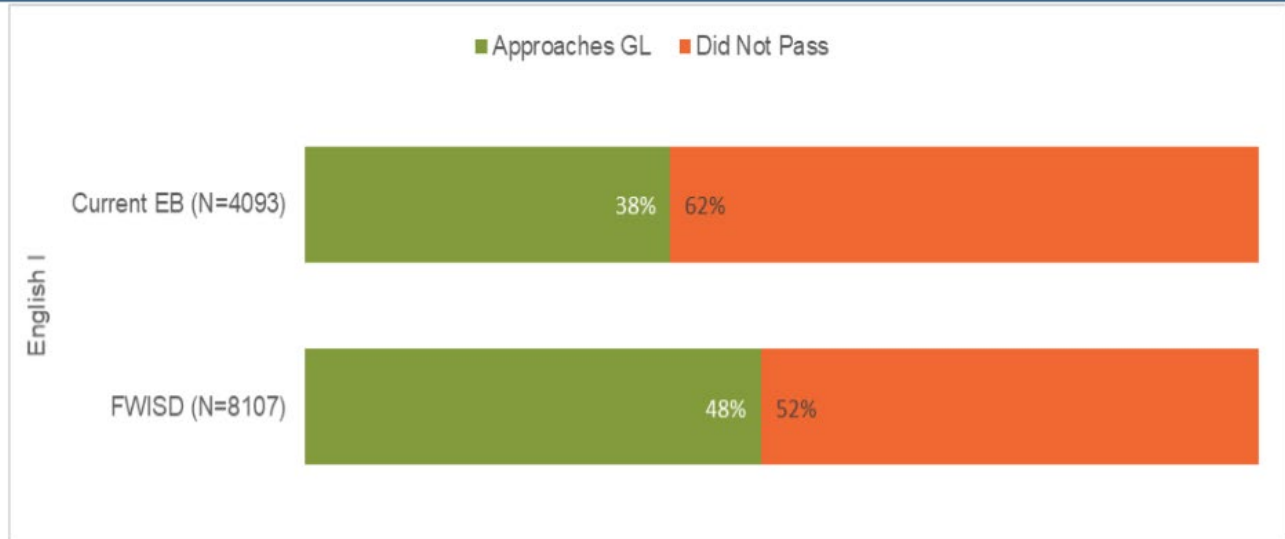
Source: STAAR 3-8 / STAAR Alt 3-8 Student Data Files 2024, PEIMS subset applied

Point to consider:

- STAAR Reading for students in both ESL and Bilingual Programming is an area of focus for grades 3-8
- STAAR Math for student in both ESL and Bilingual Programming is an area of focus for grades 3-8

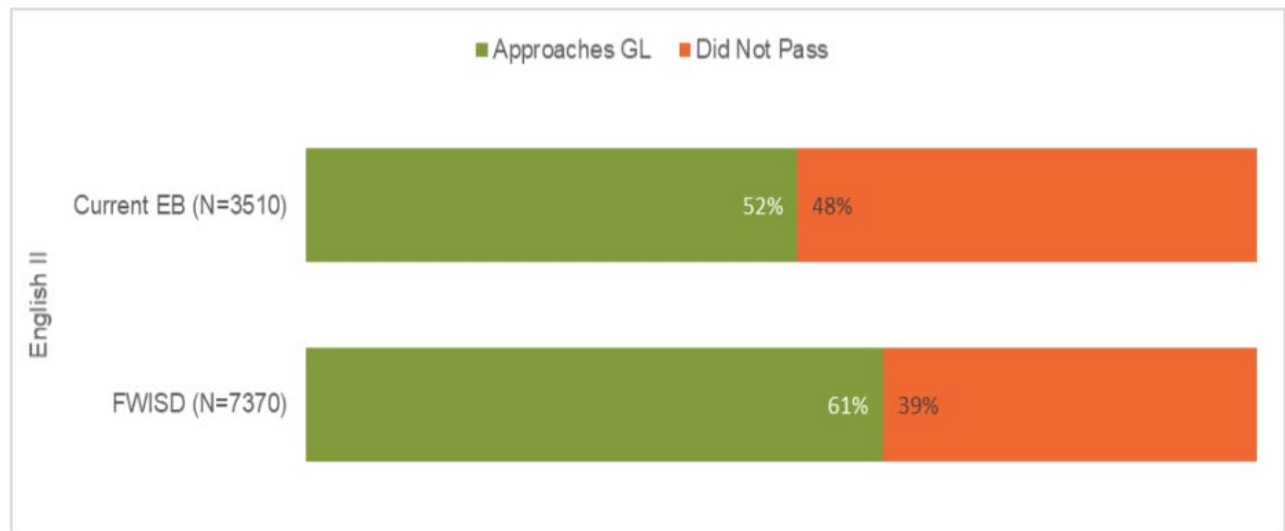
Figure 8: STAAR EOC Percent of Current EB Who Met the Approaches Grade Level standard, by Subject and total district Student Population, 2024

2024 STAAR EOC English I



FORT WORTH ISD

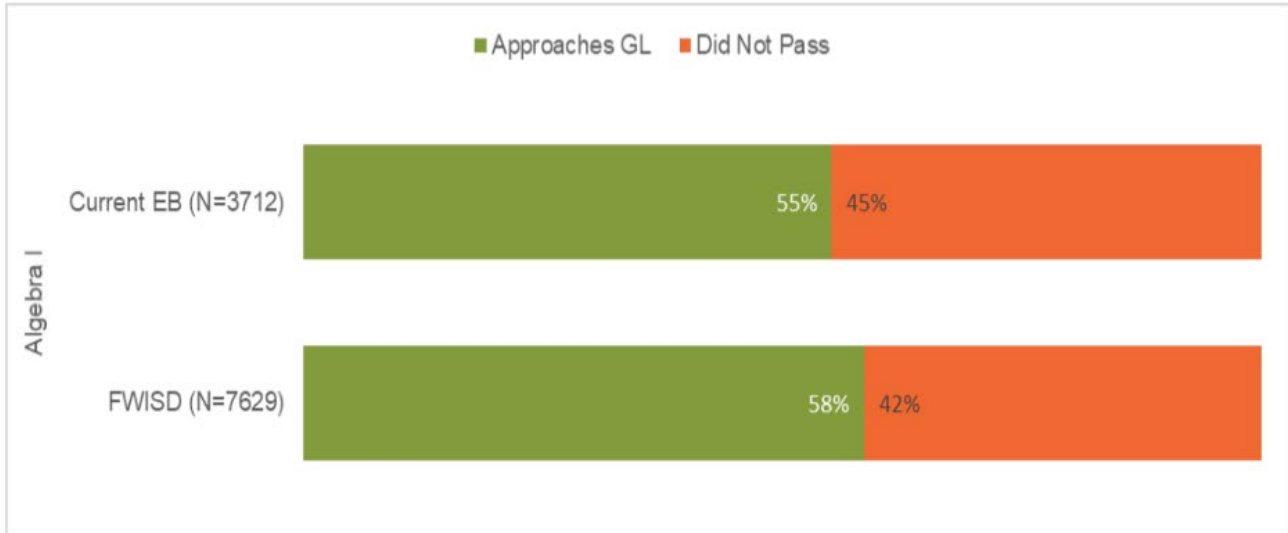
2024 STAAR EOC English II



FORT WORTH ISD

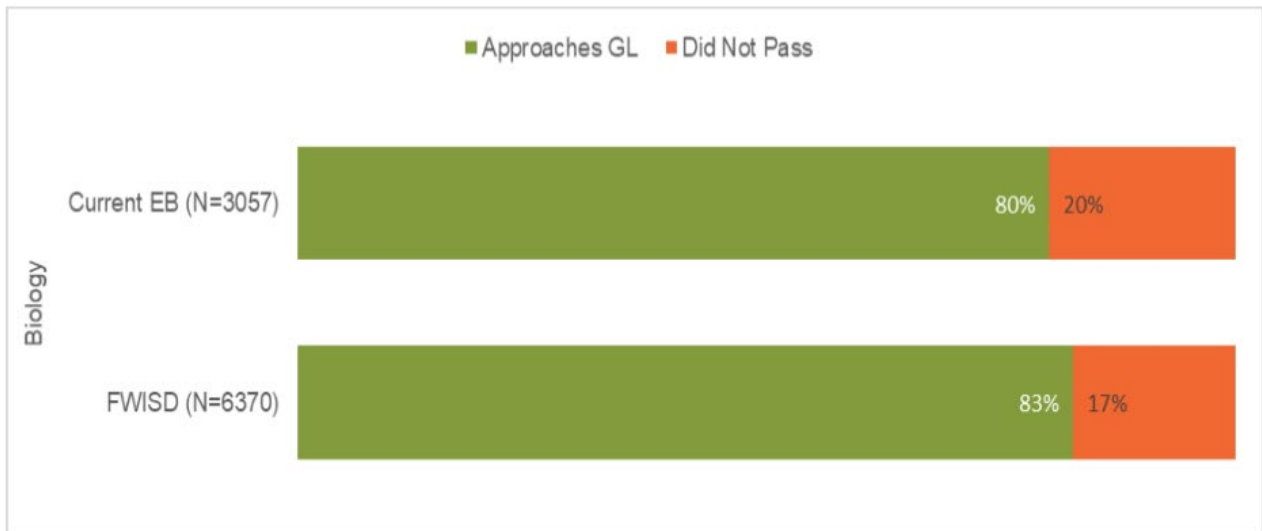
Figure 8: STAAR EOC Percent of Current EB Who Met the Approaches Grade Level standard, by Subject and total district Student Population, 2024

2024 STAAR EOC Algebra I



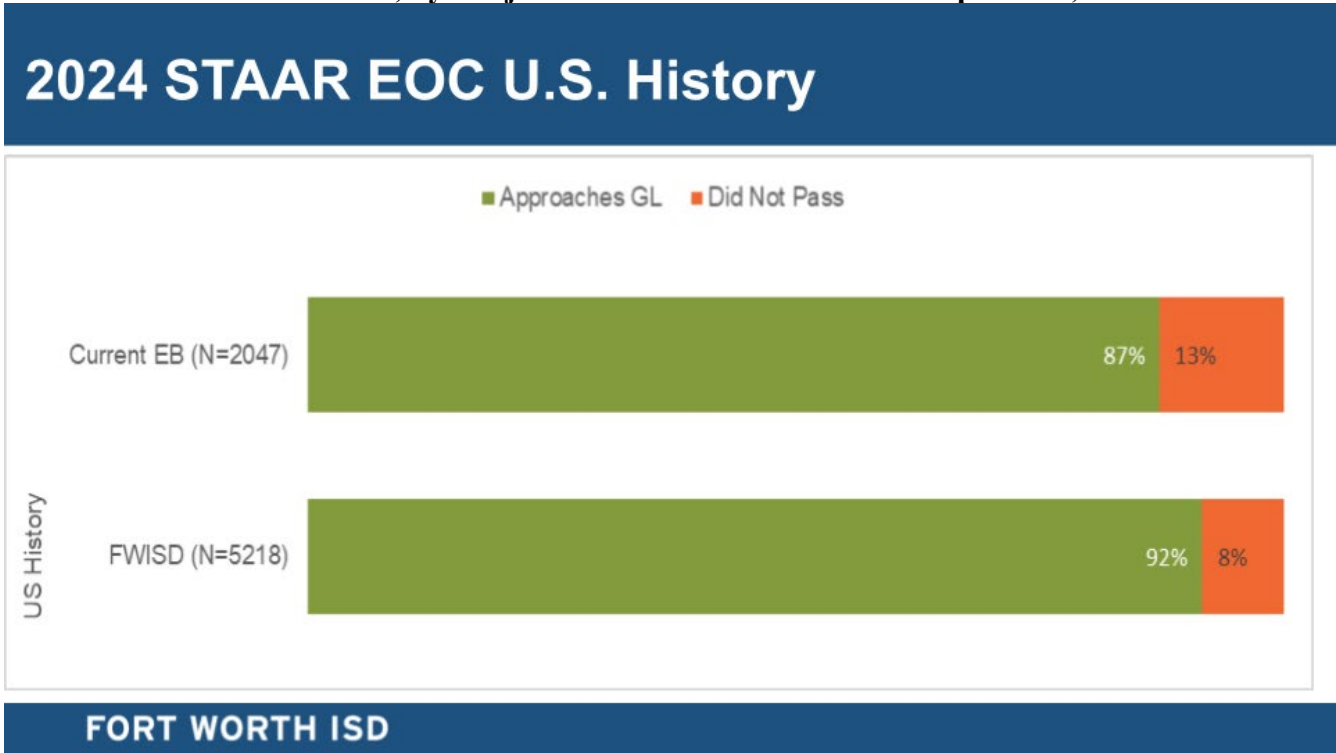
FORT WORTH ISD

2024 STAAR EOC Biology



FORT WORTH ISD

Figure 8: STAAR EOC Percent of Current EB Who Met the Approaches Grade Level standard, by Subject and total district Student Population, 2024

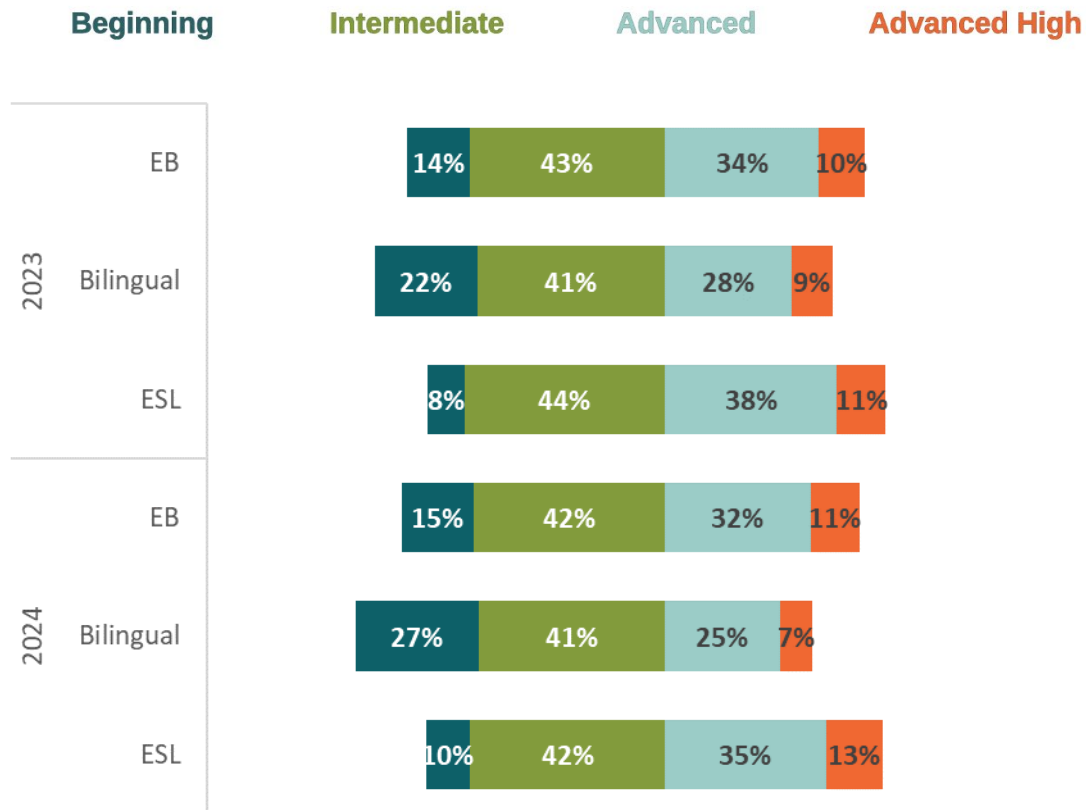


Source: STAAR EOC / STAAR Alt EOC Student Data Files 2024, PEIMS subset applied

Points to Consider:

- Current EB students are within **5%** of the overall district performance on the US History EOC
- Current EB students are within **3%** of the overall district performance on the Biology EOC
- Current EB students are within **3%** of the overall district performance on the Algebra I EOC
- Current EB students are scoring **10%** below the overall district performance on the English I EOC
- Current EB students are scoring **9%** below the overall district performance on the English II EOC.

Figure 9: TELPAS Composite Proficiency Ratings for All EB, Bilingual, and ESL Students 2023 and 2024

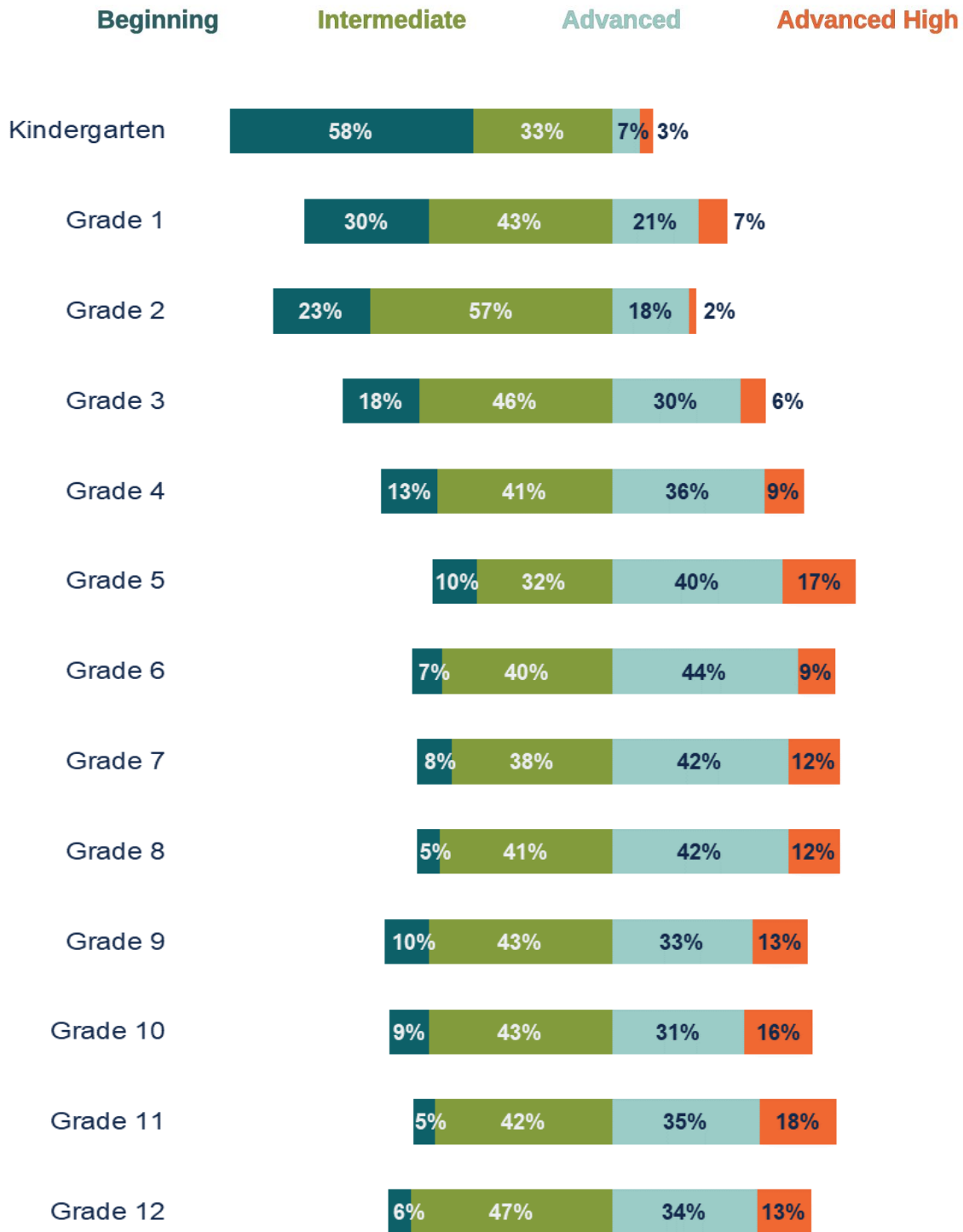


Source: TELPAS Student Data Files, 2023 and 2024, PEIMS subset applied; Does not include Alt

Potential Points:

- Comparing 2023 and 2024, the percentage of Bilingual students in the "Beginning" category increased **5%** from **22%** to **27%**.
- EB students showed a small **1%** increase in the "Advanced High" category (from **10%** to **11%**) and a decrease in the "Advanced" category (from **34%** to **32%**).

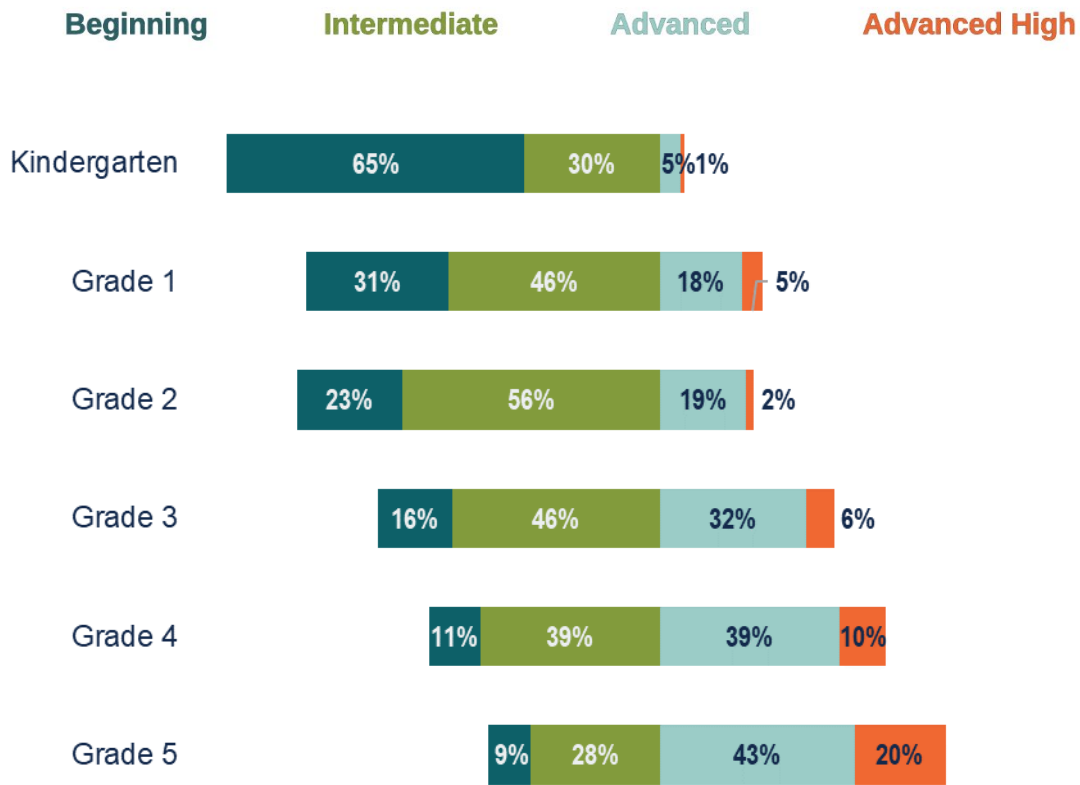
**Figure 10: TELPAS Composite Proficiency Ratings for All EB students
Grades K–12, 2024**



Source: TELPAS Student Data Files, 2024, PEIMS subset applied; Does not include Alt

Point to Consider : Grade 5 students receiving Advanced or Advanced High is 15 points higher than Beginning or Intermediate

**Figure 11: TELPAS Composite Proficiency Ratings for Bilingual Students
Grades K–5, 2024**

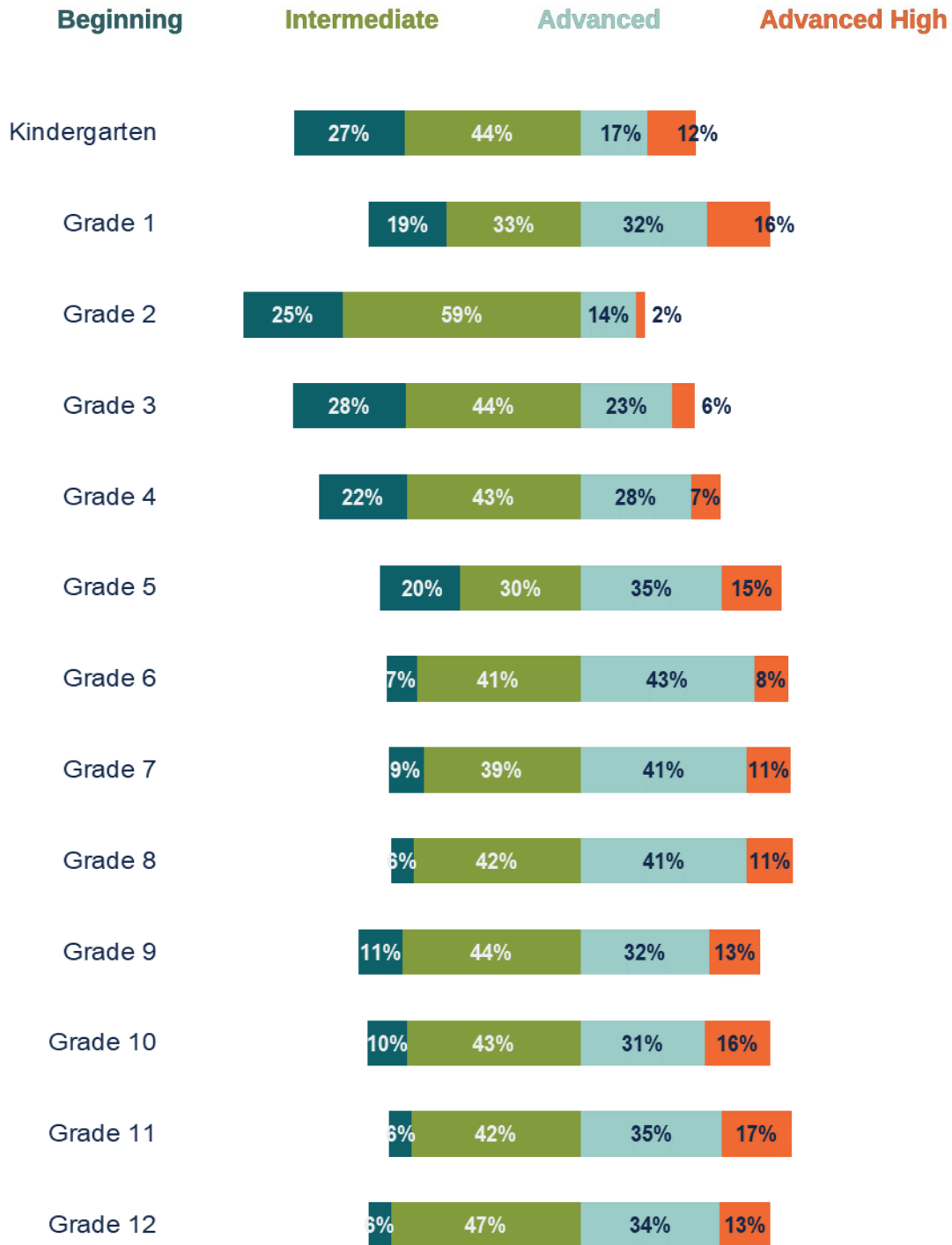


Source: TELPAS Student Data Files, 2024, PEIMS subset applied; Does not include Alt

Points to Consider:

- There is a clear trend for Bilingual Students to increase in Advanced High from Kindergarten (**1%**) to Grade 5 (**20%**).
- In Grade 1 to Grade 3, the largest proportion of students fall into the "Intermediate" level. The shift towards higher proficiency levels becomes particularly pronounced in Grades 5, where the "Advanced" level becomes the dominant category.

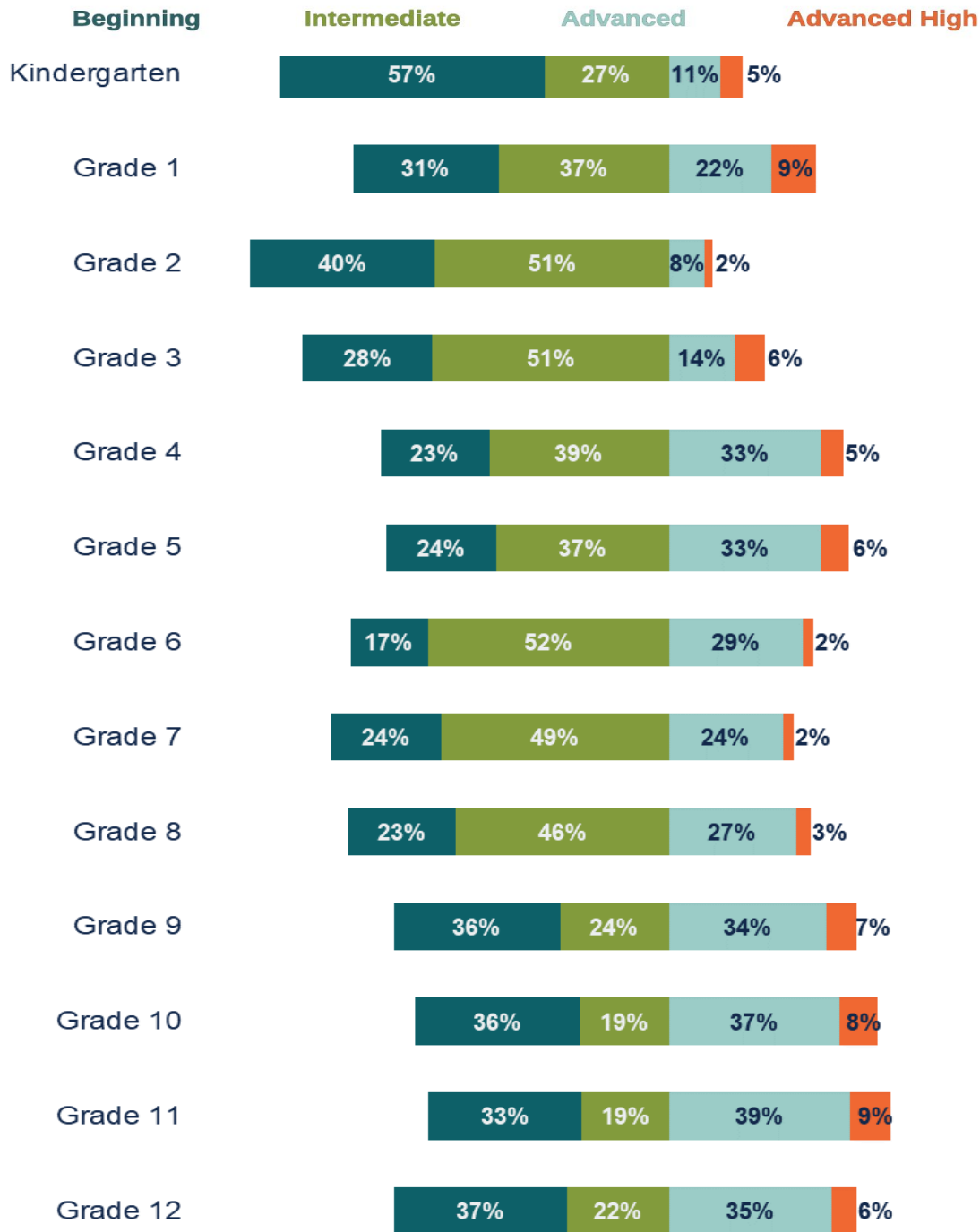
**Figure 12: TELPAS Composite Proficiency Ratings for ESL Students
Grades K–12, 2024**



Source: TELPAS Student Data Files, 2024, PEIMS subset applied; Does not include Alt

Point to Consider: Grade 8 students receiving Advanced or Advanced High is 6 points higher than Beginning or Intermediate

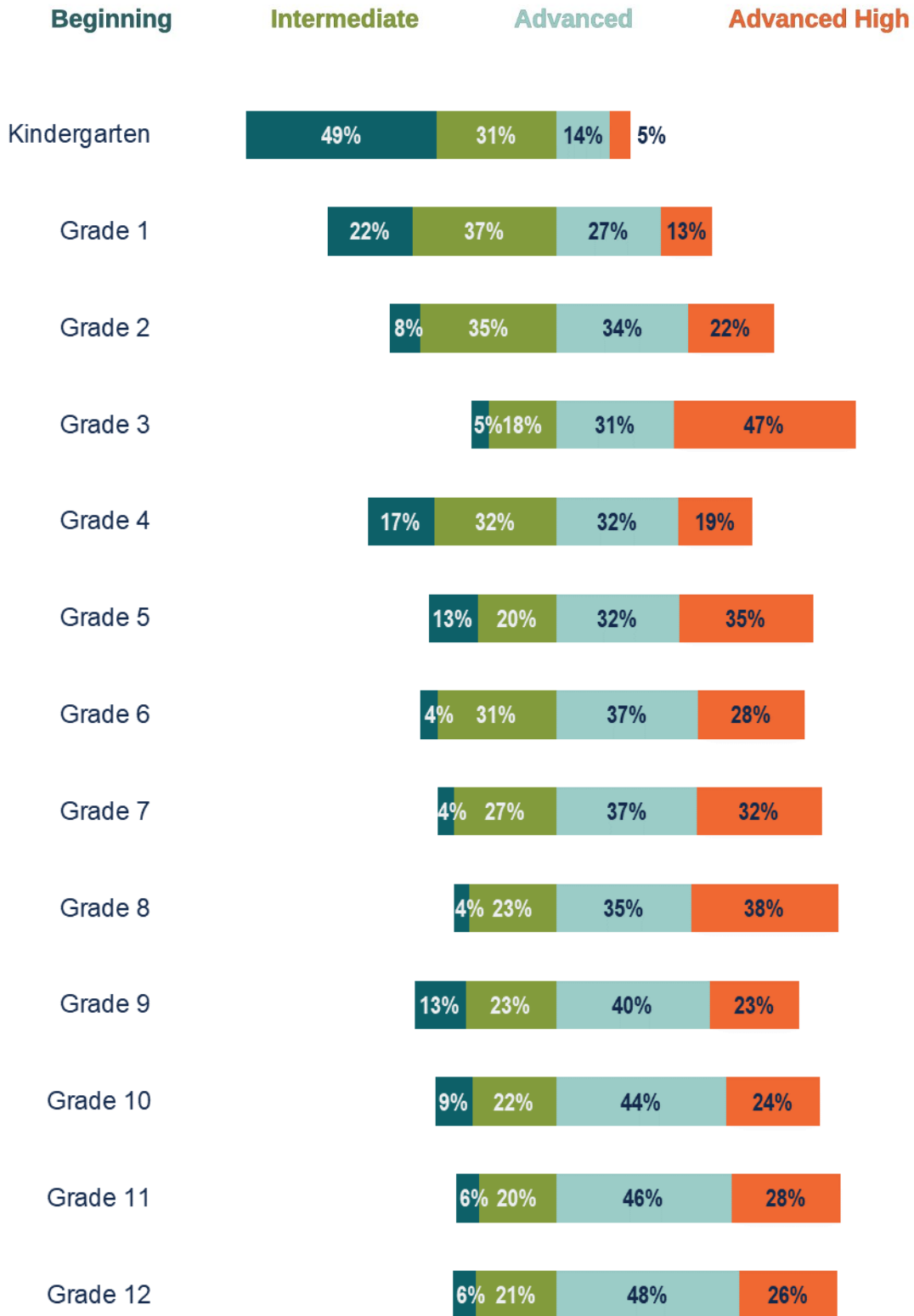
Figure 13: TELPAS Speaking Proficiency Ratings for All EB students Grades K-12, 2024



Source: TELPAS Student Data Files, 2024, PEIMS subset applied; Does not include Alt



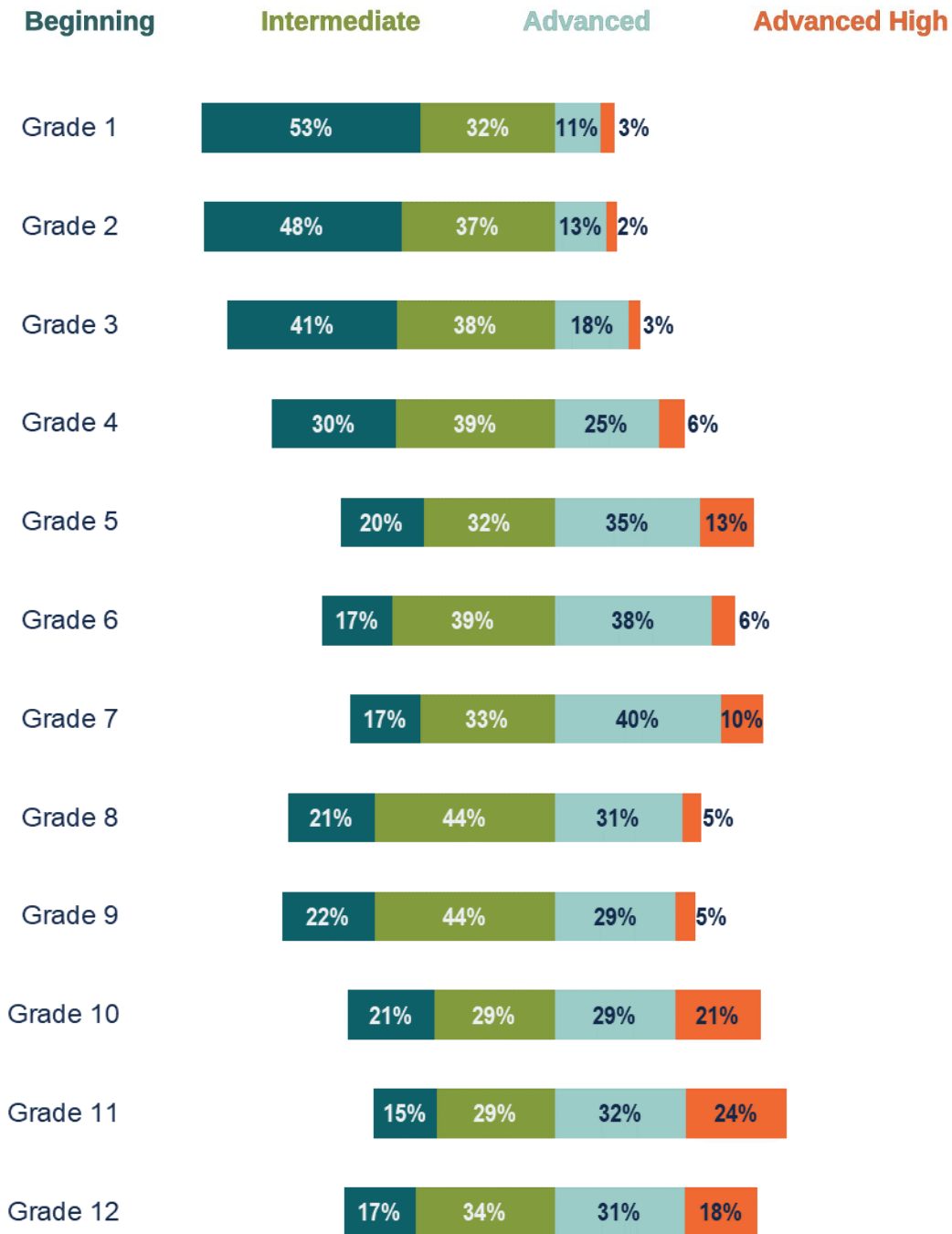
**Figure 14: TELPAS Listening Proficiency Ratings for All EB students
Grades K–12, 2024**



Source: TELPAS Student Data Files, 2024, PEIMS subset applied; Does not include Alt



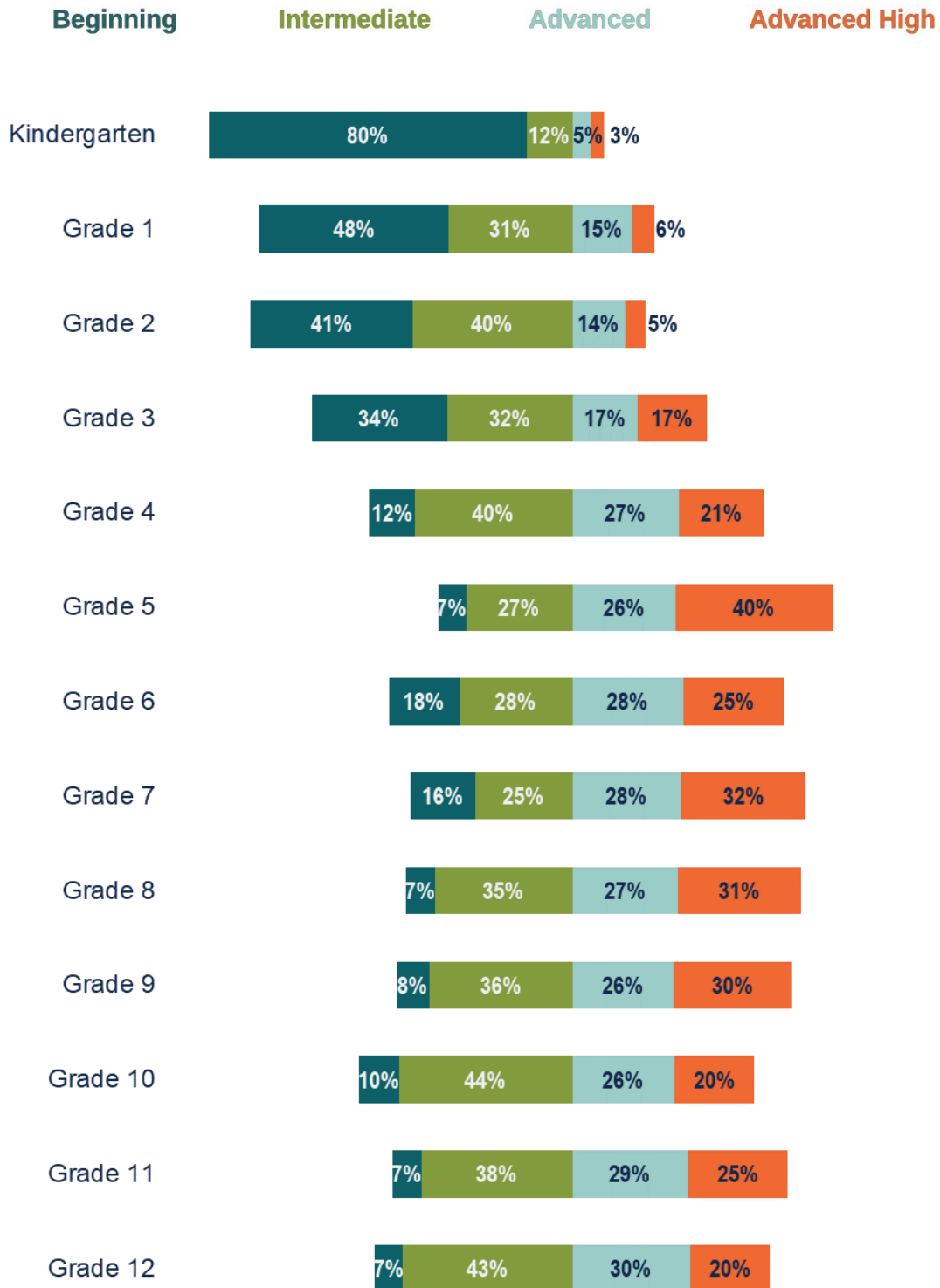
**Figure 15: TELPAS Writing Proficiency Ratings for All EB students
Grades K–12, 2024**



Source: TELPAS Student Data Files, 2024, PEIMS subset applied; Does not include Alt

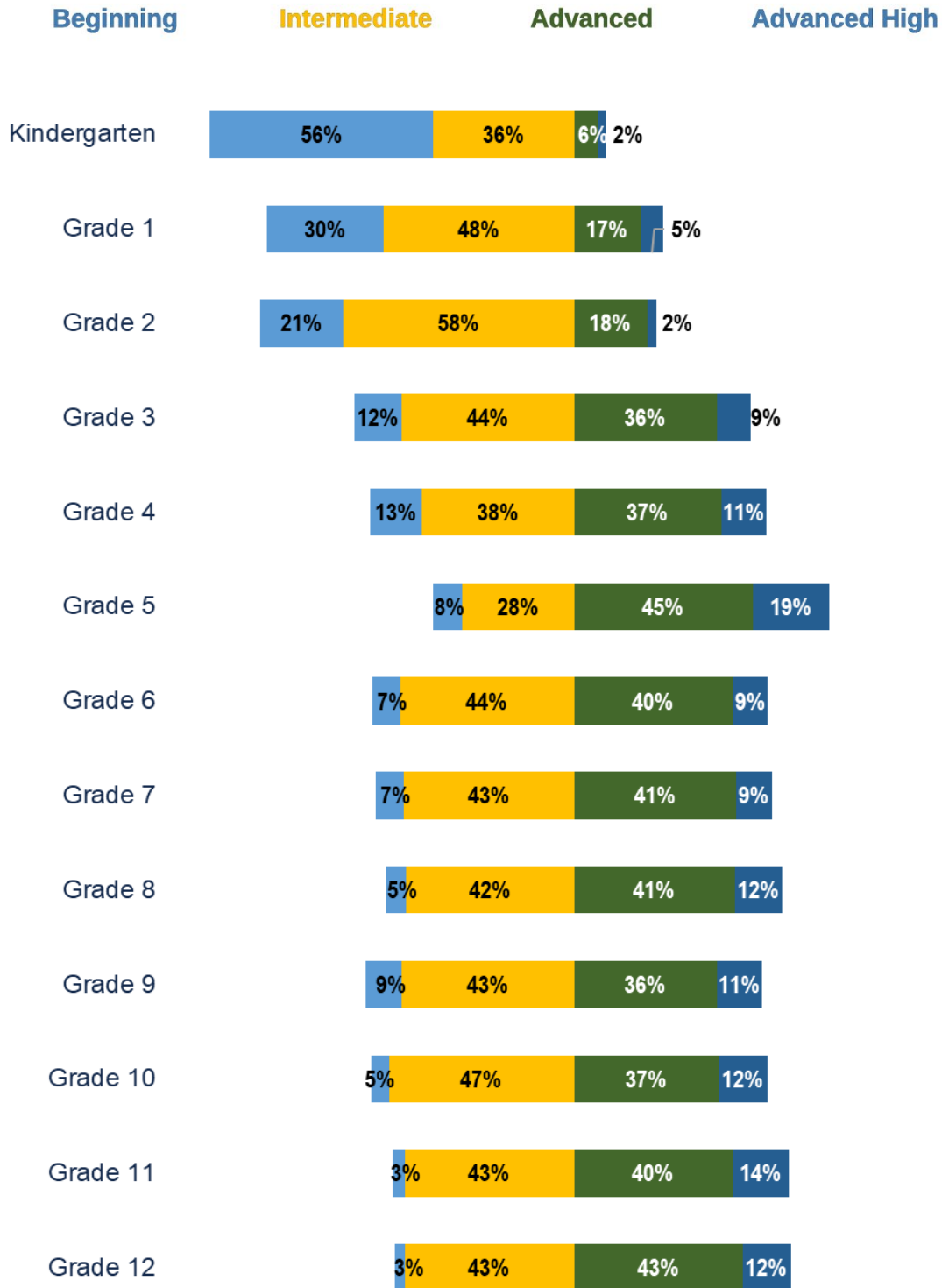


**Figure 16: TELPAS Reading Proficiency Ratings for All EB students
Grades K–12, 2024**



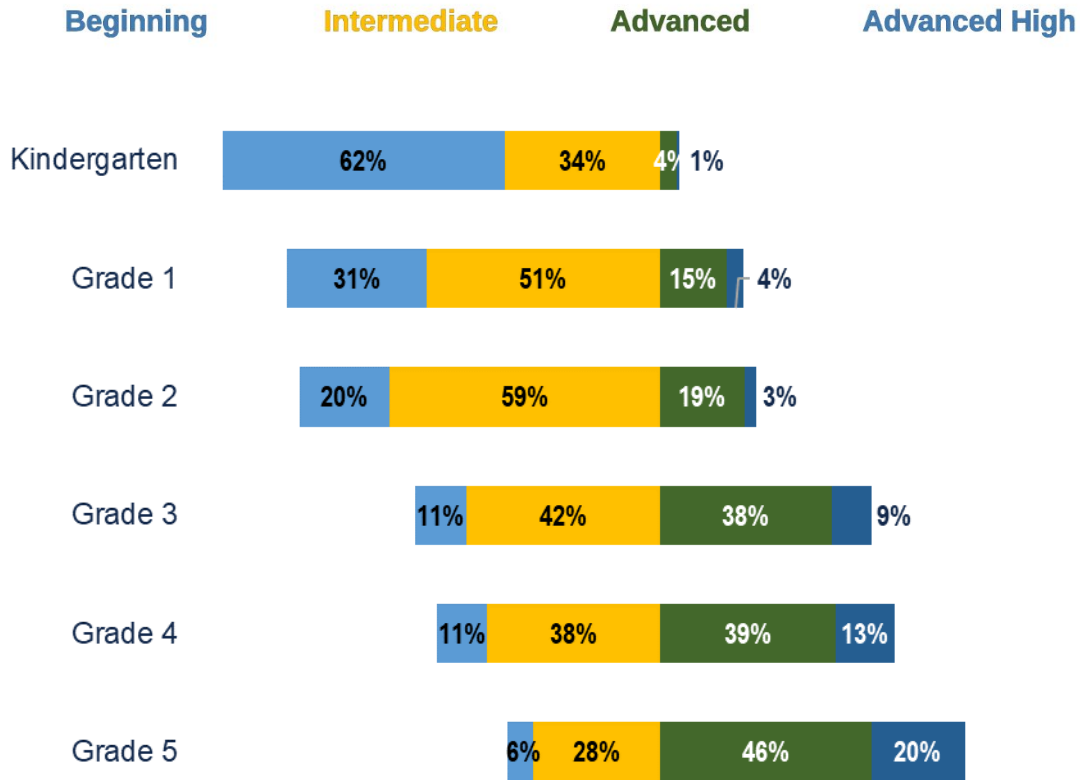
Source: TELPAS Student Data Files, 2024, PEIMS subset applied; Does not include Alt

**Figure 17: 2022–2023 TELPAS Composite Proficiency Ratings for EB students by Grade Level
Percentage Students Achieving Beginning, Intermediate, Advanced, & Advanced High Proficiency Levels**



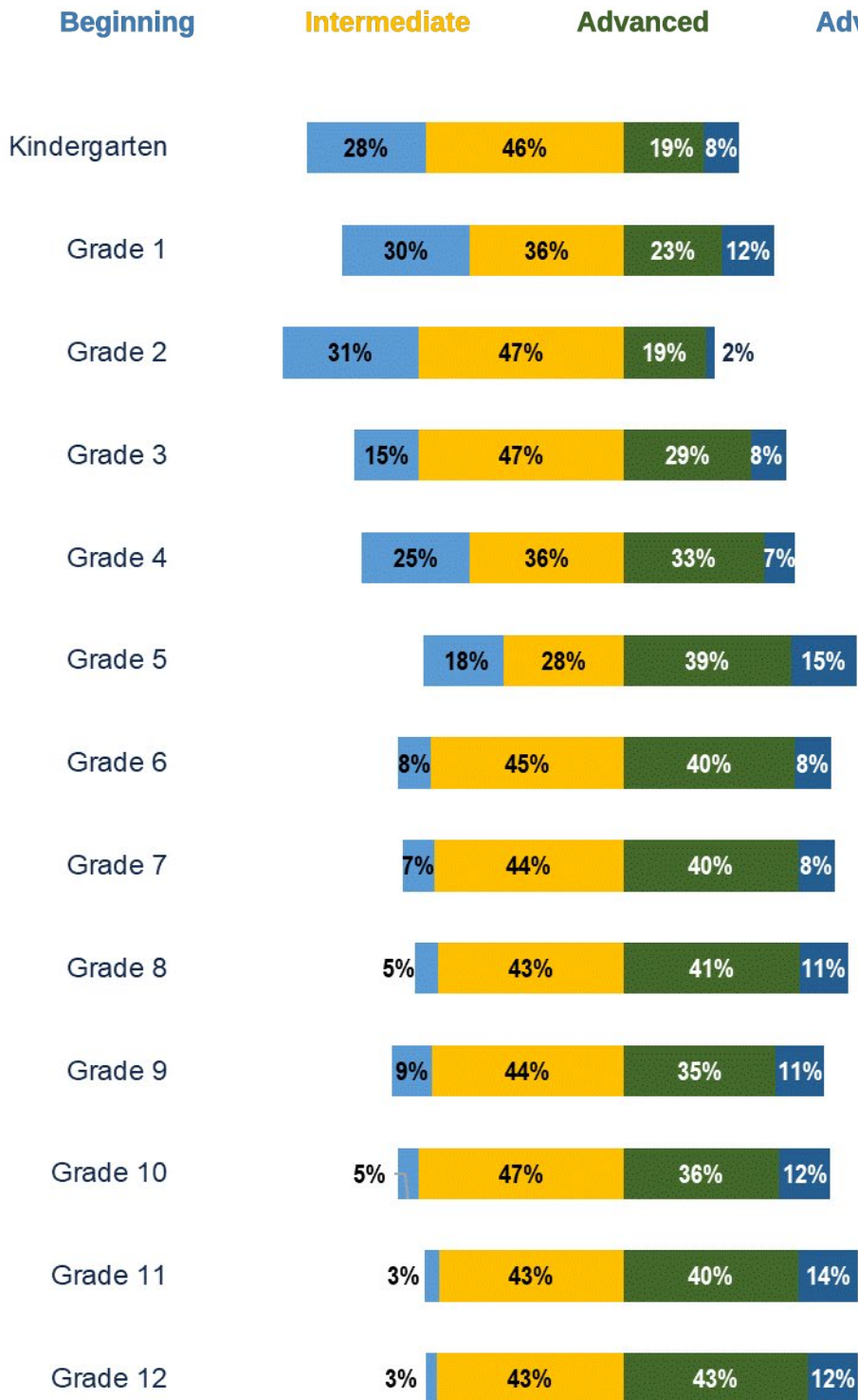
Source: TELPAS Student Data Files, 2023, PEIMS subset applied; Does not include Alt

Figure 18: 2022–2023 TELPAS Composite Proficiency Ratings for Bilingual Students by Grade Level
Percentage Students Achieving Beginning, Intermediate, Advanced, & Advanced High Proficiency Levels



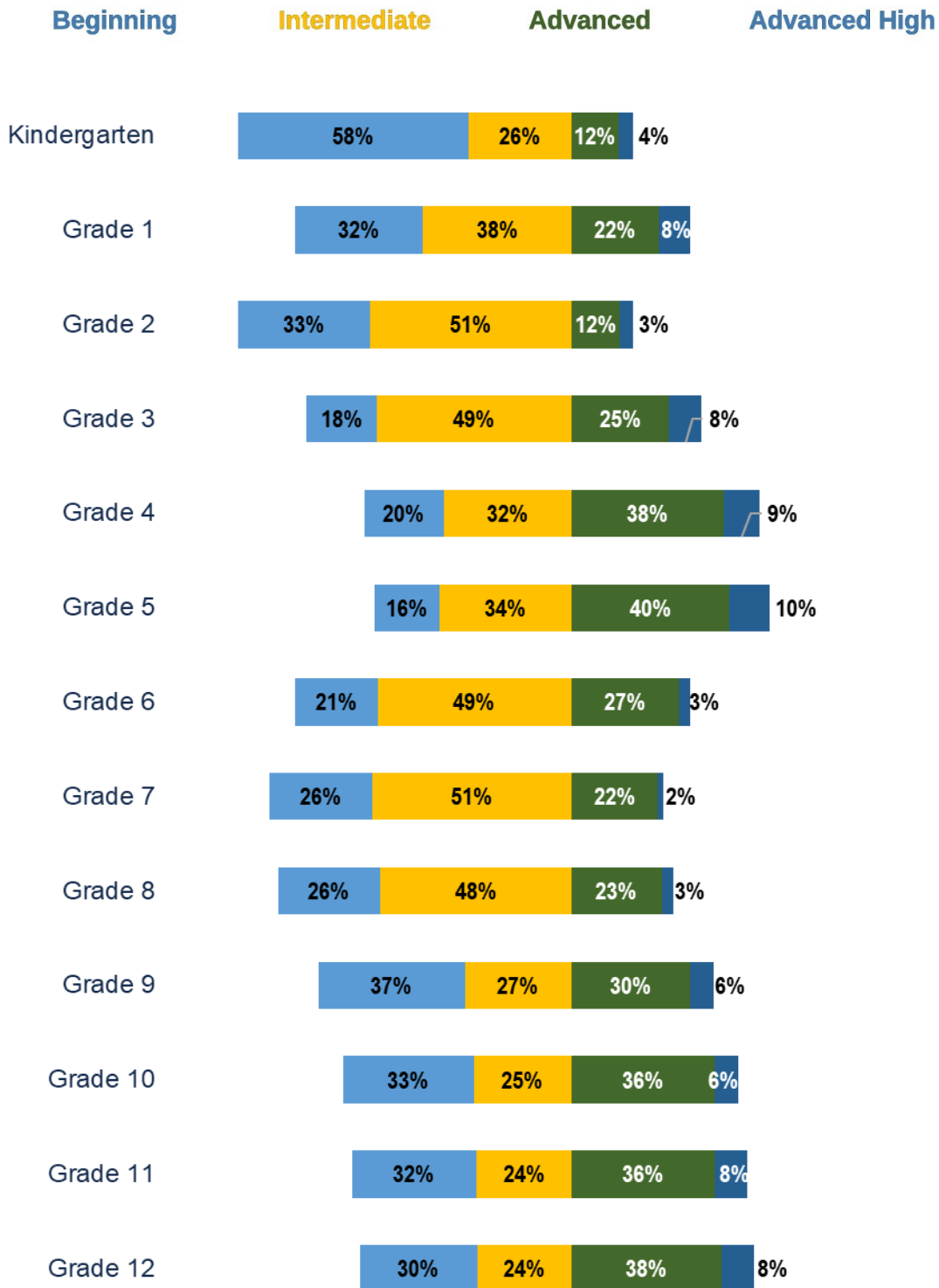
Source: TELPAS Student Data Files, 2023, PEIMS subset applied; Does not include Alt

**Figure 19: 2022–2023 TELPAS Composite Proficiency Ratings for ESL Students by Grade Level
Percentage Students Achieving Beginning, Intermediate, Advanced, & Advanced High Proficiency Levels**



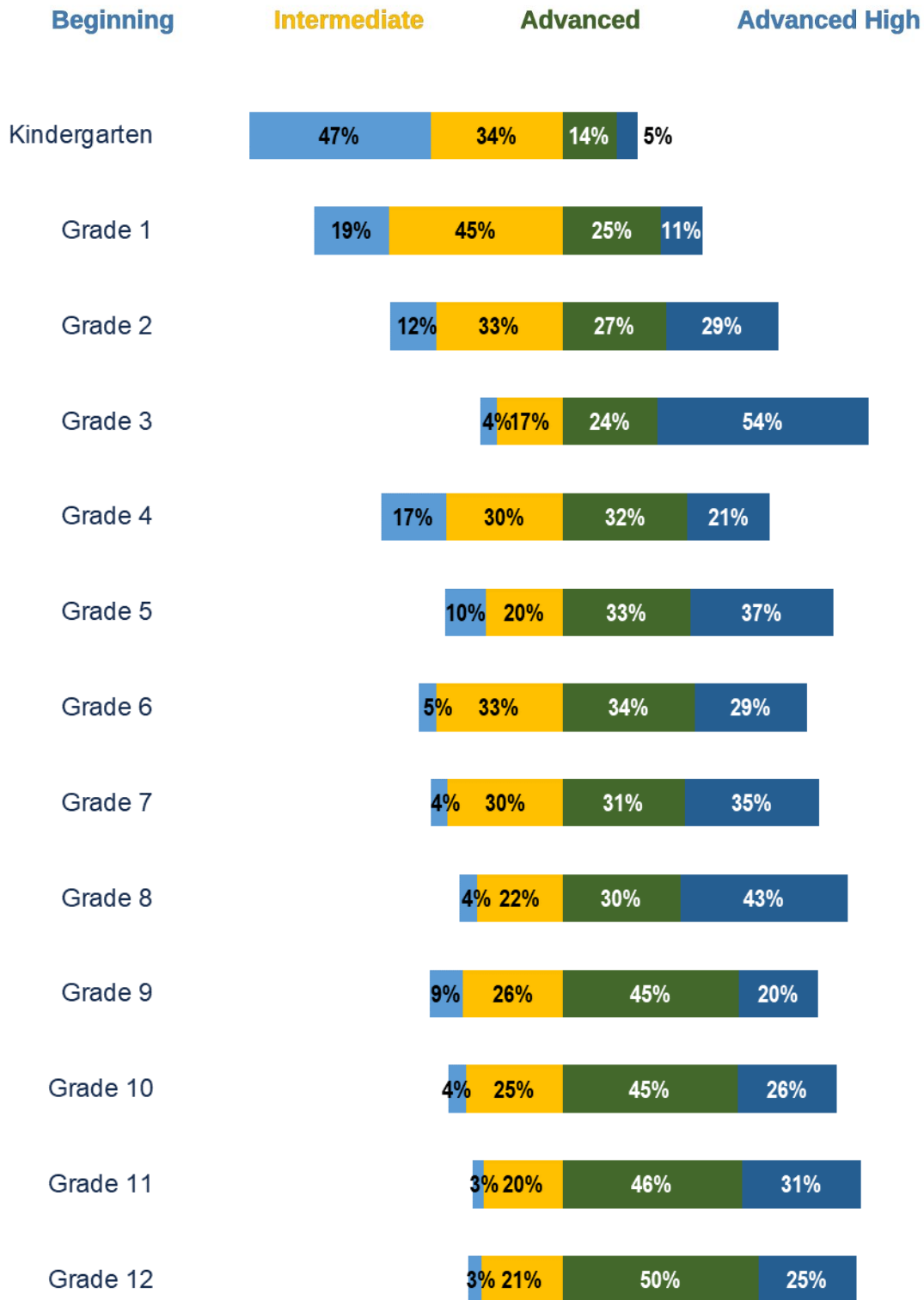
Source: TELPAS Student Data Files, 2023, PEIMS subset applied; Does not include Alt

**Figure 20: 2022–2023 TELPAS Speaking Proficiency Ratings for EB students by Grade Level
Percentage Students Achieving Beginning, Intermediate, Advanced, & Advanced High Proficiency Levels**



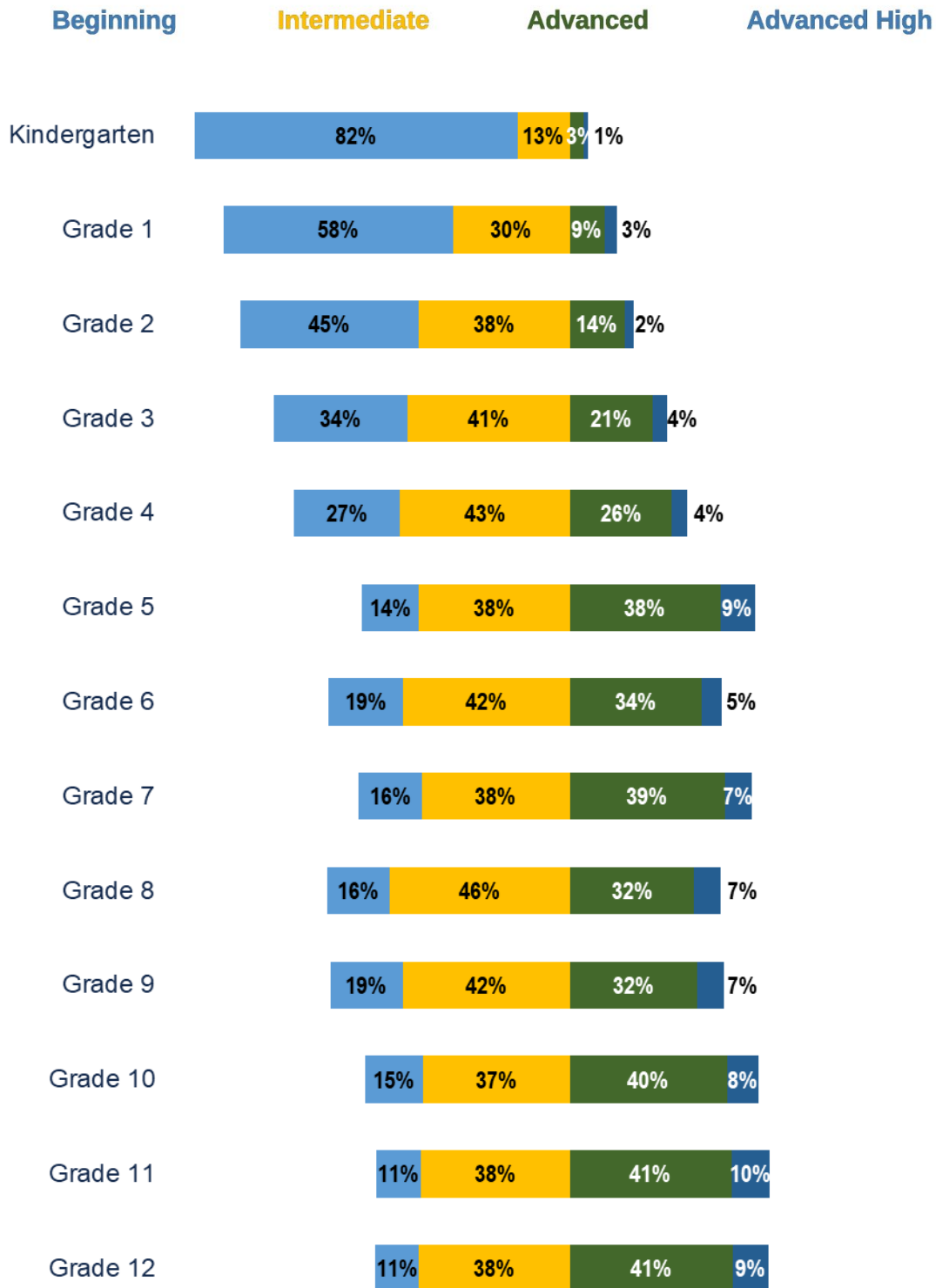
Source: TELPAS Student Data Files, 2023, PEIMS subset applied; Does not include Alt

Figure 21: 2022–2023 TELPAS Listening Proficiency Ratings for EB students by Grade Level
Percentage Students Achieving Beginning, Intermediate, Advanced, & Advanced High Proficiency Levels



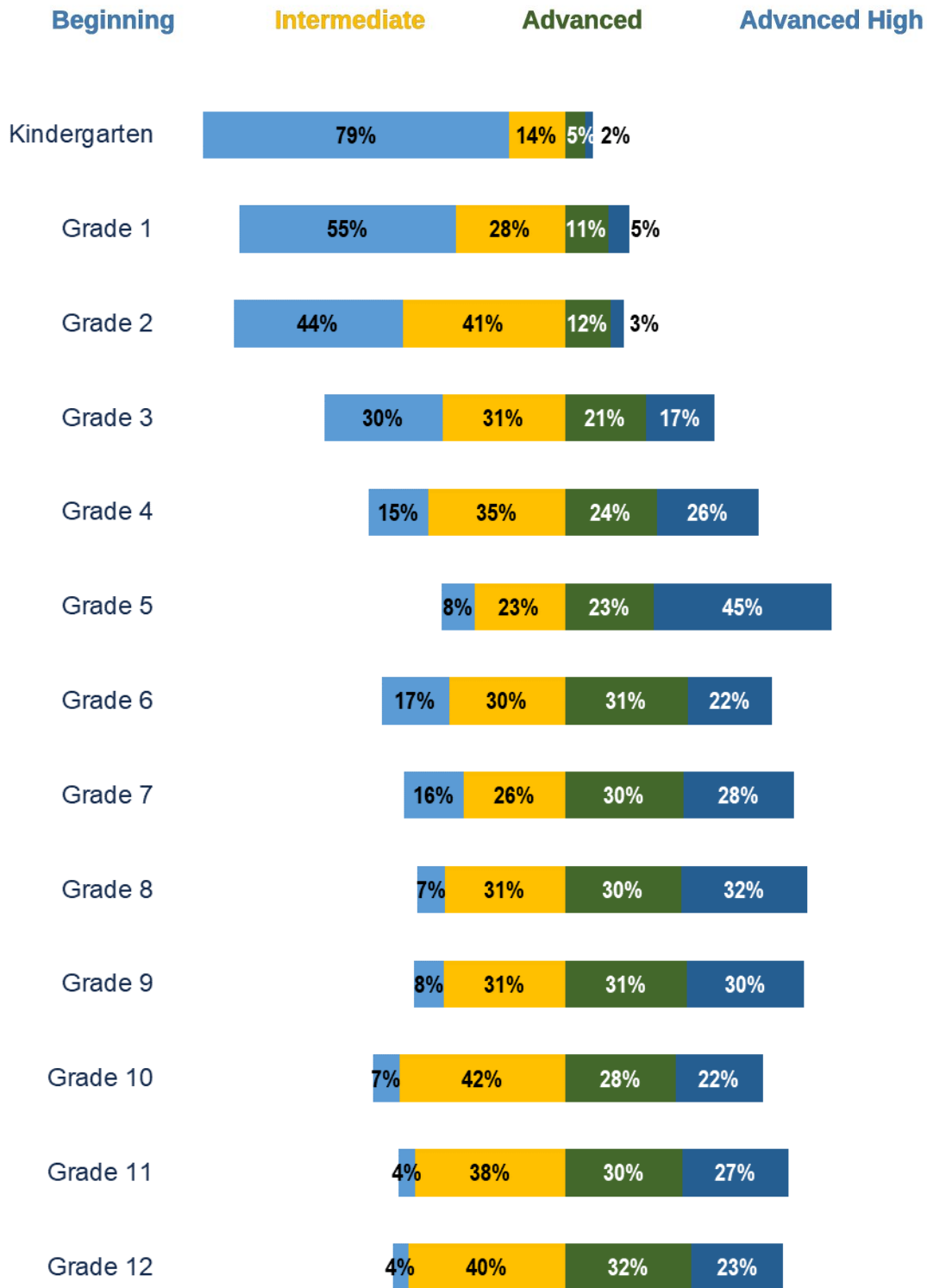
Source: TELPAS Student Data Files, 2023, PEIMS subset applied; Does not include Alt

Figure 22: 2022–2023 TELPAS Writing Proficiency Ratings for EB students by Grade Level
Percentage Students Achieving Beginning, Intermediate, Advanced, & Advanced High Proficiency Levels



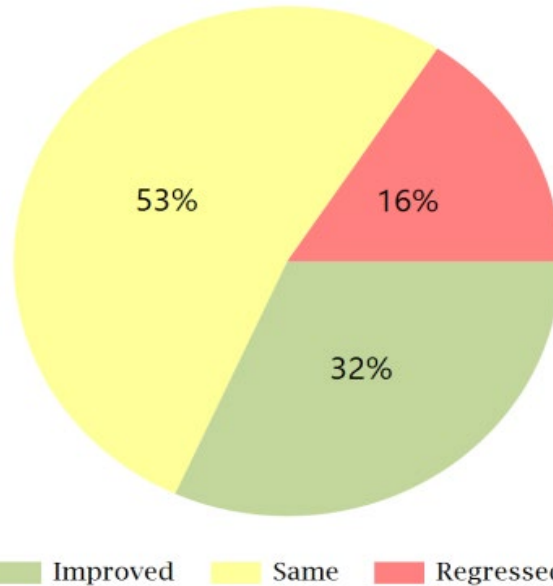
Source: TELPAS Student Data Files, 2023, PEIMS subset applied; Does not include Alt

**Figure 23: 2022–2023 TELPAS Reading Proficiency Ratings for EB students by Grade Level
Percentage Students Achieving Beginning, Intermediate, Advanced, & Advanced High Proficiency Levels**



Source: TELPAS Student Data Files, 2023, PEIMS subset applied; Does not include Alt

Figure 24: 2023–2024 TELPAS Composite Rating Change

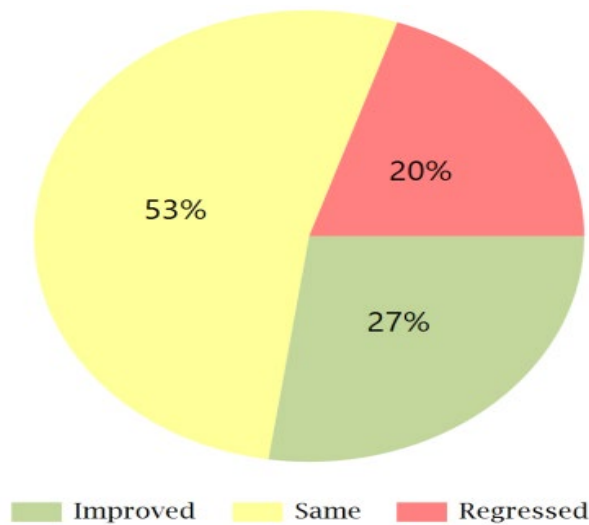


Source: TELPAS Student Data Files, 2024, PEIMS subset applied; Does not include Alt

Points to Consider:

- A 5% higher percentage of Emergent Bilingual students improved their composite rating from 27% in School Year 2022-2023 to 32% in School Year 2023-2024.
- A 4% lower percentage of Emergent Bilingual students regressed their composite rating from 20% in School Year 2022-2023 to 16% in School Year 2023-2024.

Figure 25: 2022–2023 TELPAS Composite Rating Change



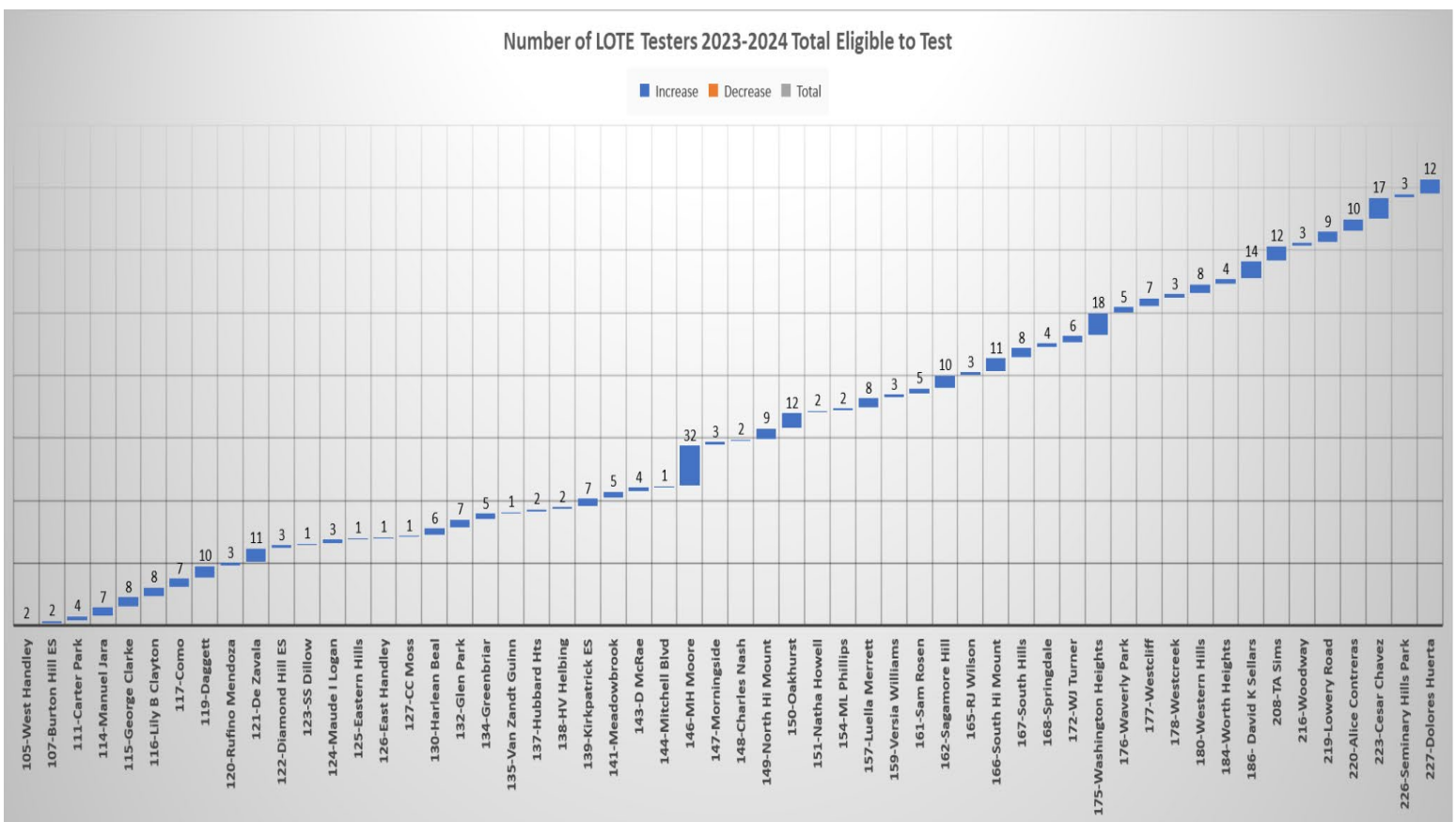
Source: TELPAS Student Data Files, 2023, PEIMS subset applied; Does not include Alt



Dual Language LOTE Credit

EB Students who participate in One-Way Dual language or Two-Way Dual Language for 5 consecutive years, earn a meets or higher on STAAR Reading(English), score proficient on LAS Links Español Reading and Speaking, and earn a composite score of Advanced High on TELPAS(EB/DL Students only), may earn High School Languages Other than English(LOTE) HS credit for Spanish I. The following chart provides information on the Dual Language Campuses who had LOTE credit eligible students. MH Moore had the highest number of eligible students. There were over 300 students eligible to be assessed for High School LOTE.

Figure 26: 2023-2024 Total LOTE Credit Eligible 5th Grade Dual Language



Reclassification:

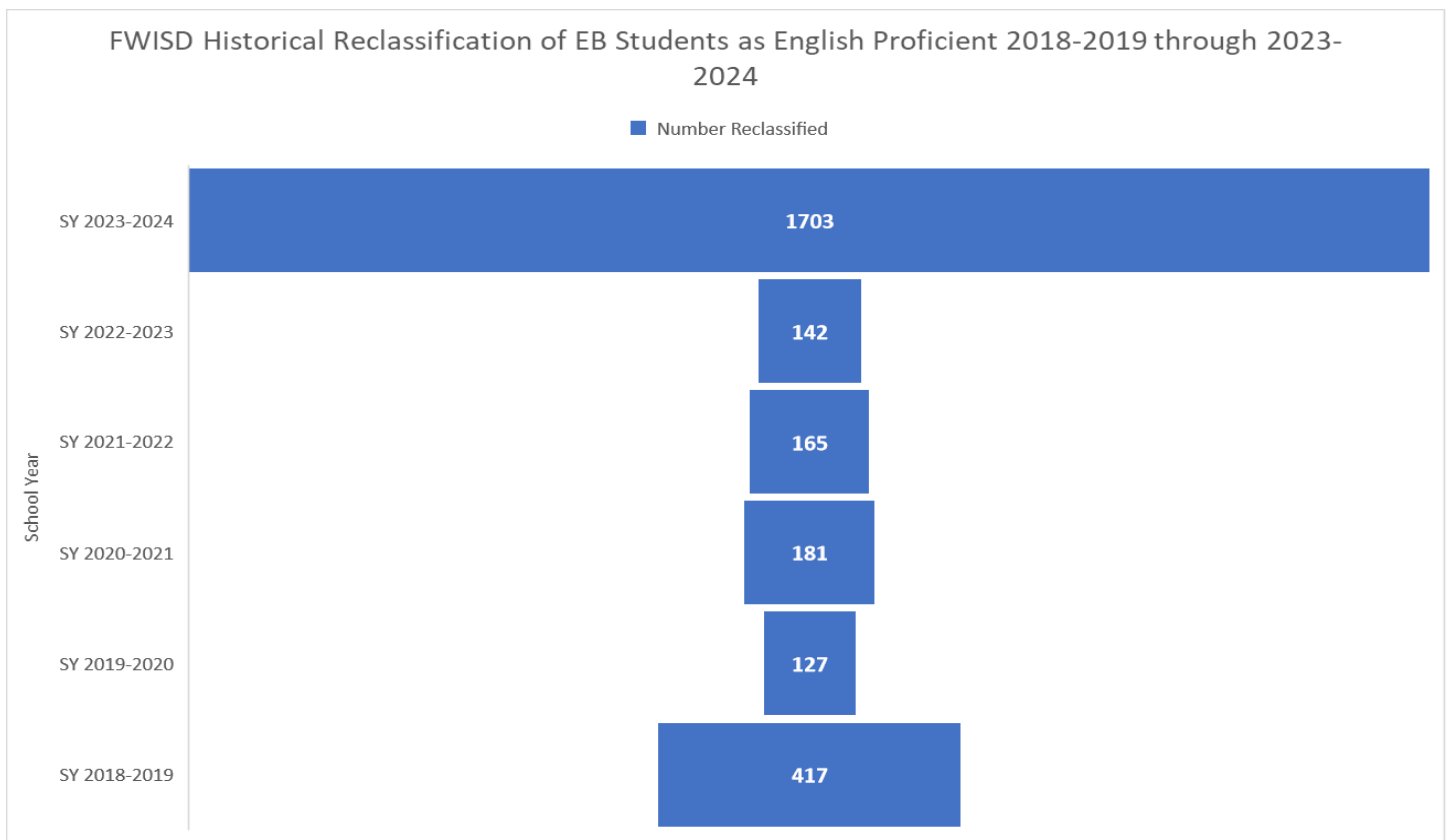
Annually students who meet the following reclassification criteria will no longer be coded as Emergent Bilingual. There are three criteria that must be met:

- **English Proficiency**
- TELPAS Composite Score of Advanced High
- **Grade level reading achievement:**
- Approaches or higher on English Reading STAAR
- **Teacher Subjective Evaluation**

Once students meet the reclassification criteria they are monitored for two years after reclassification and if the student is failing the LPAC shall review grades and determine if the failure is due to language acquisition needs the LPAC may reconsider placement in bilingual or ESL program.

In 2023-24 there were 1703 students who met reclassification criteria, or 8.298% up from 142 students in 2022-23 or .829%. Before the 2023-24 school year the most students to reclassify as English proficient was in 2018-19 with 417 students or 2.7%.

Figure 27: FWISD Historical Reclassification of EB Students as English Proficient 2018-2019 through 2023-2024



	SY 2023-2024	SY 2022-2023	SY 2021-2022	SY 2020-2021	SY 2019-2020	SY 2018-2019
■ % Reclassified	8.298	0.829	0.994	1.137	0.791	2.737
■ Number Reclassified	1703	142	165	181	127	417

Table 4: Reclassification by Campus

Loc ID	Campus	NForecastedReclass	N_ReclassFlag	Increase or Decrease
		2023-24	2022-23	
1	Carter-Riverside HS	35	1	↑
2	Arlington Heights HS	22	5	↑
3	South Hills HS	77	7	↑
4	Diamond Hill-Jarvis HS	20	3	↑
5	Dunbar HS	4	0	↑
6	Eastern Hills HS	15	1	↑
8	North Side HS	40	3	↑
9	Polytechnic HS	26	0	↑
10	Paschal HS	31	5	↑
11	Trimble Tech HS	81	7	↑
14	Southwest HS	18	1	↑
15	Western Hills HS	11	3	↑
16	O.D. Wyatt HS	6	2	↑
19	Metro HS	1	0	↑
21	Success HS	0	0	▬
24	Detention Ctr.	0	0	▬
26	Jo Kelly School	0	0	▬
35	Transition Ctr.	0	0	▬
40	JJAEP	0	0	▬
42	Daggett MS	22	0	↑
43	Wedgwood 6th	5	0	↑
44	J.P. Elder MS	30	3	↑
45	Forest Oak MS	23	1	↑
48	William James MS	32	1	↑
49	Kirkpatrick MS	20	0	↑
50	McLean MS	58	0	↑
51	Meacham MS	28	0	↑
52	Meadowbrook MS	23	0	↑
53	Monnig MS	7	1	↑
54	Morningside MS	8	0	↑
55	Applied Learning Acad.	23	0	↑

Table 4: Reclassification by Campus

Loc ID	Campus	NForcastedReclass	N_ReclassFlag	Increase or Decrease
		2023-24	2022-23	
56	Riverside MS	19	1	↑
57	Rosemont MS	81	1	↑
58	Stripling MS	32	5	↑
59	J.M. Jacquet MS	23	0	↑
60	Wedgwood MS	11	0	↑
61	Leonard MS	3	0	↑
62	INA	0	0	▬
64	Glencrest 6th	N/A	1	▬
69	McLean 6th	25	7	↑
70	Jean McClung MS	6	1	↑
71	Benbrook MS/HS	24	0	↑
81	YWLA	42	10	↑
82	TABS	33	1	↑
83	YMLA	27	2	↑
84	World Languages Institute	71	5	↑
85	Trammell Creek Collegiate HS	30	3	↑
86	Trammell Creek Collegiate HS	20	6	↑
87	I.M. Terrell Academy	13	3	↑
101	Alice Carlson ALC	1	0	↑
103	Benbrook ES	0	0	▬
105	West Handley ES	3	0	↑
107	Burton Hill ES	3	1	↑
110	Carroll Peak ES	11	2	↑
111	Carter Park ES	2	0	↑
114	Manuel Jara ES	22	0	↑
115	George C. Clarke ES	8	0	↑
116	Lily B. Clayton ES	3	1	↑
117	Como ES	7	0	↑
118	Hazel Harvey Peace ES	1	0	↑
119	Daggett ES	12	1	↑

Table 4: Reclassification by Campus

Loc ID	Campus	NForcastedReclass	N_ReclassFlag	Increase or Decrease
		2023-24	2022-23	
120	Rufino Mendoza ES	6	0	↑
121	De Zavala ES	11	1	↑
122	Diamond Hill ES	8	1	↑
123	S.S. Dillow ES	3	0	↑
124	Maude I. Logan ES	2	1	↑
125	Eastern Hills ES	3	0	↑
126	East Handley ES	8	1	↑
127	Christene C. Moss ES	3	0	↑
129	John T. White ES	0	0	↓
130	Harlean Beal ES	11	0	↑
132	Glen Park ES	21	0	↑
133	W.M. Green ES	0	0	↑
134	Greenbriar ES	8	0	↑
135	Van Zandt-Guinn ES	1	0	↑
137	Hubbard Heights ES	11	0	↑
138	H.V. Helbing ES	8	2	↑
139	Kirkpatrick ES	10	1	↑
141	Meadowbrook ES	10	1	↑
143	D. Mcrae ES	11	0	↑
144	Mitchell Blvd. ES	4	0	↑
146	M.H. Moore ES	13	3	↑
147	Morningside ES	7	1	↑
148	Charles Nash ES	6	0	↑
149	North Hi Mount ES	4	1	↑
150	Oakhurst ES	32	1	↑
151	Natha Howell ES	6	1	↑
152	Oaklawn ES	1	0	↑
153	A.M. Pate ES	9	0	↑
154	M.L. Phillips ES	1	0	↑
156	Ridglea Hills ES	1	0	↑
157	Luella Merrett ES	13	3	↑
159	Versia Williams ES	2	0	↑

Table 4: Reclassification by Campus

Loc ID	Campus	NForcastedReclass	N_ReclassFlag	Increase or Decrease
		2023-24	2022-23	
160	Maudrie M. Walton ES	4	0	↑
161	Sam Rosen ES	9	2	↑
162	Sagamore Hill ES	15	0	↑
163	Bruce Shulkey ES	6	0	↑
165	Richard J. Wilson ES	16	1	↑
166	South Hi Mount ES	14	3	↑
167	South Hills ES	16	1	↑
168	Springdale ES	19	1	↑
169	Sunrise-McMillan ES	4	0	↑
171	Tanglewood ES	3	0	↑
172	W.J. Turner ES	4	0	↑
175	Washington Heights. ES	6	0	↑
176	Waverly Park ES	5	1	↑
177	Westcliff ES	16	3	↑
178	Westcreek ES	6	0	↑
180	Western Hills ES	2	2	↑
184	Worth Heights ES	6	0	↑
186	David K. Sellars ES	5	0	↑
187	J.T. Stevens ES	1	0	↑
188	Atwood McDonald ES	0	0	↑
190	Riverside ALC	6	0	↑
194	Daggett Montessori	13	1	↑
206	Bill J. Elliott ES	0	0	▬
207	Westpark ES	3	1	↑
208	T.A. Sims ES	10	1	↑
209	Edward J. Briscoe ES	2	1	↑
210	Cook Childrens Medical	0	0	▬
216	Woodway ES	7	3	↑
219	Lowery Road ES	5	3	↑
220	Alice Contreras ES	11	3	↑
222	Clifford Davis ES	0	0	▬
223	Cesar Chavez ES	21	1	↑
225	Bonnie Brae ES	2	0	↑
226	Seminary Hills Park ES	9	1	↑
227	Dolores Huerta ES	21	0	↑
229	Overton Park ES	2	0	↑
256	Rolling Hills ES	1	N/A	▬
242	Tarrant Youth Recovery	N/A	0	▬



Table 5: Professional Learning in 2023-24 for EB Programming (Pages 45-53)

EB Professional Learning 2023-2024						
Title	Date	AM/PM	Hours	Max Seating	Enrolled	Attended
BIL: DL Academy PK-5th	7/13/2023	All Day	6	100	68	55
ESL: Scaffolding Tier 1 Instruction for Elementary EB K-5	7/18/2023	AM	3	35	33	33
ESL: Scaffolding Tier 1 Instruction for Elementary EB 6-12	7/18/2023	AM	3	20	7	4
ESL: Scaffolding Tier 1 Instruction for Elementary EB K-5	7/18/2023	PM	3	20	17	9
ESL: Scaffolding Tier 1 Instruction for Elementary EB 6-12	7/18/2023	PM	3	20	2	2
ESL: Gran Via Pro ESL 154 Day 1 of 2	7/21/2023	All Day	6	24	17	6
ESL: Gran Via Pro ESL 154 Day 2 of 2	7/22/2023	All Day	6	24	17	6
ESL: Creating Critical Reading, Writing, Listening and Speaking Strategies Using ELPS	7/25/2023	AM	3	40	39	29
ESL: ESL Academy K-12	7/25/2023	All Day	6	45	45	32
Bil: SLAR Writing K-2 Amplify	7/27/2023	AM	3	30	27	22
Bil: SLAR Writing 3-5 Amplify	7/27/2023	PM	3	30	19	14
DSC - BIL: DL Academy K-5	8/8/2023	AM	3	115	111	96
DSC - ESL: Content Based Language Instruction (K-5)	8/8/2023	AM	3	100	64	63
DSC - Secondary Emergent Bilinguals (6-12)	8/8/2023	AM	3	90	16	14



DSC: - Bil: DL Academy (K-5)	8/8/2023	PM	3	100	38	35
DSC - ESL: Content Based Language Instruction (K-5)	8/8/2023	PM	3	100	68	67
DSC - Secondary Emergent Bilinguals (6-12)	8/8/2023	PM	3	30	7	2
EB: Habits of Discussion and Talk, Read, Talk, Write	8/25/2023	All Day	6	15	15	13
ESL: Appy Hour (K-12) Part 1 (Virtual Course)	8/31/2025	PM	3	75	51	23
EB: Habits of Discussion Day 1 of 2) TRTW (9/21/23 Day 2)	9/1/2023	AM	3	125	55	55
EB: Common Understanding of GT Students Day 1 of 2	9/8/2023	All Day	6	15	14	14
ESL: EB Dept./Success HS/RLS Teachers Habits of Discussions	9/12/2023	AM	3	30	8	8
BIL/ESL: DL Commitment: Using/Translanguaging Using the FWISD Simultaneous Bilingual Model [K-5 Teachers/Coaches] Virtual	9/14/2023	PM	3	30	11	6
EB: DL/ESL Elementary Lead Teacher Training Session SY23-24 (Virtual)	9/20/2023	PM	3	85	78	78
ESL: 3 Day Course - GranVia Pro ESL 154 Certification Prep Course (Virtual)[Sept. 20, 21 & 23]	9/20/2023	PM	3	30	10	7
EB: Talk, Read, Talk Write (Day 2)	9/21/2023	AM	3	125	72	71
EB: Nature and Needs of GT Students Day 2 of 2	9/22/2023	All Day	6	15	15	15
ESL: TRTW for Jacquet Martin MS Teachers ONLY	9/26/2023	AM	3	55	43	39
BIL: Amplify Texas Dual Language for 3-5 Grade Teachers: ELAR/SLAR Bilingual Program Overview (In-Person)	9/27/2023	PM	3	30	2	2
BIL: Amplify Texas Dual Language for K-2 Grade Teachers: ELAR/SLAR Bilingual Program Overview (In-Person)	9/27/2023	PM	3	30	3	3



BIL: Amplify Texas Dual Language for K-5 Grade Teachers: ELAR/SLAR - SoR Biliteracy (In-Person)	9/27/2023	PM	3	30	1	0
EB: Habits of Discussion for Campus Instructional Coaches	9/29/2023	AM	3	130	125	107
ESL: Appy Hour for K-12 - Part 2 (Virtual Course)	9/29/2023	PM	3	60	40	16
BIL: Amplify Texas Dual Language for 3-5 Grade Teachers: ELAR/SLAR _ Biliteracy Program Overview (Virtual)	9/30/2023	AM	3	30	12	10
BIL: Amplify Texas Dual Language for K-2 Grade Teachers: ELAR/SLAR _ Biliteracy Program Overview (Virtual)	9/30/2023	AM	3	30	14	9
BIL: Amplify Texas Dual Language for K-2 Grade Teachers: ELAR/SLAR _ Program Overview (SLAR Skills Only)(Virtual)	9/30/2023	AM	3	30	5	2
BIL: Amplify Texas Dual Language for K-5 Grade Teachers: ELAR/SLAR - SoR Biliteracy (Virtual)	9/30/2023	AM	3	30	15	13
BIL/ESL: Habits of Discussion (AM) & Talk, Read, Talk Write (PM) (In-Person) All Grade Levels	10/6/2023	All Day	6	30	12	7
BIL: DL Simultaneous Biliteracy Institute for Dual Language Teachers in Grades KG-5th (In-Person)	10/6/2023	All Day	6	30	10	8
ESL: Creating Critical Readers, Writers, Listeners and Speakers in the 6-12th Grade Classrooms Using the ELPS (In-Person)	10/6/2023	AM	3	30	10	6
ESL: Creating Critical Readers, Writers, Listeners and Speakers in the 6-12th Grade Classrooms Using the ELPS (In-Person)	10/6/2023	PM	3	30	7	6
ESL: TELPAS Basics for ESL Teachers Grades 6-12 (In-Person)	10/6/2023	PM	3	30	2	1
ESL: 2-Day Course_ Gran Via Pro ESL 154 Certification Prep Course (VIA ZOOM) (day 1 10/7 // day 2 10/14)	10/7/2023	All Day	6	30	7	3
BIL/ESL: Habits of Discussion (AM) & Talk, Read, Talk Write (PM) (In-Person)	10/9/2023	All Day	6	30	12	9



ESL: Creating Critical Readers, Writers, Listeners and Speakers in the 6-12th Grade Classrooms Using the ELPS (In-Person)	10/9/2023	AM	3	30	5	3
ESL: TELPAS Basics for ESL Teachers Grades 6-12 (In-Person)	10/9/2023	AM	3	30	8	6
ESL: Creating Critical Readers, Writers, Listeners and Speakers in the 6-12th Grade Classrooms Using the ELPS (In-Person)	10/9/2023	PM	3	30	5	4
ESL: TELPAS Basics for ESL Teachers Grades 6-12 (In-Person)	10/9/2023	PM	3	30	4	2
BIL: Amplify Texas Dual Language for 3-5 Grade Teachers: ELAR/SLAR Enhancing Planning (Virtual)	10/14/2023	AM	3	30	21	16
BIL: Amplify Texas Dual Language for K-2 Grade Teachers: ELAR/SLAR Enhancing Planning (Virtual)	10/14/2023	AM	3	30	30	23
EB: Talk, Read, Talk, Write Campus Instructional Coaches	10/20/2023	AM	3	130	125	93
BIL: Amplify Texas Dual Language for 3-5 Grade Teachers: ELAR/SLAR Enhancing Practice (Virtual)	10/28/2023	AM	3	30	16	11
BIL: Amplify Texas Dual Language for K-2 Grade Teachers: ELAR/SLAR Enhancing Practice (Virtual)	10/28/2023	AM	3	30	23	12
ESL: Appy Hour for K-12 - Part 3 (Virtual Course)	11/2/2023	PM	3	50	32	8
DSC-BIL: DL Simultaneous Biliteracy Institute Grades KG-5th (In-Person) for Network 1 ES Campuses	11/6/2023	All Day	6	200	68	59
DSC-BIL: DL Simultaneous Biliteracy Institute Grades KG-5th (In-Person) for Network 2 ES Campuses	11/6/2023	All Day	6	200	151	133
DSC-BIL: DL Simultaneous Biliteracy Institute Grades KG-5th (In-Person) for Network 3 ES Campuses	11/6/2023	All Day	6	200	106	91
DSC-BIL: DL Simultaneous Biliteracy Institute Grades KG-5th (In-Person) for Network 4 ES Campuses	11/6/2023	All Day	6	200	153	144



DSC-ESL: Secondary Newcomer & Language Center Program Teacher Academy Grades 6-12 (In-Person)	11/6/2023	All Day	6	100	72	64
BIL: Estrellita Company: Escalera 3- 5 (Virtual)	11/7/2023	PM	6	30	13	3
BIL: Estrellita Company: Fugaces 3- 5 (Virtual)	11/8/2023	PM	6	30	9	5
BIL/ESL: DL Commitment: Using Bridging/Translanguaging Using the FWISD Simultaneous Biliteracy Model for K-5th Grade Teachers and Coaches (Virtual)	11/14/2023	PM	3	50	43	26
EB: Language Goals & MTSS Training	11/16/2023	All Day	6	40	37	37
BIL: Amplify Texas ELAR/SLAR Grades 3-5 Strengthen (STAAR Reading) (1/2 Day Remote)	12/2/2023	AM	3	30	12	6
BIL: Amplify Texas SLAR Grades K-2 Strengthen (Writing) (1/2 Day Remote)	12/2/2023	AM	3	30	20	10
ESL: McLean 6th Habits of Discussion (HOD) / Talk Read Talk Write (TRTW)	12/6/2023	AM	3	35	33	29
ESL: Dunbar HS Habits of Discussion (HOD) PLD	12/13/2023	PM	3	30	18	18
Bil/ESL: The ELPS Intentional Language Development for Elementary CIC, Coaches, Principas, APs	1/9/2024	PM	3	100	55	55
Bil/ESL: The ELPS Intentional Language Development for Elementary CIC, Coaches, Principas, APs	1/10/2024	AM	3	30	12	12
Bil/ESL: The ELPS Intentional Language Development for Elementary CIC, Coaches, Principas, APs	1/11/2024	PM	3	30	4	4
ESL: Diamond Hill HS - Habits of Discussion (HOD)	1/11/2024	PM	3	100	80	59
Bil/ESL: The ELPS Intentional Language Development for Elementary CIC, Coaches, Principas, APs	1/12/2024	AM	3	30	17	17
ESL: ALA #055 Habits of Discussion (HOD) and Talk Read Talk Write (TRTW)	1/24/24	AM	3	50	33	28



BIL: Back to Basics Meet Edusmart forDL K-5 Grade Teachers	1/24/24	PM	3	30	15	15
ESL 3-Day Course Gran Via Pro ESL 154 Certification Prep Course Day 1 of 3	1/31/24	PM	3	30	4	4
ESL 3-Day Course Gran Via Pro ESL 154 Certification Prep Course Day 2 of 3	2/1/24	PM	3	30	4	4
ESL 3-Day Course Gran Via Pro ESL 154 Certification Prep Course day 3 of 3	2/3/24	PM	3	30	4	4
BIL/ESL Linguistic Accommodations for Successful Tier 1 Instruction for Leadership, Elementary CIC, Coaches, Principals, APS	2/6/24	AM	3	100	13	9
BIL/ESL Linguistic Accommodations for Successful Tier 1 Instruction for Leadership, Elementary CIC, Coaches, Principals, APS	2/8/24	AM	3	100	23	16
ESL 3-Day Course Gran Via Pro ESL 154 Certification Prep Course Day 1 of 3	2/10/24	PM	3	30	5	5
ESL 3-Day Course Gran Via Pro ESL 154 Certification Prep Course Day 2 of 3	2/12/24	PM	3	30	5	5
ESL 3-Day Course Gran Via Pro ESL 154 Certification Prep Course day 3 of 3	2/13/24	PM	3	30	5	5
ESL Trimble Tech PLD Talk Read Talk Write (TRTW)	2/13/24	PM	3	30	12	12
ESL 3-Day Course Gran Via Pro ESL 154 Certification Prep Course Day 1 of 3	2/15/24	PM	3	30	6	4
ESL 3-Day Course Gran Via Pro ESL 154 Certification Prep Course Day 2 of 3	2/16/24	PM	3	30	6	4
ESL 3-Day Course Gran Via Pro ESL 154 Certification Prep Course day 3 of 3	2/17/24	PM	3	30	6	4
ESL: ESL Institute for Teachers, Coaches and SET District Assets K-5th	2/17/24	AM	3	60	49	32
DSC-ESL: Aligning Language and Content - Using TELPAS to grow academics for ESL teachers grades 6-12	2/19/24	AM	3	25	8	6
DSC-ESL: An Assets Based Approach to Meaningful Learning /CBLI for ESL Teachers Grades 6-12	2/19/24	AM	3	25	24	20



DSC-ESL: Building with Bricks & Mortar - Vocabulary Instruction Across Content for ESL Teachers Grades 6-12	2/19/24	AM	3	25	19	15
DSC-ESL: Refugee 101 for ESL Teachers Grades 6-12	2/19/24	AM	3	25	10	7
DSC-ESL: Aligning Language and Content - Using TELPAS to grow academics for ESL teachers grades 6-12	2/19/24	AM	3	25	15	14
DSC-ESL: An Assets Based Approach to Meaningful Learning /CBLI for ESL Teachers Grades 6-12	2/19/24	AM	3	25	14	13
DSC-ESL: Building with Bricks & Mortar - Vocabulary Instruction Across Content for ESL Teachers Grades 6-12	2/19/24	AM	3	25	20	16
DSC-ESL: Aligning Language and Content - Using TELPAS to grow academics for ESL teachers grades 6-12	2/19/24	PM	3	25	13	11
DSC-ESL: An Assets Based Approach to Meaningful Learning /CBLI for ESL Teachers Grades 6-12	2/19/24	PM	3	25	12	9
DSC-ESL: Building with Bricks & Mortar - Vocabulary Instruction Across Content for ESL Teachers Grades 6-12	2/19/24	PM	3	25	14	13
DSC-ESL: Aligning Language and Content - Using TELPAS to grow academics for ESL teachers grades 6-12	2/19/24	PM	3	25	14	10
DSC-ESL: An Assets Based Approach to Meaningful Learning /CBLI for ESL Teachers Grades 6-12	2/19/24	PM	3	25	5	4
DSC-ESL: Refugee 101 for ESL Teachers Grades 6-12	2/19/24	PM	3	25	24	22
Canceled: BIL: Estrellita Company: Lunita 1-2	2/20/24	PM	3	30	0	0
Canceled: BIL: Estrellita Company: Escalera 3- 5	2/21/24	PM	3	30	0	0
Canceled: BIL: Estrellita Company: Fugaces 3- 5	2/22/24	PM	3	30	0	0
BIL: Estrellita Company: Estrellita K-1 for Dual Language Teachers Grades KG and 1st	3/2/24	AM	3	30	26	21



BIL: 4-Day Course_Gran Via Pro Bilingual 164 Certification Prep Course Day 1 of 4	3/18/24	PM	3	30	2	2
BIL: 4-Day Course_Gran Via Pro Bilingual 164 Certification Prep Course Day 2 of 4	3/19/24	PM	3	30	2	2
BIL: 4-Day Course_Gran Via Pro Bilingual 164 Certification Prep Course Day 3 of 4	3/20/24	PM	3	30	2	2
BIL: 4-Day Course_Gran Via Pro Bilingual 164 Certification Prep Course Day 4 of 4	3/21/24	PM	3	30	2	2
BIL: 3-Day Course_Gran Via Pro BTLPT + Booster (190) Certification Preparation Course Day 1 of 3	3/23/24	PM	3	30	4	3
BIL: 3-Day Course_Gran Via Pro BTLPT + Booster (190) Certification Preparation Course Day 2 of 3	3/25/24	PM	3	30	4	3
BIL: 3-Day Course_Gran Via Pro BTLPT + Booster (190) Certification Preparation Course Day 3 of 3	3/26/24	PM	3	30	4	3
ESL: 3-Day Course_Gran Via Pro ESL 154 Certification Preparation Course Day 1 of 3	4/6/24	PM	3	30	10	8
ESL: 3-Day Course_Gran Via Pro ESL 154 Certification Preparation Course Day 2 of 3	4/8/24	PM	3	30	10	8
ESL: 3-Day Course_Gran Via Pro ESL 154 Certification Preparation Course Day 3 of 3	4/9/24	PM	3	30	10	8
BIL: 3-Day Course_Gran Via Pro BTLPT + Booster (190) Certification Preparation Course Day 1 of 3	4/20/24	PM	3	30	1	1
BIL: 3-Day Course_Gran Via Pro BTLPT + Booster (190) Certification Preparation Course Day 2 of 3	4/22/24	PM	3	30	1	1
BIL: 3-Day Course_Gran Via Pro BTLPT + Booster (190) Certification Preparation Course Day 3 of 3	4/23/24	PM	3	30	1	1
ESL: 3-Day Course_Gran Via Pro ESL 154 Certification Preparation Course Day 1 of 3	5/4/24	PM	3	30	7	4
ESL: 3-Day Course_Gran Via Pro ESL 154 Certification Preparation Course Day 2 of 3	5/6/24	PM	3	30	7	4
ESL: 3-Day Course_Gran Via Pro ESL 154 Certification Preparation Course Day 3 of 3	5/7/24	PM	3	30	7	4



BIL: 3-Day Course_Gran Via Pro Bilingual 164 Certification Prep Course Day 1 of 3	5/8/24	PM	3	30	3	3
BIL: 3-Day Course_Gran Via Pro Bilingual 164 Certification Prep Course Day 2 of 3	5/9/24	PM	3	30	3	3
BIL: 3-Day Course_Gran Via Pro Bilingual 164 Certification Prep Course Day 3 of 3	5/11/24	PM	3	30	3	3
BIL: 3-Day Course_Gran Via Pro BTLPT + Booster (190) Certification Preparation Course Day 1 of 3	5/15/24	PM	3	30	3	2
BIL: 3-Day Course_Gran Via Pro BTLPT + Booster (190) Certification Preparation Course Day 2 of 3	5/16/24	PM	3	30	3	2
BIL: 3-Day Course_Gran Via Pro BTLPT + Booster (190) Certification Preparation Course Day 3 of 3	5/18/24	PM	3	30	3	2
ESL: 2 Day Course Gran Via Pro ESL 154 Certification Prep. Course Day 1 of 2	6/3/24	Virtual	3	30	17	8
ESL: 2 Day Course Gran Via Pro ESL 154 Certification Prep. Course Day 2 of 2	6/4/24	Virtual	3	30	17	8
BIL: 2-Day Course Gran Via Pro Bilingual 164 Certification Prep Course Day 1 of 2	6/5/24	Virtual	3	30	7	2
BIL: 2-Day Course Gran Via Pro Bilingual 164 Certification Prep Course Day 2 of 2	6/6/24	Virtual	3	30	7	2
BIL: 2-Day Course Gran Via Pro BTLPT 190 Certification Prep Course Day 1 of 2	6/10/24	Virtual	3	30	9	3
BIL: 2-Day Course Gran Via Pro BTLPT 190 Certification Prep Course Day 2 of 2	6/11/24	Virtual	3	30	9	3
BIL: Back to Basics Meet Edusmart for DL K-5 Grade Teachers	6/12/24	All DAY	6	100	103	97
			Total Hours	Max Seating	Enrolled	Attended
TOTALS			459	6043	3085	2496

Priority 1: Improve Student Achievement and Close Achievement Gaps House Bill 3 (HB3) Goals

Superintendent Report
Fort Worth ISD Board Meeting

Tuesday, October 22, 2024

Fort Worth
INDEPENDENT SCHOOL DISTRICT

Priority 1: Improve Student Achievement and Close Achievement Gaps

Every student in Fort Worth deserves a path to success.

We are committed to closing achievement gaps and ensuring that every child has the tools and support they need to thrive academically.

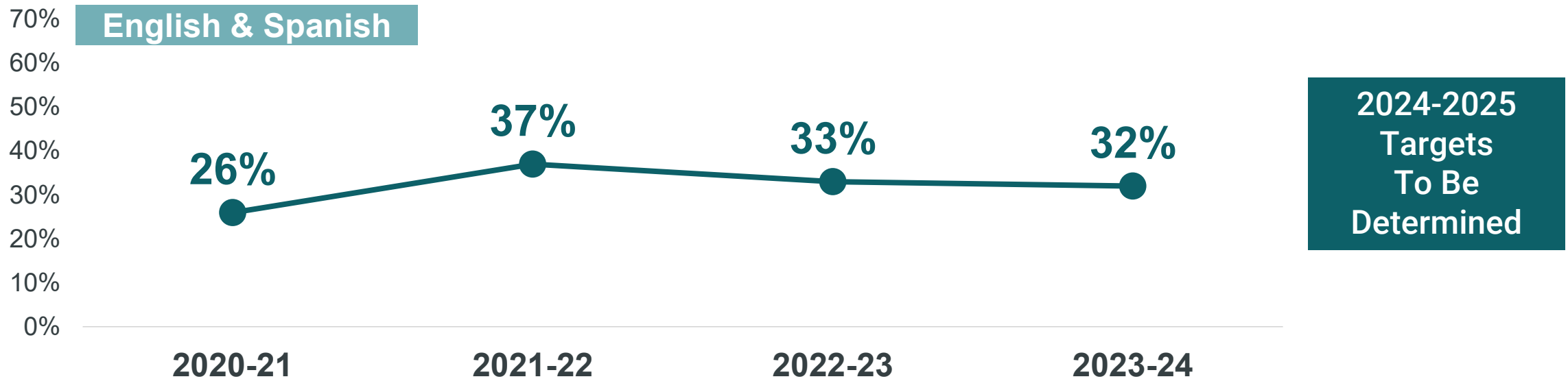


ACTIONS:

- We must make significant progress toward closing the academic gaps in our district. We will do this through targeted interventions, professional learning communities, and high-dosage tutoring.
- The district will use **data-driven decision-making** and replicate best practices from high-performing schools to improve instructional quality.

Early Literacy Student Outcome Goal

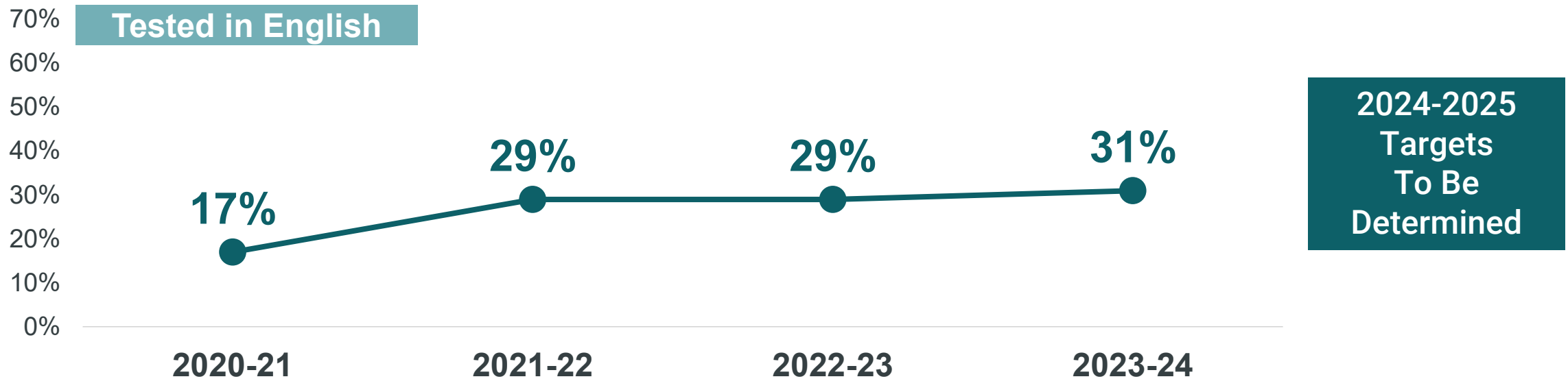
Increase the percentage of grade 3 students reaching the "Meets Grade Level or Above" standard for English Language Arts and Reading (ELAR) on STAAR.



Closing the Gaps Student Groups (End of Year 2023-2024)										
All	African American	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two More Races	Econ Disadv	EB (Current)	Special Ed
32%	23%	29%	61%	-	41%	-	35%	26%	24%	19%

Early Math Student Outcome Goal

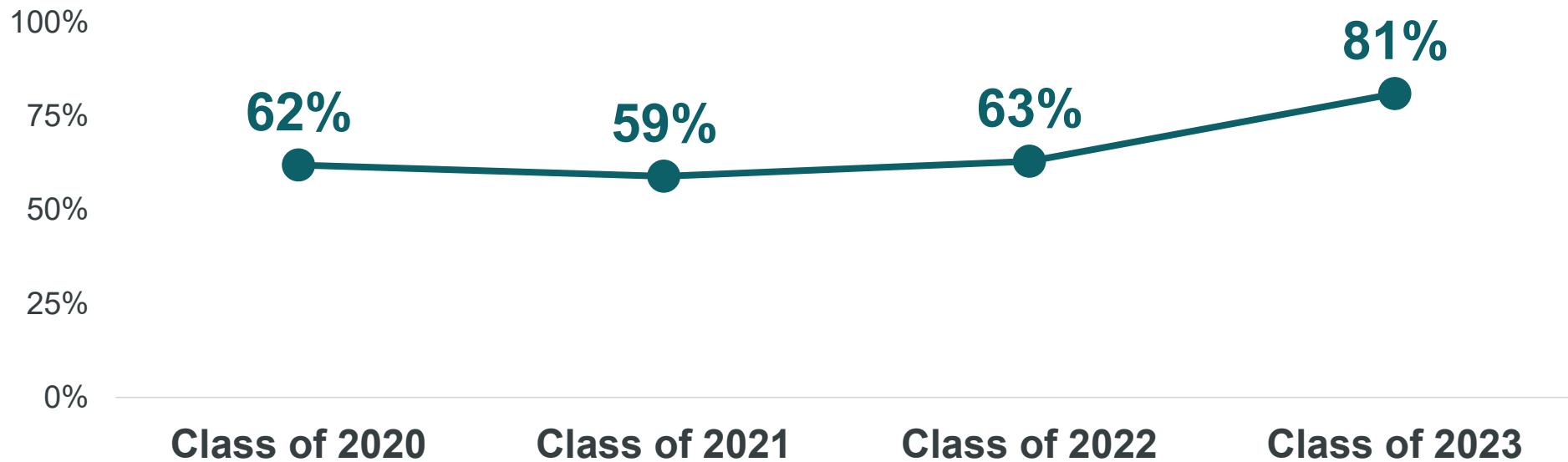
Increase the percentage of grade 3 students reaching the "Meets Grade Level or Above" standard for Math on STAAR.



Closing the Gaps Student Groups (End of Year 2023-2024)										
All	African American	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two More Races	Econ Disadv	EB (Current)	Special Ed
31%	17%	30%	59%	-	38%	-	34%	25%	28%	22%

CCMR Student Outcome Goal

Increase the percentage of graduates that meet the criteria for College, Career, or Military Readiness (CCMR).

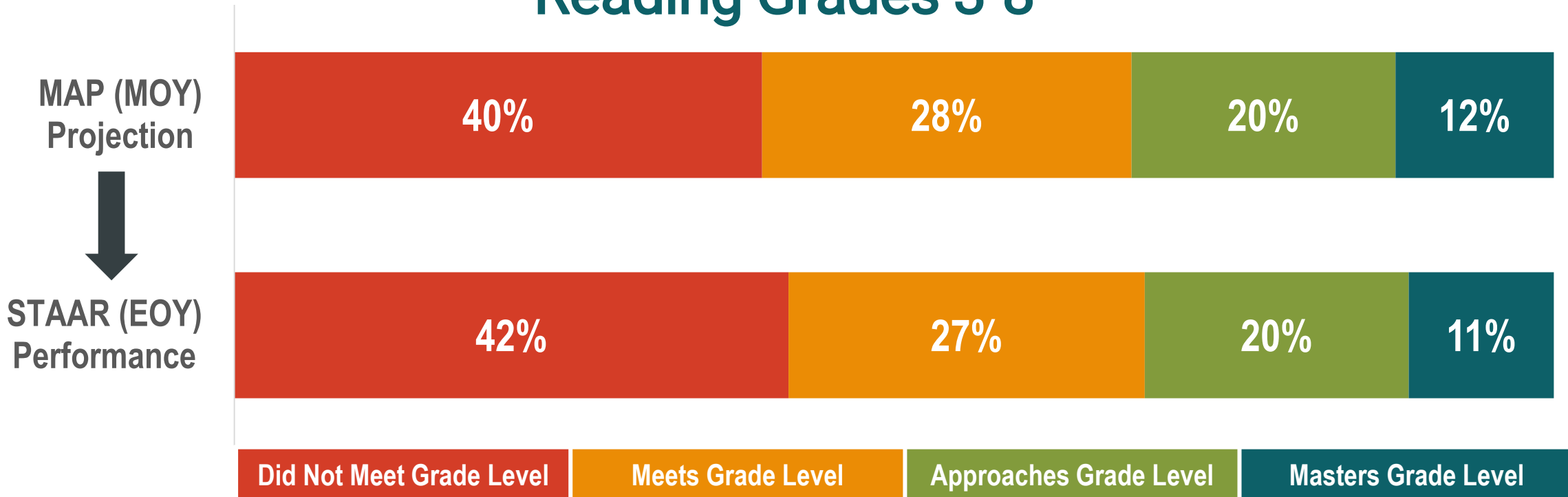


**2024-2025
Targets
To Be
Determined**

CCMR Indicators:
Dual Credit, AP, TSI
Associate Degree
Industry Certification
Military Enlistment

Closing the Gaps Student Groups (End of Year 2023-2024)										
All	African American	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two More Races	Econ Disadv	EB (Current)	Special Ed
81%	77%	81%	88%	-	88%	-	79%	80%	79%	87%

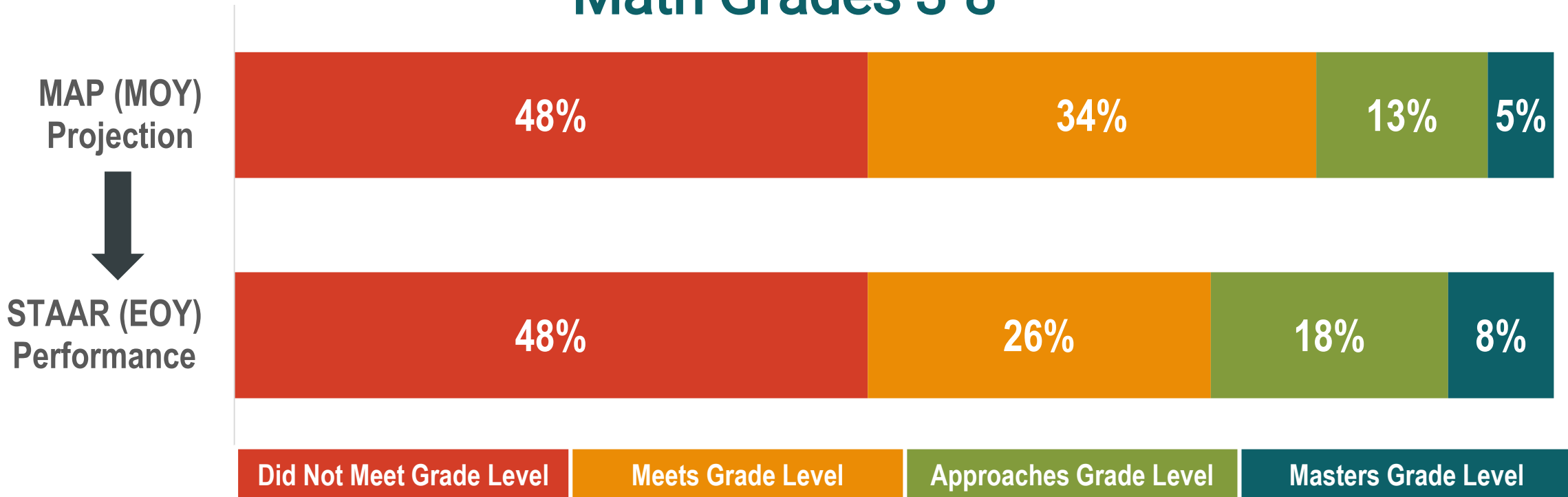
2023-2024 MAP Growth Projections and STAAR Correlations Reading Grades 3-8



MOY (Middle of Year) to EOY (End of Year)

Performance Levels are Not Cumulative; Projections are based on [NWEA Linking Study](#); Percentages may not equal 100% due to rounding.

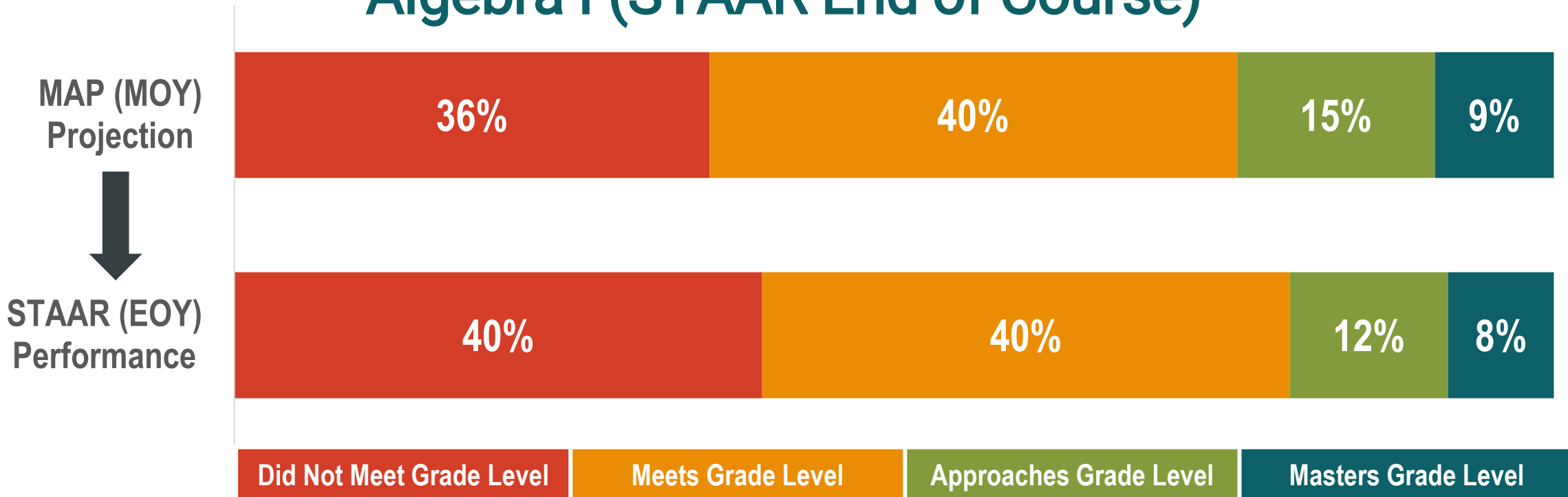
2023-2024 MAP Growth Projections and STAAR Correlations Math Grades 3-8



MOY (Middle of Year) to EOY (End of Year)

Performance Levels are Not Cumulative; Projections are based on [NWEA Linking Study](#); Percentages may not equal 100% due to rounding.

2023-2024 MAP Growth Projections and STAAR Correlations Algebra I (STAAR End of Course)



MOY (Middle of Year) to EOY (End of Year)

Performance Levels are Not Cumulative; Projections are based on [NWEA Linking Study](#); Percentages may not equal 100% due to rounding.

2024-2025 Beginning of Year (BOY)

Average RIT Score and Projected Proficiency Reading (English)

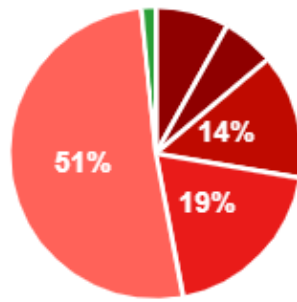
MAP Growth Average RIT Score Grades K-8			% Projected to be at Grade Level on STAAR Grades 2-8			
Student Groups	2023-2024	2024-2025	Did Not Meet	Approaches	Meets	Masters
All Students	184	185	30.3%	28.2%	26.0%	15.6%
Hispanic	185	186	32.2%	29.6%	25.8%	12.4%
African American	179	179	34.1%	31.9%	24.8%	9.2%
White	191	190	14.4%	15.9%	29.5%	40.2%
Economically Disadvantage	182	183	33.2%	32.2%	24.6%	10.1%
Emergent Bilingual	186	184	40.8%	28.2%	22.1%	8.9%
Special Education	176	178	54.4%	27.6%	12.4%	5.6%

Performance Levels are Not Cumulative; Projections are based on [NWEA Linking Study](#); Percentages may not equal 100% due to rounding.

Foundational Skills Performance Breakdown

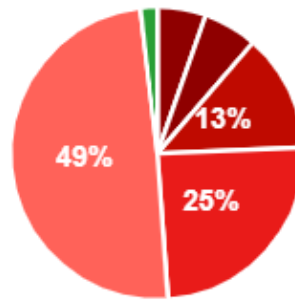
DECODING

Phonological Awareness ?



- Level 0: 8%
- Level 1: 6%
- Level 2: 14%
- Level 3: 19%
- Level 4: 51%
- Level 5: 2%

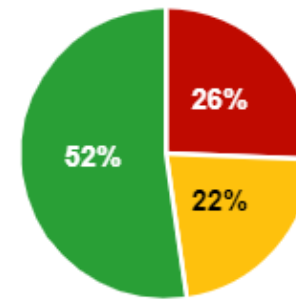
Phonics / Word Recognition ?



- Level 0: 5%
- Level 1: 6%
- Level 2: 13%
- Level 3: 25%
- Level 4: 49%
- Level 5: 2%

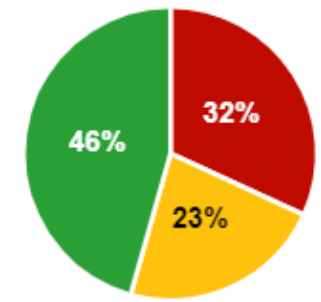
LANGUAGE COMPREHENSION

Listening Comprehension ?



- Below: 26%
- Approaching: 22%
- Meets: 52%
- Exceeds: 0%

Picture Vocabulary ?



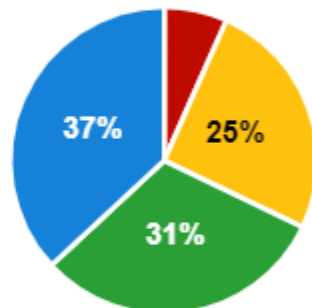
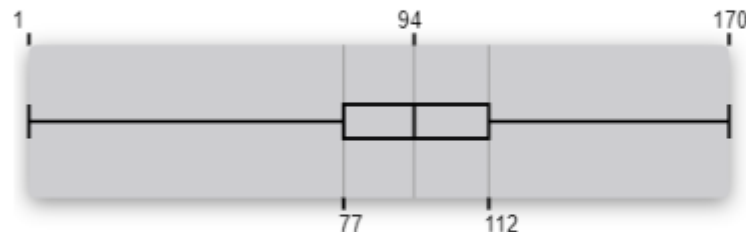
- Below: 32%
- Approaching: 23%
- Meets: 46%
- Exceeds: 0%

<https://teach.mapnwea.org/impl/InterpretiveTables.pdf>

Oral Reading Performance Breakdown

ORAL READING FLUENCY

Oral Reading Rate ?

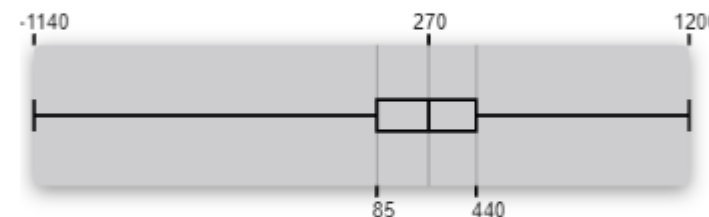


- 0% of Students
- 7% of Students
- 25% of Students
- 31% of Students
- 37% of Students

Median Score: 94
Interquartile Range: 77 to 112
Highest Score: 170
Lowest Score: 1

ORAL READING LEVEL

Lexile® Oral Reading Measure ?



Median Score: 270
Interquartile Range: 85 to 440
Highest Score: 1,200
Lowest Score: -1,140

<https://teach.mapnwea.org/impl/InterpretiveTables.pdf>

Campus Monitoring Reports



Achievement Status and Growth Summary Report

Language Arts

Term Tested: Spring 2023-2024
Term Rostered: Spring 2023-2024
District: Fort Worth ISD
School:

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 2 (Fall 2023)
 End - 32 (Spring 2024)
Optional Grouping: None
Small Group Display: No

https://dpdol.nwea.org/public/growth/GR_SampleASGProjectionandSummary.pdf

Language Arts: Reading

Student ID	Student Name	SP24 Grade	SP24 Date	Achievement Status				Growth					Comparative			
				Fall 2023		Spring 2024		Student			Comparative					
				RIT Score Range	Achievement Percentile Range	RIT Score Range	Achievement Percentile Range	Projected RIT Score	Projected Growth	Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth	Conditional Growth Index	Conditional Growth Percentile	
				***	***	185-188-192	11-15-21									
				176-180-184	13-18-24	190-193-196	18-23-30	191	11	13	4.9	2	Yes ‡	0.21	58	
				210-213-216	80-85-89	212-215-218	66-73-80	220	7	2	4.7	-5	No	-0.62	27	
				192-195-198	41-48-56	198-201-204	33-41-49	204	9	6	4.7	-3	No ‡	-0.43	33	
				197-200-203	52-60-68	206-209-212	52-60-68	208	8	9	4.9	1	Yes ‡	0.07	53	
				198-201-204	55-62-69	213-216-219	68-75-81	209	8	15	4.7	7	Yes	0.89	81	
				***	***	144-148-152	1-1-1									
				***	***	216-219-222	75-81-86									
				177-180-183	13-18-23	179-182-185	5-8-12	191	11	2	4.8	-9	No	-1.24	11	
				188-191-194	32-39-47	194-197-200	25-32-39	201	10	6	4.8	-4	No ‡	-0.5	31	
				***	***	149-153-157	1-1-1									
				174-177-180	10-13-18	199-202-205	35-43-51	189	12	25	4.8	13	Yes	1.75	96	

Student Monitoring Reports

READING

Standard Error: +/- 3.34
Possible range: 211-217
8/27/2024 - 83 minutes
Rapid-Guessing %: N/A
Est. Impact of Rapid-Guessing % on RIT: N/A
Growth: Reading 2-5 TX 2017

214

COMPARISONS

GROWTH & ACHIEVEMENT MEASURES

Norms Percentile	Quadrant Chart
GROWTH Below Mean 6TH	Achievement Above Mean 73RD
Low Growth	High Achievement

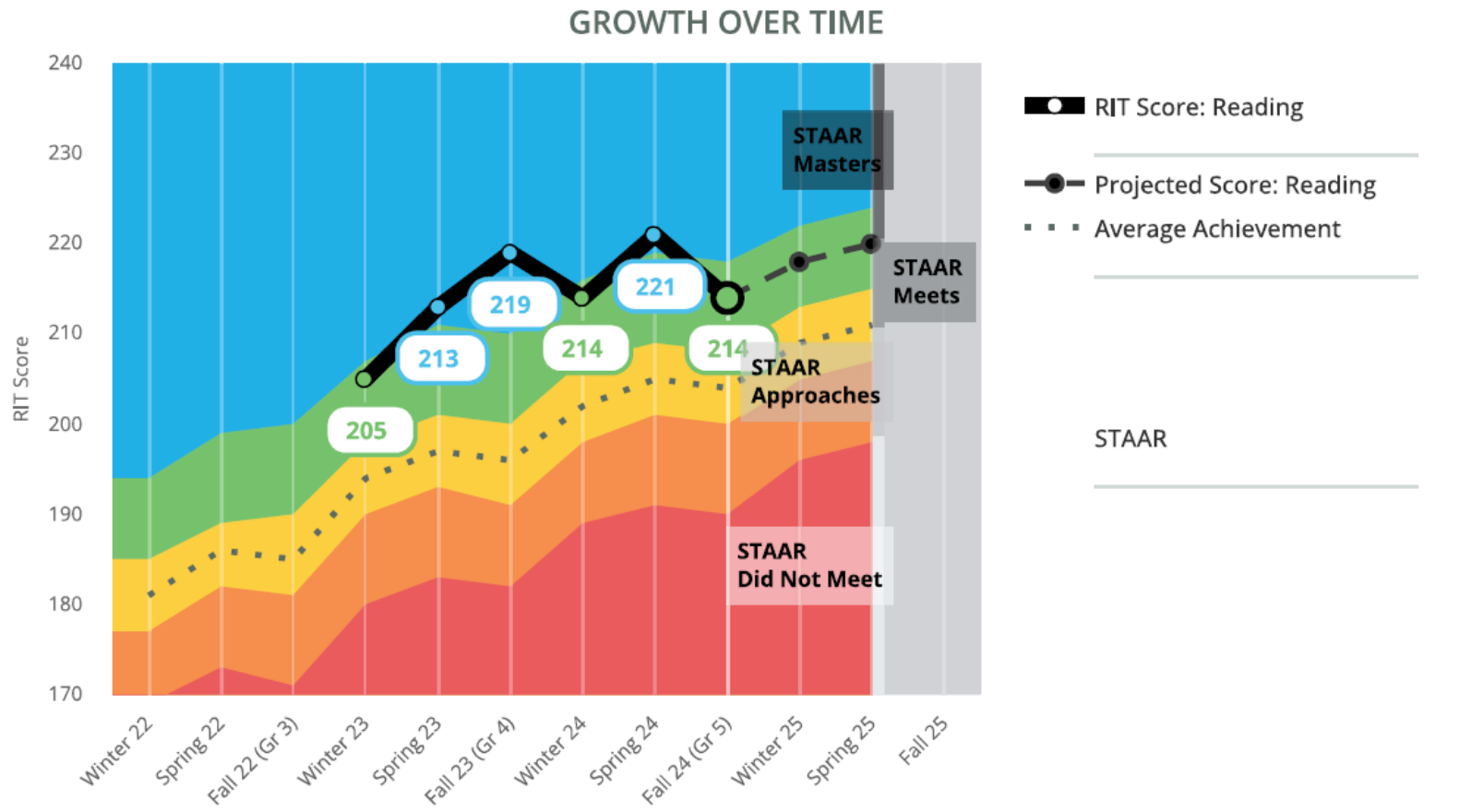
PROJECTIONS

Projected result for tests
Meets STAAR If taken in the spring
On Track 24 ACT College Readiness If taken in the spring
On Track SAT If taken in the spring

READABILITY MEASURES

Lexile*
860L - 1010L

Student Profile Report



https://dpdol.nwea.org/public/growth/GR_SampleStudentProfile.pdf

2024-2025 Beginning of Year (BOY)

Average RIT Score and Projected Proficiency Reading (Spanish)

MAP Growth Average RIT Score Grades K-5			% Projected to be at Grade Level on STAAR Grades 3-5			
Student Groups	2023-2024	2024-2025	Did Not Meet	Approaches	Meets	Masters
All Students	167	167	49.9%	29.9%	14.2%	5.9%
Hispanic	167	168	49.3%	30.4%	14.3%	6.0%
African American	150	150	*	*	*	*
White	159	158	74.7%	11.0%	11.0%	3.3%
Economically Disadvantage	167	167	51.7%	30.5%	12.4%	5.4%
Emergent Bilingual	168	168	48.6%	30.8%	14.6%	6.0%
Special Education	162	163	81.5%	14.3%	3.2%	1.1%

* Results for groups with <=10 testers not included.

Performance Levels are Not Cumulative; Projections are based on [NWEA Linking Study](#); Percentages may not equal 100% due to rounding.

2024-2025 Beginning of Year (BOY)

Average RIT Score and Projected Proficiency Math

MAP Growth Average RIT Score Grades K-12			% Projected to be at Grade Level on STAAR Grades 2-8 Algebra I							
Student Groups	2023-2024	2024-2025	Did Not Meet		Approaches		Meets		Masters	
All Students	198	198	41.1%	29.4%	29.2%	38.3%	21.6%	20.9%	8.1%	11.3%
Hispanic	199	199	41.6%	29.2%	30.8%	39.8%	21.0%	20.9%	6.5%	10.1%
African American	191	191	52.3%	37.7%	21.9%	40.7%	15.4%	16.9%	3.3%	4.8%
White	202	202	19.9%	17.4%	21.4%	26.5%	33.9%	27.9%	24.8%	28.2%
Economically Disadvantage	196	196	45.8%	32.4%	30.8%	40.1%	18.5%	19.0%	4.9%	8.4%
Emergent Bilingual	201	198	46.9%	34.0%	29.2%	37.8%	18.3%	19.6%	5.6%	8.7%
Special Education	187	188	64.4%	57.9%	21.2%	29.8%	10.4%	7.1%	4.0%	5.3%

Performance Levels are Not Cumulative; Projections are based on [NWEA Linking Study](#); Percentages may not equal 100% due to rounding.

2024-2025 Beginning of Year (BOY)

Average RIT Score and Projected Proficiency Science

MAP Growth Average RIT Score Grades 5-12			% Projected to be at Grade Level on STAAR Grades 5 and 8			
Student Groups	2023-2024	2024-2025	Did Not Meet	Approaches	Meets	Masters
All Students	204	202	60.0%	30.4%	8.0%	1.5%
Hispanic	204	202	61.4%	30.8%	7.0%	0.8%
African American	200	200	69.2%	25.5%	4.8%	0.6%
White	213	212	29.9%	39.3%	22.2%	8.7%
Economically Disadvantage	202	201	65.2%	28.7%	5.4%	0.7%
Emergent Bilingual	201	198	68.5%	25.5%	5.6%	0.5%
Special Education	195	195	76.7%	18.0%	4.6%	0.7%

Performance Levels are Not Cumulative; Projections are based on [NWEA Linking Study](#); Percentages may not equal 100% due to rounding.

Next Steps: Priority 1

Priority 1: Improve Student Achievement and Close Achievement Gaps

- ✓ Interim Assessment and Benchmark Progress Monitoring
- ✓ Support campus leaders in establishing systems that allow teachers to focus on instruction.
 - Districtwide Student Behavior Expectations (Principal Committee)
 - Student Messaging Campaign

SELF-REGULATORS



FWISD graduates know how to manage emotions and behaviors, which prepares them to handle conflict and manage stress.

EFFECTIVE COMMUNICATORS



FWISD graduates can express their thoughts and ideas, resolve conflicts, and work in collaboration with others.

EMOTIONALLY INTELLIGENT



An emotionally intelligent FWISD graduate can manage their emotions to navigate social interactions, handle conflict, and manage stress.

Moving Forward: Priority 2

Priority 2: Reengage and Realign Business and Community Partnership Programs to Support Schools

- ✓ Fort Worth After School (Filling Seats – 5,000 Total Seats Districtwide)
- ✓ United Community Centers (Filling Seats)
- ✓ Reallocate Funding to Restart the Tele-Teachers Program
- ✓ After School Meals (Communication Campaign to Increase Participation)



FREE HOMEWORK HELP FROM
CERTIFIED FWISD TEACHERS!

Tele-Teachers

Moving Forward: Priority 3

Priority 3: Organize for Effort by Assessing All Divisions of the Organization and Reorganize for Effectiveness and Efficiency

Transformation, Innovation & Accountability

District Transformation

State of the District
Systems & Function Analysis

Conduct, Monitor &
Synthesize Audits

*Set priorities, align systems, inform
transformation programs*

Transformation HUB
Action Planning &
Monitoring Systems

*Cadence by department for goals,
actions, data monitoring*

Campus Transformation

State of Schools
Data, Talent, Systems, Impact

Tiered Approach

*Classify Needs & Define Approach
Supports, programs, interventions*

Professional Development
Transformation & Improvement
Planning Cycle

Innovation

Research Current Practices,
Contractors, Programs, etc.

Research & Ensure Alignment
of all Programs to Goals

Engage national experts and
review research for
opportunities to move forward
with purpose

Accountability

Data Transparency
*Cadence of data reports for key
metrics and key stakeholders*

State of the District
with Data Relationships

Review of Current Data
Sources, uses and impact

Transformation HUB
Data Alignment/Goal
Effectiveness Monitoring

Fort Worth

INDEPENDENT SCHOOL DISTRICT

MINUTES OF THE MEETING
OF
FORT WORTH BOARD OF EDUCATION

The Board of Education of the Fort Worth Independent School District held a Regular Meeting on Tuesday, September 24, 2024.

The following is a copy of the Meeting Notice and Return which is submitted and filed as a matter of record.

MEETING NOTICE
FORT WORTH INDEPENDENT SCHOOL DISTRICT

Notice is hereby given on Tuesday, September 24, 2024, that the Board of Education of the Fort Worth Independent School District held a meeting beginning at 5:30 PM at the Fort Worth Independent School District Service Center, 7060 Camp Bowie Boulevard, Fort Worth, Texas.

Under the authority of Texas Government Code, Section 551.001, et seq., the Board, during the course of the meeting covered by this notice, may enter into closed or executive session for any of the following reasons:

1. To consult with the Board's attorney with respect to pending or contemplated litigation, or settlement offers, or on matters where the attorney's duty to the Board, pursuant to the Code of Professional Responsibility of the State Bar of Texas, clearly conflicts with the provisions of the Open Meetings Laws. Sec. 551.071
2. To discuss the purchase, exchange, lease, or value of real property. Sec. 551.072
3. To discuss negotiated contracts for prospective gifts or donations. Sec. 551.073
4. To deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee; or to hear a complaint or charge against a public officer or employee, unless such officer or employee requests a public hearing. Sec. 551.074
5. To consider the deployment, or specific occasions for implementation, of security personnel or devices. Sec. 551.076
6. To deliberate a case involving discipline of a public school child or children, unless an open hearing is requested in writing by a parent or guardian of the child; or to deliberate a case in which a complaint or charge is brought against an employee of the District by another employee and the complaint or charge directly results in a need for a hearing, unless the employee complained of or charged requests an open hearing. Sec. 551.082
7. To exclude a witness from a hearing during the examination of another witness in an investigation when the Board is investigating a matter. Sec. 551.084

All final votes, actions, or decisions on any matter discussed in closed or executive session shall be taken or made in open session.

This notice was posted and filed in compliance with the Open Meetings Law on September 21, 2024, at 5:30 p.m.

/s/ Cindy Hernandez
Coordinator
Board of Education

RETURN OF THE MEETING SEPTEMBER 24, 2024

I, Cindy Hernandez of the Fort Worth Independent School District, do verify that a copy of this notice of meeting was posted on September 21, 2024, at the Fort Worth Independent School District Service Center, 7060 Camp Bowie Boulevard, Fort Worth, Texas.

Given under my hand on September 21, 2024.

/s/ Cindy Hernandez
Coordinator
Board of Education

The following Board Members were present:

School Board President Roxanne Martinez, District 9
First Vice President Tobi Jackson, District 2
Second Vice President Dr. Michael Ryan, District 7
School Board Secretary Anael Luebanos, District 8
Trustee Dr. Camille Rodriguez, District 1
Trustee Quinton Phillips, District 3
Trustee Wallace Bridges, District 4
Trustee Kevin Lynch, District 5
Trustee Anne Darr, District 6

The following administrators were present:

Dr. Angélica M. Ramsey, Superintendent
Dr. Karen Molinar, Deputy Superintendent
Kellie Spencer, Deputy Superintendent
Mohammed Choudhury, Deputy Superintendent
Toni Cordova, Chief of Governance and Strategic Communications
Carmen Arrieta-Candelaria, Chief Financial Officer
Ramesh Krishnamurthy, Chief Technology Officer
Woodrow Bailey, Chief Talent Officer
Dr. Charles Garcia, Area Superintendent
Dr. Gracie Guerrero, Area Superintendent
Dr. Tamekia Brown, Area Superintendent
Lynda Jackson, General Counsel

1. 5:30 PM - CALL REGULAR MEETING TO ORDER - BOARD ROOM

School Board President, Roxanne Martinez called regular meeting to order at 5:31 p.m.

2. PLEDGES, VISION, AND MISSION

Led by Dunbar High School J.R.O.T.C. Cadets

3. RECOGNITIONS

A. Recognition of Student Greeters

Coordinator, Communications Department, Cesar Padilla, recognized the student greeters.

4. PUBLIC COMMENT

1. Amanda Inay
2. Christina Martini
3. Phil Arnett
4. Susan Walker
5. Scott Blanco-Davis
6. Stephanie McCartney
7. Maria Galvan
8. Sabrina Ball
9. Bradley O'Bannon
10. Megan Breedlove
11. Mia Morales
12. Israel Michel
13. Sarahi Michel
14. Hollie Plemons
15. Claudia Palacios
16. Emily Isaac
17. Missie Carra
18. Donna Collins
19. Luis Saldivar
20. Amie Super
21. Alexander Montalvo
22. Leslie Meza
23. Steven Poole

School Board President, Roxanne Martinez adjourned for Executive Session at 6:28 p.m.

5. PRESENTATION

- A. Accelerating Learning at the Core: Strengthening Tier 1 Instruction
Presenter: Mohammed Choudhury, Deputy Superintendent, Learning and Leading

[Accelerating at the Core Tier 1.pptx](#) 

This item was not addressed

6. SUPERINTENDENT REPORT

[September 2024 Board - Superintendent Update15.pdf](#) 

No comments were made.

7. COMMENTS BY BOARD MEMBERS OR SUPERINTENDENT ON CURRENT DISTRICT ACTIVITIES AND ANNOUNCEMENTS

Trustees made comments.

8. EXECUTIVE SESSION

The Board will convene in closed session as authorized by the Texas Government Code Chapter §551.

- A. Seek the Advice of Attorneys (Texas Government Code §551.071)
- B. Deliberation Regarding the Appointment, Employment, Evaluation, Reassignment, Duties, Discipline, or Dismissal of a Public Officer or Employee, Including but Not Limited to Action Items Related to the Recommendation to Terminate Certain Continuing Contract Employees for Good Cause, the Recommendation to Terminate Certain Term Contract Employees for Good Cause and the Recommendation to Terminate Certain Probationary Contract Employees for Good Cause (Texas Government Code §551.074)
 - 1. Placement of Employee on Temporary Disability Leave in Accordance with Board Policy DBB (Local)
 - 2. Termination of Chapter 21 Probationary Contract of Jerome Jones
 - 3. Discussion of Superintendent Contract
- C. Security Implementation (Texas Government §551.076)
- D. Real Property (Texas Government Code §551.072)

This meeting was reconvened at 10:13 p.m.

9. CONSENT AGENDA ITEMS

(Action by the Board of Education in adopting the "Consent Agenda" means that all items appearing herein are adopted by one single motion, unless a member of the Board requests that such item be removed from the "Consent Agenda" and voted upon separately.)

Moved by: Tobi Jackson

Seconded by: Anne Darr

Yes Anael Luebanos, Anne Darr, Dr. Camille Rodriguez, Dr. Michael Ryan, Kevin Lynch, Quinton Phillips, Roxanne Martinez, Tobi Jackson, and Wallace Bridges

Carried 9-0


Anne Darr asked to postpone Consent Agenda item 9.O. APPROVE THE APPLICATION FOR THE WAIVER OF THE 2024-2025 REQUEST FOR MAXIMUM CLASS SIZE EXCEPTION to October 22, 2024 meeting.

Anael Luebanos asked to move Consent Agenda item 9.E. APPROVE RATIFICATION OF RENTAL AUDIO AND VISUAL EQUIPMENT AND SERVICES FOR THE 2024-2025 CONVOCATION to Action

Dr. Michael Ryan asked to move Consent Agenda item 9.F. APPROVE COOPERATIVE AGREEMENT TO PROVIDE CERTAIN MEDICAL SERVICES AND PROGRAMS TO ALL FORT WORTH ISD CAMPUSES to Action

Kevin Lynch asked to move Consent Agenda item 9.K. APPROVE THE BUDGET AMENDMENT FOR PERIOD ENDING THE AUGUST 31, 2024 to Action


Governance and Strategic Communications, Toni Cordova, Chief

- A. BOARD OF EDUCATION MEETING MINUTES
[Board of Education Minutes.pdf](#) 
- B. AUGUST 8, 2024 MINUTES
[August 8 Minutes.pdf](#) 
- C. AUGUST 20, 2024 MINUTES
[August 20 Minutes.pdf](#) 

D. AUGUST 27, 2024 MINUTES

[August 27 Minutes.pdf](#) 

E. APPROVE RATIFICATION OF RENTAL AUDIO AND VISUAL EQUIPMENT AND SERVICES FOR THE 2024-2025 CONVOCATION

[Athans Audio Visual- Convocation.pdf](#)  [Athans Invoice.pdf](#)


Moved by: Anael Luebanos

Seconded by: Quinton Phillips

- | | |
|------------|--|
| Yes | Anne Darr, Dr. Camille Rodriguez, Kevin Lynch, Quinton Phillips, Roxanne Martinez, and Wallace Bridges |
| No | Anael Luebanos, Dr. Michael Ryan, and Tobi Jackson |

Carried 6-3

Administrative Services, Dr. Karen Molinar, Deputy Superintendent

F. APPROVE COOPERATIVE AGREEMENT TO PROVIDE CERTAIN MEDICAL SERVICES AND PROGRAMS TO ALL FORT WORTH ISD CAMPUSES

[092424 Consent Agenda Item - Goodside Health_updated.docx](#)
 [Goodside Health Agreement_updated 090524.pdf](#) 

Discussion: Anne Darr - What is the process for acquiring parent consent prior to medical services that will be provided on campuses?

Response: The parents have the option to complete the registration through our student enrollment. They may also choose to complete it at the time of the visit if they did not complete it during student registration. If the nurse feels the child needs a medical visit she can offer this service to the parent. Even if they have previously completed the registration the parent must give their consent to do a visit at the time of the visit. The nurse participates in the discussion with the physician through the virtual format and they also complete testing for COVID, Strep, and Flu in our clinic if advised by the physician. Nurses are able to provide medication for symptoms such as

fever, pain, etc. at the direction of the physician.

Moved by: Tobi Jackson

Seconded by: Anne Darr



Yes Anael Luebanos, Anne Darr, Dr. Camille Rodriguez, Dr. Michael Ryan, Kevin Lynch, Quinton Phillips, Roxanne Martinez, Tobi Jackson, and Wallace Bridges

Carried 9-0

- G. APPROVE WORKFORCE SOLUTIONS OF TARRANT COUNTY CONTRACT WITH FORT WORTH INDEPENDENT SCHOOL DISTRICT OFFICE OF ADULT EDUCATION FOR THE 2024-2025 ADULT EDUCATION PROGRAM

[Consent Agenda Item - Adult Education 9-24-24.docx](#)  [Fort Worth ISD AEL Contract FY 2024-2025 9-6-2024.pdf](#) 

- H. APPROVE AUTOMATED EXTERNAL DEFIBRILLATOR SERVICE BUDGET AND PURCHASE OF NEW AUTOMATED EXTERNAL DEFIBRILLATOR FOR DISTRICT



[092424 Consent Agenda - AED \(New Purchase Service Agreement\)_updated 082624.docx](#)  [AED Contract re New Purchases Service \(SOW and Deliverables\).pdf](#) 

Safety and Security, Daniel Garcia, Executive Director





- I. PURCHASE OF BIDIRECTIONAL AMPLIFIER SYSTEM FOR BENBROOK MIDDLE HIGH SCHOOL

[Bidirectional Amplifier System.pdf](#)  [Aerowave bda BMHS contract summary.pdf](#) 

- J. APPROVE MEMORANDUM OF UNDERSTANDING BETWEEN FORT WORTH ISD AND THE CITY OF BENBROOK FOR SCHOOL SECURITY SERVICES FOR THE 2024 – 2025 SCHOOL YEAR

[Benbrook RATIFICATION SRO24-25-Consent and Action Agenda_08_26_2024.docx](#)  [Benbrook Memo Of Understanding 9-18.pdf](#) 




Business and Finance, Carmen Arrieta-Candelaria, Chief Financial Officer

- K. APPROVE THE BUDGET AMENDMENT FOR PERIOD ENDING THE AUGUST 31, 2024
[Budget Amendment .pdf](#)  [Budget Amendment ending August 31, 2024.pdf](#)  [Budget Amendment ending August 31, 2024 Explanations.pdf](#)  [Budget Amendment History.pdf](#) 

Moved by: Anael Luebanos
Seconded by: Quinton Phillips

Yes Anael Luebanos, Anne Darr, Dr. Camille Rodriguez, Dr. Michael Ryan, Kevin Lynch, Quinton Phillips, Roxanne Martinez, Tobi Jackson, and Wallace Bridges

Carried 9-0

- L. APPROVE THE PURCHASE OF EXCESS WORKERS COMPENSATION INSURANCE
[CAI - Excess Workers Comp Insurance.pdf](#) 
- M. APPROVE ANNUAL COOPERATIVE FEES REPORT
[2024 Coop Fees.docx](#) 
- N. APPROVE THE PURCHASE OF CHARTER BUS SERVICES
[Charter Bus Services Consent Agenda SY 24-25.docx](#) 

Talent Management, Woodrow Bailey III, Chief Talent Officer

- O. APPROVE THE APPLICATION FOR THE WAIVER OF THE 2024-2025 REQUEST FOR MAXIMUM CLASS SIZE EXCEPTION
[Class Size Exception.pdf](#) 

Learning and Leading Division, Mohammed Choudhury, Deputy Superintendent

- P. APPROVE OPTIONAL FLEXIBLE SCHOOL DAY PROGRAM APPLICATION FOR THE 2024-2025 SCHOOL

YEAR

[Consent Agenda- OFSDP.docx](#)  [OFSDP_09.24.24.pdf](#) 

- Q. APPROVE THE LICENSE AGREEMENT WITH MULTIPURPOSE ARENA FORT WORTH DBA TRAIL DRIVE MANAGEMENT CORP FOR THE 2025 GRADUATION COMMENCEMENT SERVICES

[Consent and Action Agenda 25 Graduation Updated.docx](#) 

[Trail Drive Mgmt Dickies Graduation Update.pdf](#) 

Discussion: Anne Darr - Are all larger-school graduations moving back to Dickies Arena?

Response: We will host graduations for all 14 comprehensive high schools (including Trimble Tech) at Dickies Arena.

Discussion: Will TCU be used? If so, how?

Response: TCU will not be used

Discussion: Will Wilkerson-Greines be used? If so, how?

Response: We will host 8 graduations at Wilkerson Greines: TCC South, Marine Creek Collegiate, TABS, WLI, IM Terrell, YMLA, YWLA, Success High School

- R. APPROVE LICENSES - WRITING ACROSS THE CURRICULUM BENCHMARK SCORING

[ThinkCERCA Consent Agenda.docx](#)  [THINKCERCA QUOTE.pdf](#) 

Discussion: Anne Darr - How is this platform aligned with the TEKS and with the expectations of the STAAR test?

Response: ThinkCERCA Alignment with TEKS:

ThinkCERCA is designed to help students develop critical reading, writing, and analytical skills that align with the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading. It focuses on:

·**Close reading and text analysis:** which aligns with TEKS expectations for analyzing complex texts and making inferences.

·**Evidence-based writing:** supporting TEKS objectives that emphasize the use of textual evidence in writing across genres.

·**Argumentation skills:** which are important for persuasive and argumentative writing tasks outlined in the TEKS.

·**Vocabulary development:** which is a key component of TEKS, particularly around understanding new words in context

and using academic vocabulary.

ThinkCERCA Alignment with STAAR:


·**STAAR question formats:** ThinkCERCA lessons mirror STAAR formats by including reading comprehension tasks, text-based multiple-choice questions, and extended responses like essays, which help prepare students for the demands of the STAAR test.

·**Skills development:** ThinkCERCA’s emphasis on using textual evidence for writing aligns with the STAAR’s focus on analytical writing, particularly for the Extended Constructed Response (ECR) items.

·**Writing in multiple genres:** The STAAR test assesses students’ ability to write in multiple formats, and ThinkCERCA includes assignments in argumentative, informative, and narrative writing, similar to STAAR expectations.

S. APPROVE RATIFICATION OF ONLINE REFERENCE DATABASES AND STREAMING MEDIA

[Consent and Action Agenda item Sept.24 1.docx](#) 

[InfobaseRenewalQuoteFortWorthIndependentSchoolDistrict-115098_2024-6-12 \(1\) \(1\).pdf](#) 

T. APPROVE MEMORANDUM OF UNDERSTANDING BETWEEN FORT WORTH INDEPENDENT SCHOOL DISTRICT AND TARRANT COUNTY COLLEGE FOR THE PATHWAYS IN TECHNOLOGY EARLY COLLEGE HIGH SCHOOL ACADEMIES

[Action and Consent Form - FWISD PTECH.docx](#)  [Amon Carter-](#)

[Riverside PTECH MOU FUA OM Renewal 5.9.24.pdf](#) 

[Diamond Hill PTECH MOU FUA OM Renewal 5.9.24.pdf](#)



 [South Hills PTECH MOU FUA OM Renewal.pdf](#) 



U. APPROVE CLINICAL AFFILIATION AGREEMENT FOR STUDENT WORK-BASED LEARNING



[Consent and Action Agenda Template Form - Texas Ortho and Spine Agreement.docx](#)  [High School Health Science](#)

[Affiliation Agreement Template 2024-Texas Orthopedic and Spine Associates.pdf](#) 

V. APPROVE THE AGREEMENT BETWEEN FWISD AND AVIATION PARTNER



[Consent and Action Agenda_CR Smith Museum.docx](#)  [Both Sign NEW Fort Worth ISD AA Smith Museum Pathway Engagement 2024-25 \(002\).pdf](#) 




- W. APPROVE CONTRACT RENEWAL AND PAYMENT OF COLLEGIATE TESTING FEES FOR STUDENTS
[PSAT SAT Order for 2024-2025.doc](#) 
[FtWorthISD_2024-2025_Path_NegTerm_CB-00036935_Final_2_CBSigned.pdf](#) 

- X. APPROVE 2024-2025 ADVANCED PLACEMENT EXAM FEE
[Consent Agenda_AP College Board Sep_24.docx](#) 
[FWISD_AP_Exam Fees Sept_2024.pdf](#) 

Operations, Kellie Spencer, Deputy Superintendent

Technology, Ramesh Krishnamurthy, Chief Information Officer

- Y. APPROVE RATIFICATION SUBSCRIPTION PURCHASE OF CLOUD CREDITS FOR DISTRICT INFRASTRUCTURE AND ACADEMIC SUPPORT
[BAC_Azure Azure Cloud Credits_9-24-24.docx](#) 
[Quote_Azure Cloud Credits_9-24-24.pdf](#) 

- Z. APPROVE PURCHASE OF FIREWALL HARDWARE AND SOFTWARE SUPPORT
[Ratification of Firewall Hardware and Software Support.pdf](#) 
[SHI Quote-25238984.pdf](#) 
[BAR_Item_September_24,_2024_-_Palo_Alto_Page_DIR.pdf](#) 

- AA. APPROVE SUBSCRIPTION PURCHASE OF DISASTER RECOVERY MANAGED SERVICES
[BAC_Azure Disaster Recovery_9-24-24.docx](#) 
[Quote_Azure Disaster Recovery_9-24-24.pdf](#) 




- AB. APPROVE RATIFICATION OF THE DISTRICT-WIDE COMPLIANCE TRAINING MANAGEMENT SYSTEM
[BAC_VectorSolutions_09242024.docx](#)  [Quote_Vector](#)

[Solutions_08312024.pdf](#)  [23-7452 Summary.pdf](#) 

- AC. APPROVE PURCHASE OF VIRTUAL SERVER ENVIRONMENT MAINTENANCE AND LICENSE SUPPORT

[Virtual Server Environment Maintenance and License Support.pdf](#)  [Carahsoft Technology Corporation.pdf](#) 
[Sequel.pdf](#) 

- AD. APPROVE SUBSCRIPTION PURCHASE OF NETWORK ELECTRONICS EQUIPMENT

[BAC_Aruba Cloud Central_9-24-24.docx](#) 
[CDW-G_Contract 081419-CDW_Sourcewell.pdf](#) 
[Quote_Aruba_24-25.pdf](#) 

Maintenance, David Guerra, Executive Director



- AE. APPROVE TESTING AND REPAIRS TO DISTRICT FACILITY BACKFLOW PREVENTERS

[Agenda - Approve Testing_Repairs to District Facility Backflow Preventers.pdf](#)  [1-A Service 24-25FY.pdf](#) 

- AF. APPROVE RATIFICATION OF FIRE ALARM AND ELEVATOR MONITORING SERVICES

[Approve Ratification of Fire Alarm and Elevator Monitoring Services.pdf](#)  [ESTIMATE_1014_from_Intrepid Security & Protection.pdf](#) 




- AG. APPROVE RATIFICATION OF EMERGENCY CAST STONE REPAIRS AT CHARLES E. NASH ELEMENTARY



[Approve Ratification of Emergency Repairs at C Nash ES.pdf](#) 
[Icon - C Nash ES - PO 82502184.pdf](#) 

Athletics, J.J. Calderon, Executive Director



- AH. APPROVE 2024-2025 UNIVERSITY INTERSCHOLASTIC LEAGUE MEMBERSHIP FEES

[2024-2025 University Interscholastic League Membership Fees.pdf](#)  [2024-25 UIL Fees List.pdf](#) 

- AI. APPROVE RATIFICATION FOR INSTALLATION OF PLAY CLOCK TIMERS AT HERMAN CLARK STADIUM AND FARRINGTON FIELD
[Approve Ratification for Installation of Play Clock Timers at Herman Clark Stadium and Farrington Field.pdf](#)  [Change Order- FWISD-Herman Clark Fiber.pdf](#)  [Change Order- FWISD- Farrington Fiber.pdf](#) 

- AJ. APPROVE SUBSCRIPTION SERVICES AGREEMENT FOR ATHLETIC COACHES AND STUDENT-ATHLETES PERFORMANCE TECHNOLOGY
[Approve Subscription Services Agreement for Athletic Coaches Student-Athletes.pdf](#)  [Quote - Hudl 24-25FY.pdf](#) 

Capital Improvement Program, Kellie Spencer, Deputy Superintendent

- AK. APPROVE THE CLOSEOUT OF THE CONTRACT WITH STEELE & FREEMAN / POST L JV AUTHORIZE FINAL PAYMENT IN CONJUNCTION WITH THE 2017 CAPITAL IMPROVEMENT PROGRAM
[APPROVE THE CLOSEOUT OF THE CONTRACT WITH STEELE FREEMAN POST L JV AUTHORIZE - Attachments.pdf](#)  [09.24.24 Final Change Order South Hills High School.pdf](#) 

10. ACTION AGENDA ITEMS

- A. Item(s) Removed from Consent Agenda

Administrative Services, Dr. Karen Molinar, Deputy Superintendent

Legal and District Records Management, Lynda Jackson, Senior Counsel

- B. Approve Proposed Termination of Certain Probationary Contract Employees for Good Cause Pursuant to Chapter 21 of the Texas Education Code
No action was taken.

- C. Approve Proposed Termination of Certain Term Contract Employees for Good Cause Pursuant to Chapter 21 of the Texas Education Code
No action was taken.

D. Approve Proposed Termination of Certain Continuing Contract Employees for Good Cause Pursuant to Chapter 21 of the Texas Education Code

No action was taken.

E. Consider and Take Action to Void the Contract of Certain Employees for Lack of Texas Educator Certification Pursuant to Chapter 21 of the Texas Education Code

No action was taken.

F. Consider and Take Action Under Board Policy DBB (Local), to Place Employee on Temporary Disability Leave

No action was taken.

G. Consider and take action to terminate the Chapter 21 probationary contract of Jerome Jones

Moved by: Anne Darr

Seconded by: Tobi Jackson

Yes Anael Luebanos, Anne Darr, Dr. Camille Rodriguez, Dr. Michael Ryan, Kevin Lynch, Quinton Phillips, Roxanne Martinez, Tobi Jackson, and Wallace Bridges

Carried 9-0

H. Consider Action on Superintendent Contract

Moved by: Kevin Lynch

Seconded by: Tobi Jackson

Yes Anael Luebanos, Anne Darr, Dr. Michael Ryan, Kevin Lynch, Quinton Phillips, Roxanne Martinez, Tobi Jackson, and Wallace Bridges

No Dr. Camille Rodriguez

Carried 8-1

Safety and Security, Daniel Garcia, Executive Director

I. APPROVE PURCHASE OF CAMERA EQUIPMENT TO

VIEW EXTERIOR DOORS AND PORTABLES

[1 Action Agenda Item - Physical Security Camera Purchase to Cover Exterior Doors rev2.pdf](#) [FtWISD Avigilon Large Box Sale-TIPS230101 revised 09052024 with shipping.pdf](#)

Moved by: Tobi Jackson

Seconded by: Anael Luebanos

Yes Anael Luebanos, Anne Darr, Dr. Camille Rodriguez, Dr. Michael Ryan, Kevin Lynch, Quinton Phillips, Roxanne Martinez, Tobi Jackson, and Wallace Bridges

Carried 9-0

Learning and Leading Division, Mohammed Choudhury, Deputy Superintendent

J. APPOINT SCHOOL HEALTH ADVISORY COUNCIL MEMBERS

[Appoint School Health Advisory Council Members.docx](#)

Discussion: Anne Darr - What is the meeting attendance record for the current SHAC member?

Response: There were 6 SHAC meetings held last year. The 22 members had an attendance rate of 78%.

Discussion: Is there a term limit for serving on the SHAC?

Response: The term of service is two years.

Kevin Lynch moved to postpone the Appointment of the School Health Advisory Council Members to the next regularly scheduled board meeting.

Kevin Lynch moved to postpone the Appointment of the School Health Advisory Council Members to the next regularly scheduled board meeting.


Moved by: Kevin Lynch

Seconded by: Dr. Michael Ryan

Yes Anael Luebanos, Anne Darr, Dr. Camille Rodriguez, Dr. Michael Ryan, Kevin Lynch, Quinton Phillips, Roxanne Martinez, Tobi

Carried 9-0

- K. APPROVE PURCHASE FOR PROFESSIONAL DEVELOPMENT AND INSTRUCTIONAL MATERIALS SUPPORTING DISCIPLINARY INSTRUCTION IN LITERACY

[Action Agenda For Renaissance.docx](#)  [RENAISSANCE QUOTE_001.pdf](#) 

Moved by: Anne Darr



Seconded by: Quinton Phillips

- Yes** Anne Darr, Dr. Camille Rodriguez, Quinton Phillips, Roxanne Martinez, Tobi Jackson, and Wallace Bridges
- No** Anael Luebanos, Dr. Michael Ryan, and Kevin Lynch

Carried 6-3

Operations, Kellie Spencer, Deputy Superintendent

Facility Planning and Rental, Mike Naughton, Executive Director

- L. APPROVE ACCESS EASEMENT AGREEMENT WITH FW CLUB LP AT 11553 BENBROOK BOULEVARD
[APPROVE ACCESS EASEMENT AGREEMENT WITH FW CLUB LP AT 11553 BENBROOK BOULEVARD.pdf](#) 
[FWISD - FW Club LP - Access Easement \[Execution\].pdf](#) 


Moved by: Dr. Michael Ryan

Seconded by: Anael Luebanos

- Yes** Anael Luebanos, Anne Darr, Dr. Camille Rodriguez, Dr. Michael Ryan, Kevin Lynch, Quinton Phillips, Roxanne Martinez, Tobi Jackson, and Wallace Bridges

Carried 9-0

Capital Improvement Program, Kellie Spencer, Deputy Superintendent


- M. APPROVE AUTHORIZATION TO NEGOTIATE AND ENTER INTO CONTRACT WITH A CONTRACTOR FOR TURNKEY FF&E SERVICES FOR WORKFORCE-BASED HIGH SCHOOL IN CONJUNCTION WITH THE 2021 CAPITAL IMPROVEMENT PROGRAM
[APPROVE AUTHORIZATION TO NEGOTIATE AND ENTER INTO CONTRACT WITH A CONTRACTOR FOR - Attachments.pdf](#) 

Moved by: Tobi Jackson

Seconded by: Anael Luebanos

Yes Anael Luebanos, Anne Darr, Dr. Camille Rodriguez, Dr. Michael Ryan, Kevin Lynch, Quinton Phillips, Roxanne Martinez, Tobi Jackson, and Wallace Bridges

Carried 9-0

- N. APPROVE AUTHORIZATION TO NEGOTIATE WITH A CONSTRUCTION MANAGER AT RISK FOR A GMP AMENDMENT(S) FOR CONSTRUCTION SERVICES FOR MAUDRIE WALTON ELEMENTARY SCHOOL REPLACEMENT CAMPUS IN CONJUNCTION WITH THE 2021 CAPITAL IMPROVEMENT PROGRAM
[160-131 GMP for Maudrie Walton ES Replacement #2.docx](#) 

Moved by: Dr. Michael Ryan

Seconded by: Tobi Jackson

Yes Anael Luebanos, Anne Darr, Dr. Camille Rodriguez, Dr. Michael Ryan, Kevin Lynch, Quinton Phillips, Roxanne Martinez, Tobi Jackson, and Wallace Bridges

Carried 9-0

11. ADJOURN

The Regular Meeting was adjourned at 10:44 p.m.

/s/ Cindy Hernandez

Video of the meeting is available on the Board of Education website at <http://www.fwisd.org>

DRAFT

MINUTES OF THE MEETING
OF
FORT WORTH BOARD OF EDUCATION

The Board of Education of the Fort Worth Independent School District held a Special Meeting on Tuesday, September 17, 2024.

The following is a copy of the Meeting Notice and Return which is submitted and filed as a matter of record.

MEETING NOTICE
FORT WORTH INDEPENDENT SCHOOL DISTRICT

Notice is hereby given on Tuesday, September 17, 2024, that the Board of Education of the Fort Worth Independent School District held a meeting beginning at 5:30 PM at the Fort Worth Independent School District Service Center, 7060 Camp Bowie Boulevard, Fort Worth, Texas. Under the authority of Texas Government Code, Section 551.001, et seq., the Board, during the course of the meeting covered by this notice, may enter into closed or executive session for any of the following reasons:

1. To consult with the Board's attorney with respect to pending or contemplated litigation, or settlement offers, or on matters where the attorney's duty to the Board, pursuant to the Code of Professional Responsibility of the State Bar of Texas, clearly conflicts with the provisions of the Open Meetings Laws. Sec. 551.071
2. To discuss the purchase, exchange, lease, or value of real property. Sec. 551.072
3. To discuss negotiated contracts for prospective gifts or donations. Sec. 551.073
4. To deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee; or to hear a complaint or charge against a public officer or employee, unless such officer or employee requests a public hearing. Sec. 551.074
5. To consider the deployment, or specific occasions for implementation, of security personnel or devices. Sec. 551.076
6. To deliberate a case involving discipline of a public school child or children, unless an open hearing is requested in writing by a parent or guardian of the child; or to deliberate a case in which a complaint or charge is brought against an employee of the District by another employee and the complaint or charge directly results in a need for a hearing, unless the employee complained of or charged requests an open hearing. Sec. 551.082
7. To exclude a witness from a hearing during the examination of another witness in an investigation when the Board is investigating a matter. Sec. 551.084

All final votes, actions, or decisions on any matter discussed in closed or executive session shall be taken or made in open session.

This notice was posted and filed in compliance with the Open Meetings Law on September 14, 2024, at 2:00 p.m.

/s/ Cindy Hernandez
Coordinator
Board of Education

RETURN OF THE MEETING September 17, 2024

I, Cindy Hernandez of the Fort Worth Independent School District, do verify that a copy of this notice of meeting was posted on September 14, 2024, at the Fort Worth Independent School District Service Center, 7060 Camp Bowie Boulevard, Fort Worth, Texas.

Given under my hand on September 14, 2024.

/s/ Cindy Hernandez
Coordinator
Board of Education

The following Board Members were present:

School Board President Roxanne Martinez, District 9
First Vice President Tobi Jackson, District 2 *Arrived at 5:37 p.m.
Second Vice President Dr. Michael Ryan, District 7
School Board Secretary Anael Luebanos, District 8
Trustee Quinton Phillips, District 3
Trustee Wallace Bridges, District 4
Trustee Kevin Lynch, District 5
Trustee Anne Darr, District 6 * Arrived at 7:02 p.m.

The following administrators were present:

Dr. Angélica M. Ramsey, Superintendent
Dr. Karen Molinar, Deputy Superintendent
Kellie Spencer, Deputy Superintendent
Mohammed Choudhury, Deputy Superintendent
Toni Cordova, Chief of Governance and Strategic Communications
Carmen Arrieta-Candelaria, Chief Financial Officer
Ramesh Krishnamurthy, Chief Technology Officer
Lynda Jackson, General Counsel

1. 5:30 PM - CALL SPECIAL MEETING TO ORDER - BOARD ROOM

School Board President, Roxanne Martinez called the Special Meeting to order at 5:31 p.m.

2. PUBLIC COMMENT

Speakers: 1. Reed Bilz

2. Charles Bilz

3. Amanda Inay

4. Ale Checka

5. Karen Gonzalez

6. Kerri Rehmeyer

7. Hollie Plemons

8. David Martinez

9. Todd Daniel

10. Missie Carra

11. Trenace Dorsey- Hollins

12. Melony Watson

13. Michael O'Brien

14. Anabel Alvarado

15. Kathi Arocha

16. Ashley Tolliver

17. Alex Jimenez

18. Donna Collins

19. Elva Camacho

20. Amie Super

The meeting was recessed to move into Executive Session at 6:27 p.m.

3. EXECUTIVE SESSION

The Board will convene in closed session as authorized by the Texas Government Code Chapter §551.

- A. Seek the Advice of Attorneys (Texas Government Code §551.071)
- B. Deliberation Regarding the Appointment, Employment, Evaluation, Reassignment, Duties, Discipline, or Dismissal of Public Officer or Employee, Including, but Not Limited to Action Items Related to the Recommendation to Terminate

Certain Continuing Contract Employees for Good Cause, the Recommendation to Terminate Certain Term Employees for Good Cause and the Recommendation to Terminate Certain Probationary Contract Employees for Good Cause (Texas Government Code §551.074)

a. Discussion of Superintendent's performance

4. ADJOURN

The meeting was adjourned at 8:12 p.m.

/s/ Cindy Hernandez
Board of Education

Video of the meeting is available on the Board of Education website at <http://www.fwisd.org>

**CONSENT AGENDA
ITEM BOARD
MEETING October 22,
2024**

TOPIC: APPROVE PRE-K HUB PARTNER

BACKGROUND:

On October 9, 2018 the FWISD Board of Education approved policy ELA (LOCAL) providing the process for Fort Worth ISD to follow when identifying potential partnering organizations. Through our Call for Great Schools, the Fort Worth ISD seeks to partner with a highly-qualified organization to serve as an early learning hub that can bring together the services of the District and community-based child care providers to achieve the shared vision of providing access to high-quality early education in ways that best prepare children for Kindergarten.

In establishing a partnership, the District issued a local application to identify operating partners best qualified to meet the needs of the District. A rigorous review of the application was conducted by a District review team and a partner has been selected for recommendation. The Board will consider and possibly take action on the recommendation to select the partner to operate and manage a Prekindergarten (Pre-K) Partner Hub. The purpose of this action item is for the Board to consider the approval of the partner application that has been recommended by the review team. If approved, additional Board action will be required to execute final partnership agreements.

STRATEGIC GOAL:

3 - Enhance Family and Community Engagement

ALTERNATIVES:

1. Approve Pre-K Hub Partner
2. Decline to Approve Pre-K Hub Partner
3. Remand to Staff for Further Study

SUPERINTENDENT'S RECOMMENDATION:

Approve Pre-K Partner Hub

FUNDING SOURCE: *Additional Details*

No Cost Not Applicable

COST:

No Cost

VENDOR(S)/PROVIDER(S):

Not Applicable

PURCHASING MECHANISM:

Not a Purchase

PARTICIPATING SCHOOL(S)/DEPARTMENT(S)/EDUCATIONAL ENTITY:

Pre-K Partner Hub/Child Care Associates

RATIONALE:

Initiating requests for Pre-K Hub partnership provides an opportunity for Fort Worth ISD to seek highly-qualified partners to support to student learning, increase kindergarten readiness, and implement different and innovative learning methods.

The partner organization will increase enrollment in high-quality early learning, especially economically disadvantaged students, raising the percentage of students entering Kindergarten who are Kindergarten ready.

INFORMATION SOURCE:

Dr. Karen Molinar, Interim Superintendent

Fort Worth

INDEPENDENT SCHOOL DISTRICT

2024-25 Call for Great Schools Recommendation Report

Qualified Partner Recommendations

Application Overview and CGS Review Team Recommendation

Applicant Organization Name:	Child Care Associates * Will amend to "Neighborhood PreK" once the non-profit status is established
Organization Contact:	Amity Halstead
CGS Focus:	New School Model - PreK Partner Hub
Recommendation:	<input type="checkbox"/> Approve <input checked="" type="checkbox"/> Approve w/ Modifications <input type="checkbox"/> Deny
Date	Aug 29, 2024
Review Team Members/ Affiliation	Dr. Lynsey Charles, School Choice & Enrollment Director FWISD Daniel McAlister, School Choice & Enrollment Coordinator FWISD Dr. Valencia Rhines, Executive Director, School Leadership FWISD Patricia Young, Executive Director, Budget FWISD Olayinka Ojo, Executive Director, Early Learning FWISD Andres Armijo, Director, Spec Education FWISD Dr. David Saenz, Chief of Strategic Initiatives Leila Santillan, CISD Parent and VP of Operations, FW Education Partnership Ximena Antunez de Mayolo, Program Officer, Rainwater Charitable Foundation

Summary of Applicant Proposal

The mission of the proposed school, Neighborhood PreK, is to serve as a coordinating hub for a network of high-quality child care providers, promoting equitable learning opportunities for Fort Worth students. The vision is to create a coordinated 0-5 early learning ecosystem that ensures quality access for all children, regardless of neighborhood or circumstance. Together, the mission and vision statements lay the foundation for the proposal, identifying the students and community to be served and illustrating what success will look like for students; Kindergarten readiness. This approach addresses the current limitations of school-based prekindergarten by integrating community-based child care programs, thereby supporting diverse family needs and strengthening the economic model of child care providers.

2024-25 Call for Great Schools Recommendation Report

Qualified Partner Recommendations

Summary of Review Team Recommendation

The review team recommends approving the partner based on a thorough evaluation of the application. The Educational Program section of the application partially meets the standard, as the program aligns with FWISD but needs to adopt the curriculum for 3-year olds, in addition to the 4-year-old curriculum. While professional development and assessment tools are well-planned, bilingual resources and special education services require further specification. The Governance, Operating Plan, and Capacity section of the application meets the standard, with an inclusive and strategic governance plan that integrates diverse perspectives and expertise. The board-building strategy focuses on sustainability and comprehensive skill sets, with a recommendation to include a member with a background in Early Education. The Financial Plan section of the application also meets the standard, emphasizing transparent fund management and robust support for providers. It includes creating an independent entity for fund management and seeking additional seed funding to ensure long-term stability. Lastly, the FWISD Supplement section of the application meets the standard by promoting strategic collaboration and resource maximization among early childhood education providers. The plan focuses on family choice, student readiness, and teacher development, aiming to create a sustainable early learning model for Tarrant County.

Summary of Application Section Scoring & Rationale

Recommendation Report

The recommendation report is a summary of findings that determine whether the applicant has met the rigorous standard of Fort Worth ISD review. The report does not make a recommendation about matching the proposed partner with any eligible campuses. Rather, the purpose of the report is to inform the Superintendent and the Fort Worth ISD School Board about the quality of the applicant and whether the proposed plan aligns with the identified needs and priorities of the District.

This recommendation report from the evaluation team is the culmination of the Call for Great Schools (CGS) evaluation process. Based on a rigorous evaluation of the submitted proposal, the Fort Worth ISD deemed that ***the proposal meets the requirements*** to recommend Child Care Associates as a Qualified Partner as a result of the 2024 Call For Proposals (CFP) process.

Rating Characteristics

Ratings for each section are characterized below with accompanying evidence for the rating.

MEETS THE STANDARD: The response reflects a thorough understanding of key issues. It addresses the topic with specific and accurate information that shows thorough preparation; presents a clear, realistic picture of how the school expects to operate; and inspires confidence in the applicant's capacity to carry out the plan effectively.

2024-25 Call for Great Schools Recommendation Report

Qualified Partner Recommendations

PARTIALLY MEETS THE STANDARD: The response meets the criteria in some respects but lacks detail and/or requires additional information in one or more areas.

DOES NOT MEET THE STANDARD: The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; is unsuited to the mission of the authorizer or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out.

The review process culminates in a recommendation to the Superintendent, who will then decide whether to recommend the partnership to the Board of Trustees for approval.

Proposed Model - Application Executive Summary

Executive Summary

1. Mission and Vision

While interest in high-quality prekindergarten continues to grow, few leaders nationally are aware that Texas was an early mover among states in developing state-funded prekindergarten over 30 years ago. At that time, developing PreK only in elementary schools was both a reasonable and common-sense decision by policymakers. Fast forward to 2024, however, and the delivery of prekindergarten in most states looks very different. Today it is common sense policy in 34 states to more equitably include community-based child care programs in the delivery of prekindergarten (as well as in school-based settings). In Texas, FWISD is cutting-edge for its realization that it is time for our community to advance a plan that places the needs of families front and center. It is this shared vision that unites FWISD and Child Care Associates – a vision of providing high-quality services for young children during the hours and settings that families need today.

In our proposal, CCA envisions a coordinated 0-5 early learning ecosystem with quality access for all children regardless of neighborhood or circumstance.

To support this vision, CCA proposes a new school – Neighborhood PreK – with a mission of functioning as a coordinating hub for leading a network of high-quality child care providers. Neighborhood PreK is needed because child care programs were not designed into the state's delivery system of prekindergarten leaving families without local options to meet their family needs. If prekindergarten continues its current course of being only school-based, economists have advised our community that child care providers will remain economically deprived, will not increase in quality and may not be able to guarantee continued delivery of child care services that are so critically needed by families to work. By developing quality, community-based prekindergarten, we address this design flaw in our 0-5 early learning system. We also better serve the diversity of families in the community

2024-25 Call for Great Schools Recommendation Report

Qualified Partner Recommendations

and more equitably expand the reach of quality early learning.

The school mission would aim to: (a) Support the school readiness and development of children in community-based program; (b) Support differing family needs; (c) Develop early educators (along defined pathways), and (d) Strengthen the economic model of child care providers.

2. Educational Need and Anticipated Student Population

Prekindergarten partnerships will expand the reach to serve more children in the community to improve kindergarten readiness, support family choice, and help stabilize our community's child care providers. In Tarrant County, more than 80% of children under the age of five have one or both parents in the workforce. Working families of young children may struggle to take advantage of FWISD campus-based PreK because they still need care for the hours in a workday and do not have the job flexibility to get their children to and from school. Prekindergarten partnerships will allow eligible children who attend child development centers to enroll in public PreK. These children will receive full-day care at a high-quality center in a location that is convenient for the family and will be dually enrolled with FWISD. We will prioritize partnering with high-quality centers that accept children on child care scholarships, who often qualify for public PreK, to reach those children from low-income families who are considered at-risk. A challenge we may encounter is having a low number of eligible children at any participating center due to many factors. We will work with site leadership to bring awareness of the program to families to support enrollment.

3. Education Plan / School Design

CCA/Neighborhood PreK has a deep understanding that every child is a unique individual and high-quality PreK is effective in improving kindergarten readiness and student outcomes.

While most aspects of growth follow a similar pattern, we recognize that development is at the child's own rate. We believe that children learn best through play and meaningful experiences. Therefore, our task is to provide an age-appropriate environment and curriculum that is flexible enough to meet each child's individual needs, yet interesting enough to spark imagination, drive creativity, and develop a love for learning. This type of setting provides opportunities for children to develop their full potential physically, socially, emotionally, and intellectually. Classrooms will use The Creative Curriculum for Texas from the Commissioner's approved list of prekindergarten curriculums. This research-proven curriculum promotes exploration and discovery through hands-on, project-based

2024-25 Call for Great Schools Recommendation Report

Qualified Partner Recommendations

investigations that support children’s confidence, creativity, and creative thinking skills while promoting positive outcomes and aligns with Texas Prekindergarten Guidelines.

We recognize families are a child’s first teacher and together we can create an environment where children feel safe trying new activities, are encouraged in their attempts, and are praised for their accomplishments. The success of each child is rooted in building meaningful, authentic partnerships with each family. Our “whole-child, whole-family” approach ensures we are working alongside both the child and their family to create the highest quality learning environment and the most enriching school experience possible for every child we serve.

All participating centers must be a Texas Rising Star 3-or 4-Star rated center and/or meet Head Start Federal Performance Standards. To further support academic achievement beyond the high-quality standards established by the state child care rating system, Neighborhood PreK would require, participating programs to meet additional teacher qualifications, use a specific curriculum, child assessments, and participate in The Classroom Assessment Scoring System (CLASS) that are not otherwise required under the high-quality standards established by the state child care rating system.

The hub will employ certified teachers as instructional coaches to serve as supervising teachers and will ensure programmatic compliance and support classroom instruction, the developmental needs of students, and continuous quality improvement, including professional development. They will support classroom teachers who meet the criteria for a partnership teacher but may not have a BA degree or teaching credentials. This approach acknowledges the challenges posed by the teacher shortage and low wages for early educators and serves as a necessary stepping stone to enhancing instructional quality and increasing compensation for early educators.

Teachers will administer CIRCLE Progress Monitoring three (3) times a year to enrolled students to measure their progress in meeting end-of-year prekindergarten outcomes identified in the Texas Prekindergarten Guidelines. The instrument is a standardized, criterion-referenced measure that is sensitive to students' growth in skills over time and is on the current Commissioner’s list of approved prekindergarten progress monitoring instruments. Teachers will assess the key areas of social and emotional development, emergent literacy (language and communication, reading, and writing), and mathematics using both direct and observable measures. Teachers will be able to share growth with families and provide individualized activities to promote skill development at home. Along with their instructional coach, teachers will use assessment data to individualize instruction and scaffold learning to support students in obtaining the necessary skills for them to be successful in kindergarten.

2024-25 Call for Great Schools Recommendation Report

Qualified Partner Recommendations

As part of our commitment to continuous improvement, classrooms will be evaluated twice a year using The Classroom Assessment Scoring System (CLASS). CLASS is a research-based tool that measures the quality of classroom interactions, which are a proven factor in children’s academic success. These evaluations will provide detailed insights into the effectiveness of teacher-student interactions across multiple domains, such as emotional support, classroom organization, and instructional support.

The results from the CLASS evaluations will be analyzed by instructional coaches to identify strengths and areas for improvement. Based on this data, the coaches will develop tailored, data-driven coaching plans that focus on enhancing teacher-student interactions.

These plans will include specific strategies and techniques for teachers to implement in their classrooms, aimed at fostering a more supportive and effective learning environment. Regular support from instructional coaches will ensure that teachers receive ongoing guidance and feedback as they work to improve their practices. By systematically using CLASS data to inform coaching, we aim to enhance the overall quality of classroom interactions, thereby improving child outcomes in all areas. This structured approach not only supports teachers in their own individualized professional development but also ensures that our instructional practices are continually evolving and improving to meet students’ needs. The CLASS evaluations and subsequent coaching interventions will contribute to a higher standard of education and better academic success for all students in our program.

4. Leadership and Governance

Full Name	Current Job Title and Employer	Position with Proposed School
Amity Halstead	Director PreK Today LLC	Executive Director of Neighborhood PreK
Allison McCollum	Program Coordinator PreK Today LLC	Principal of Neighborhood PreK
Cheryl McGlothlin Chapman	Empire Roofing, General Manager	CCA Board Director
Ana Coscia, CPA	Baker Tilly US, Tax Principal - Private Client Services	CCA Board Director
Kim Cummings, SPHR, SCP	Children’s Health, Senior Vice- President of Human Resources	CCA Board Director
Rick Cruz, CPA	LawConnect Inc., CFO	CCA Board Director
Wilma David-May	British Petroleum	CCA Board Director
Joseph DeLeon	Texas Health Harris Methodist Hospital Fort Worth, President	CCA Board Director

Fort Worth

INDEPENDENT SCHOOL DISTRICT

2024-25 Call for Great Schools Recommendation Report

Qualified Partner Recommendations

Susan Drake, CPA	Kimbell Art Museum, Deputy Director of Finance & Administration	CCA Board Member
Melodi Faris, PhD	Texas Christian University, Adjunct Faculty, Early Childhood Education	CCA Board Member
Charles Glover, M.Ed	The Meadows Foundation, Vice President of Grants	CCA Board Member
Charles Goady, MBA	Healthcare Tech Services, President	CCA Board Member
Vernon Hilton, MBA	JP Morgan Chase, VP Wholesale Credit Division	CCA Board Member
Maura Jackson, CPA	Forvis Mazars U.S., Director	CCA Board Member
Crystal Lanphier, CPA	Finley Resources, Inc. Controller	CCA Board Member
Charleen Nelson, PHR, SHRM-SCP	Providence Health System, Director of Caregiver Relations	CCA Board Member
Alfred Saenz	Multatech, Chairman & CEO	CCA Board Member
Chris Shropshire, Ed.D.	Rainwater Charitable Foundation, Program Officer	CCA Board Member

Educational Program

Rating	<i>Partially Meets</i>	Rationale
		<p><i>The applicant has a robust system to address the educational aspect of their program, aligning with Fort Worth ISD (FWISD). They plan to use the PreK 4 Creative Curriculum for Texas for both 3 and 4-year-old students, unlike FWISD, which uses separate curricula for these age groups to provide varied units of study. The recommendation from the review committee members is for Neighborhood Pre-K to use both the 3 and the 4-year-old curricula.</i></p> <p><i>The hub will oversee professional development, including through instructional coaches. Texas Rising Star coaches will support classroom teachers with a caseload of 25-30 teachers each. They also plan to use assessment tools like Ages and Stages, similar to FWISD, although integration with FWISD's system will depend on future developments.</i></p> <p><i>For diverse student populations, the applicant will collaborate with families and instructional coaches to identify and address student needs. They did not specify the presence of bilingual teachers and additional curriculum resources may need to be procured for bilingual services. Also, Neighborhood PreK will work with FWISD's Special Education department to identify</i></p>

2024-25 Call for Great Schools Recommendation Report

Qualified Partner Recommendations

			<p>and may buy back services for students requiring specialized support. The curriculum and pedagogy align with FWISD's approach, and the addition of certified EC-2 instructional coaches will ensure consistent curriculum implementation across partner centers. They also described a progress monitoring system (BOY, MOY, EOY) similar to FWISD's, with a commitment to Professional Learning Communities (PLCs) to use data effectively to impact student outcomes.</p> <p>Throughout the planning year, the applicant will have checkpoints such as an initial draft before contract negotiations, a midpoint checkpoint by December 20, and a final plan by April 30, in which the applicant should provide details regarding professional learning content, resources and agencies.</p>
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Governance, Operating Plan, and Capacity

Governance, Operating Plan, and Capacity			
Rating	<i>Meets The Standard</i>	Rationale	<p>The core points behind the rating focus on the strategic development and governance of the new nonprofit, highlighting careful planning and inclusivity. Evidence from the application and capacity interview reveals a clear strategy for integrating diverse perspectives and expertise into the organization. The plan includes having at least one board director serve on both the new and existing boards, alongside bringing in two additional members from Blue Ribbon Child Care and input from Fort Worth, ensuring a broad and informed perspective. This approach aims to leverage a deep understanding of the field, its complexities, and future directions, reflecting a commitment to building a strong, knowledgeable foundation.</p> <p>Diversity and sustainability are key themes in the board-building strategy. The focus is on creating a board with a range of skills and experiences, including untraditional ones such as those from parents and educators, to serve the community effectively and ensure long-term success. Recruitment efforts will involve engaging with current parents, and faith-based organizations, and utilizing social media and recommendations, rather than relying solely on traditional</p>

Fort Worth

INDEPENDENT SCHOOL DISTRICT

2024-25 Call for Great Schools Recommendation Report

Qualified Partner Recommendations

			<p>vetting processes. The three (3) directors will establish a grid of criteria to guide recruitment, ensuring that the board is developed in stages with a focus on sustainability and comprehensive skill sets. This deliberate and inclusive approach is designed to create a robust governance structure that aligns with the organization's mission and goals.</p> <p>The Review Committee recommends that the start-up board include a member with a background in Early Education.</p>
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Financial Plan

Financial Plan			
Rating	Meets the Standard	Rationale	
			<p>The core points behind the rating center on the strategic management and transparent allocation of funds, coupled with robust training and support for providers. Evidence from the application and capacity interview indicates a deliberate approach to adapting the complex funding streams used by CCA, with a focus on clear reporting and stakeholder communication. The emphasis is on ensuring that providers fully understand the financial allocations and regulations affecting them, thereby fostering trust and transparency. This involves hosting public workshops, providing various forms of communication to meet the needs of different groups, and establishing clear lines of accountability and ethical standards through regular audits and open channels for feedback.</p> <p>Additionally, the plan includes creating a separate, independent entity to manage the funds, ensuring clarity and isolation of financial resources. This entity will use detailed flow charts and addenda to illustrate funding processes and allocations, addressing potential ethical concerns and ensuring transparency. The strategy also involves seeking additional seed funding to mitigate initial shortfalls due to low enrollment and planning for long-term financial stability by monitoring enrollment and adjusting funding strategies accordingly. Providers will receive guidance on utilizing their funds effectively and understanding the financial impacts of student attendance. Support will be provided through business training, facilitating resources, and managing a HUB approach to ensure equitable fund distribution and operational support.</p>

Fort Worth

INDEPENDENT SCHOOL DISTRICT

2024-25 Call for Great Schools Recommendation Report

Qualified Partner Recommendations

FWISD Supplement

Rating	<i>Meets the Standard</i>	Rationale	<p><i>The core points behind the rating emphasize the strategic collaboration and resource maximization among Tarrant County’s early childhood education providers. The applicant is committed to establishing a partnership that supports family choice, student kindergarten readiness, teacher pipeline development, and increased resources for neighborhood PreK programs. This approach aims to bridge systemic gaps and create stable, long-term conditions for early learning, making Tarrant County a model for Texas. The applicant highlights the success of similar community-based PreK models in states like North Carolina and South Carolina, which have proven effective in integrating public-private partnerships for early childhood education.</i></p> <p><i>The applicant’s plan includes providing coaching through The Hub and Texas Rising Star coaches to enhance the quality of education across all locations. They emphasize the importance of tracking student progress and engaging families through structured activities and transparent communication. The plan also addresses potential challenges, such as new teachers providing assessments, by ensuring proactive communication and support. Additionally, the strategy involves addressing language barriers with translation support and leveraging Texas Rising Star requirements to enhance service quality. By focusing on provider support and community engagement, the initiative aims to create a sustainable model that benefits both students and their families, ultimately increasing the number of available seats and offering families more choices.</i></p>
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Existing Operator (If Applicable)

Rating	N/A	Rationale	<i>Not applicable for this applicant</i>
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CONSENT AGENDA ITEM
BOARD MEETING
October 22, 2024

TOPIC: APPROVE THE 2024-2025 DISTRICT IMPROVEMENT PLAN

BACKGROUND:

Texas Education Code § 11.252 states that, each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards with respect to the student achievement indicators adopted under Section 39.053 of the Texas Education Code. The district improvement plan must include provisions for:

1. A comprehensive needs assessment addressing performance on the achievement indicators, and other appropriate measures of performance, that are disaggregated by all student groups served by the district.
2. Measurable district performance objectives for all appropriate achievement indicators for all student populations and other measures of student performance that may be identified through the comprehensive needs assessment.
3. Strategies for improvement of student performance.
4. Strategies for providing to elementary school, middle school, junior high school, and high school students, those students' teachers and school counselors, and those students' parents information about higher education admissions and financial aid opportunities, including state financial aid opportunities; the need for students to make informed curriculum choices to be prepared for success beyond high school; and sources of information on higher education admissions and financial aid.
5. Resources needed to implement identified strategies.
6. Staff responsible for ensuring the accomplishment of each strategy.
7. Timelines for ongoing monitoring of the implementation of each improvement strategy.
8. Formative evaluation criteria for periodically determining whether strategies that are implemented result in the intended improvement of student performance.
9. The policy under Texas Education Code Section 38.0004 for addressing sexual abuse and other maltreatment of children. [See Board Policy FFG]
10. The trauma-informed care policy required under Texas Education Code Section 38.036. [See Board Policy FFBA]

District Improvement Plan Link: [DIP](#) (District's Intranet)

STRATEGIC GOAL:

1 - Increase Student Achievement

ALTERNATIVES:

1. Approve the 2024-2025 District Improvement Plan
2. Decline to Approve the 2024-2025 District Improvement Plan
3. Remand to Staff for Further Study

SUPERINTENDENT’S RECOMMENDATION:

Approve the 2024-2025 District Improvement Plan

FUNDING SOURCE: *Additional Details*

No Cost Not Applicable

COST:

No Cost

VENDOR(S)/PROVIDER(S):

Not Applicable

PURCHASING MECHANISM:

Not a Purchase

PARTICIPATING SCHOOL(S)/DEPARTMENT(S)/EDUCATIONAL ENTITY:

All schools and departments.

RATIONALE:

State law, Texas Education Agency regulations, and District policy require that a District Improvement Plan be developed, reviewed, revised and approved annually for the purposed of improving the performance of all students.

INFORMATION SOURCE:

Dr. Karen Molinar, Interim Superintendent

CONSENT AGENDA ITEM
BOARD MEETING
October 22, 2024

TOPIC: **APPROVE BUDGET AMENDMENT FOR THE PERIOD ENDING
SEPTEMBER 30, 2024**

BACKGROUND:

The 2024-2025 General Fund was initially adopted on June 11, 2024. During the month ending September 30, 2024, requests were made by campuses and departments to transfer funds between functions for the General Fund, as reflected on the spreadsheet provided.

All requests are necessary in the normal course of District Operations. Once amendments have Board approval, they will be posted to the General Ledger.

STRATEGIC GOAL:

2 - Improve Operational Effectiveness and Efficiency

ALTERNATIVES:

1. Approve the Budget Amendment for the Period Ended September 30, 2024
2. Decline to Approve the Budget Amendment for the Period Ended September 30, 2024
3. Remand to Staff for Further Study

SUPERINTENDENT’S RECOMMENDATION:

Approve the Budget Amendment for the Period Ended September 30, 2024

FUNDING SOURCE: *Additional Details*

General Fund

COST:

No Cost

VENDOR(S)/PROVIDER(S):

Not Applicable

PURCHASING MECHANISM:

Not a Purchase

PARTICIPATING SCHOOL(S)/DEPARTMENT(S)/EDUCATIONAL ENTITY:

School(s)/Department(s)

RATIONALE:

Education Code 44.006(b) and the State Board of Education's Financial Accounting and Reporting Resource Guide require amendment, if needed, of the annual budget by official Board action. The proposed revision complies with legal requirements.

INFORMATION SOURCE:

Carmen Arrieta-Candelaria, Chief Financial Officer, Business and Finance Division

2024-2025 General Fund

	Consolidated General Fund 2024-2025 Adopted Budget	Adjustments	Consolidated General Fund 2023-2024 Amended Budget 9/30/2024
REVENUE & OTHER SOURCES			
5700 Local Revenue	\$474,980,239	\$0	\$474,980,239
5800 State Revenue	\$335,834,798	\$0	\$335,834,798
5900 Federal Revenue	\$16,403,057	\$0	\$16,403,057
7900 Other Sources	\$0	\$0	\$0
Total Revenue & Other Sources	\$827,218,094	\$0	\$827,218,094
EXPENDITURES			
11 Instruction	\$465,354,422	\$79,232	\$465,433,654
12 Instruction Resources and Media Services	\$10,596,117	(\$75,120)	\$10,520,997
13 Curriculum and Instructional Staff Development	\$9,230,997	\$44,126	\$9,275,123
21 Instructional Administration	\$15,680,681	(\$143,355)	\$15,537,326
23 School Administration	\$50,502,537	(\$22,769)	\$50,479,768
31 Guidance and Counseling Services	\$43,158,592	\$37,411	\$43,196,003
32 Social Work Services	\$3,059,973	(\$36,962)	\$3,023,011
33 Health Services	\$12,532,797	\$98,000	\$12,630,797
34 Student Transportation	\$31,728,226	(\$155,667)	\$31,572,559
35 Food Services	\$384,036	\$4,500	\$388,536
36 Cocurricular/Extracurricular Activities	\$20,904,871	(\$2,468)	\$20,902,403
41 General Administration	\$26,790,833	(\$110)	\$26,790,723
51 Plant Maintenance and Operations	\$111,546,013	(\$5,089,020)	\$106,456,993
52 Security and Monitoring Services	\$18,016,517	\$11,632	\$18,028,149
53 Data Processing Services	\$29,567,500	\$5,248,070	\$34,815,570
61 Community Services	\$4,617,764	\$2,500	\$4,620,264
71 Debt Service	\$2,100,000	\$0	\$2,100,000
81 Facilities Acquisition & Construction	\$5,954,869	\$0	\$5,954,869
91 Contracted Instructional Services between Public Schools	\$8,154,673	\$0	\$8,154,673
95 Payments to Juvenile Justice Alt Ed Program	\$36,000	\$0	\$36,000
97 Tax Increment Financing	\$0	\$0	\$0
99 Other Intergovernmental Charges	\$3,027,907	\$0	\$3,027,907
Total Budgeted Expenditures	\$872,945,325	\$0	\$872,945,325
Total Deficit	(\$45,727,231)	\$0	(\$45,727,231)
Beginning Fund Balance (Unaudited - Estimated)	372,760,272		372,760,272
Fund Balance-Ending (Unaudited)	\$327,033,041	\$0	\$327,033,041

Explanations

September 30, 2024 Budget Amendment		Increase	Decrease	Net Effect
Function	Expenses			
11	Campus/Dept. normal course of District operations	79,232		
	Overall effect on Function 11	79,232	0	79,232
12	Campus/Dept. normal course of District operations		75,120	
	Overall effect on Function 12	0	75,120	(75,120)
13	Campus/Dept. normal course of District operations	44,126		
	Overall effect on Function 13	44,126	0	44,126
21	Fund 199 - Teacher professional learning materials		136,680	
	Campus/Dept. normal course of District operations	0	6,675	
	Overall effect on Function 21	0	143,355	(143,355)
23	Campus/Dept. normal course of District operations		22,769	
	Overall effect on Function 23		22,769	(22,769)
31	Campus/Dept. normal course of District operations	37,411		
	Overall effect on Function 31	37,411	0	37,411
32	Campus/Dept. normal course of District operations		36,962	
	Overall effect on Function 32	0	36,962	(36,962)
33	Fund 199 - Automated external defibrillators services			
	Fund 199-transfer to functions 13 and 41 to cover payroll through end of fiscal year for vacant purchase orders that have been filled.	98,000		
	Overall effect on Function 33	98,000	0	98,000
34	Fund 199 - Fleet premiums		69,824	
	Fund 199 - Tracking device for District vehicles	0	85,843	
	Overall effect on Function 34	0	155,667	(155,667)
35	Campus/Dept. normal course of District operations	4,500		
	Overall effect on Function 35	4,500	0	4,500
36	Campus/Dept. normal course of District operations		2,468	
	Overall effect on Function 36	0	2,468	(2,468)
41	Campus/Dept. normal course of District operations		110	
	Campus/Dept. normal course of District operations			
	Overall effect on Function 41	0	110	(110)
51	Fund 199 - Districtwide technology contracts for storage and software licenses		5,089,020	
	Overall effect on Function 51	0	5,089,020	(5,089,020)
52	Campus/Dept. normal course of District operations	11,632		
	Overall effect on Function 52	11,632	0	11,632
53	Fund 199 - Districtwide technology contracts for storage and software licenses	5,181,340		
	Campus/Dept. normal course of District operations	66,730		
	Overall effect on Function 53	5,248,070	0	5,248,070
61	Campus/Dept. normal course of District operations	2,500		
	Overall effect on Function 61	2,500	0	2,500
71	Over all effect on Function 71	0	0	0
	Total	5,525,471	5,525,471	0

FORT WORTH INDEPENDENT SCHOOL DISTRICT



SUMMARY OF 2024-2025 BUDGET AMENDMENTS CONSOLIDATED GENERAL FUND

	ORIGINAL	ADD/ SUBTRACT	8/31/2024	ADD/ SUBTRACT	9/30/2024
Revenue and Other Sources					
5700 Local Revenue	\$474,980,239	\$ -	\$474,980,239	\$ -	\$474,980,239
5800 State Revenue	335,174,798	660,000	\$335,834,798	\$ -	\$335,834,798
5900 Federal Revenue	\$16,403,057	\$ -	\$16,403,057	\$ -	\$16,403,057
7900 Other Sources		\$ -		\$ -	
Total Revenue & Other Sources	\$826,558,094	\$660,000.00	827,218,094	\$ -	827,218,094
Expenditures					
11 Instruction	\$ 459,832,354	\$5,522,068	465,354,422	\$ 79,232	\$465,433,654
12 Instructional Resources and Media Services	10,596,117	-	10,596,117	(75,120)	10,520,997
13 Curriculum and Instructional Staff Development	9,230,997	-	9,230,997	44,126	9,275,123
21 Instructional Administration	15,680,681	-	15,680,681	(143,355)	15,537,326
23 School Administration	50,502,537	-	50,502,537	(22,769)	50,479,768
31 Guidance and Counseling Services	43,158,592	-	43,158,592	37,411	43,196,003
32 Social Work Services	3,059,973	-	3,059,973	(36,962)	3,023,011
33 Health Services	12,532,797	-	12,532,797	98,000	12,630,797
34 Student Transportation	23,488,331	8,239,895	31,728,226	(155,667)	31,572,559
35 Food Services	384,036	-	384,036	4,500	388,536
36 Cocurricular/Extracurricular Activities	20,757,789	147,082	20,904,871	(2,468)	20,902,403
41 General Administration	26,765,833	25,000	26,790,833	(110)	26,790,723
51 Plant Maintenance and Operations	105,379,558	6,166,455	111,546,013	(5,089,021)	106,456,993
52 Security and Monitoring Services	17,969,059	47,458	18,016,517	11,632	18,028,149
53 Data Processing Services	26,117,249	3,450,251	29,567,500	5,248,071	34,815,571
61 Community Services	4,617,764	-	4,617,764	2,500	4,620,264
71 Debt Service	2,100,000	-	2,100,000	-	2,100,000
81 Facilities Acquisition & Construction	1,130,000	4,824,869	5,954,869	-	5,954,869
91 Contracted Instructional Services between Public Sch	8,154,673	-	8,154,673	-	8,154,673
95 Payments to Juvenile Justice Alt Ed Program	36,000	-	36,000	-	36,000
97 Tax Increment Financing	-	-	-	-	-
99 Other Intergovernmental Charges	2,714,103	313,804	3,027,907	-	3,027,907
Total Budgeted Expenditures	\$844,208,443	28,736,882	\$872,945,325	\$872,945,325	
Total Deficit	\$ (17,650,349)	(28,076,882)	\$ (45,727,231)	\$ (45,727,231)	
Beginning Fund Balance (Unaudited-Estimated)	372,760,272		372,760,272		372,760,272
Fund Balance - Ending (Unaudited)	\$355,109,923	(\$28,076,882)	\$327,033,041		\$327,033,041

CONSENT AGENDA ITEM
BOARD MEETING
October 22, 2024

TOPIC: APPROVE A NEW EMPLOYEE ASSISTANCE PROGRAM

BACKGROUND:

Fort Worth Independent School District established the Employee Assistance Program (EAP) in 1978 in order to support provision of a drug-free workplace. Initially, the service was designed to help employees with substance abuse related challenges that may influence their work. The program has expanded through the years. The new program will provide free, confidential assistance with personal life problems, including, but not limited to, for employees and their families:

- Marital/Relationship issues
- Psychological/Emotional issues
- Family problems
- Legal or financial concerns
- Stress from any source
- Job-performance issues
- Drug/Alcohol related problems
- Consultation regarding EAP options

The initial period of performance for this agreement will be November 1, 2024 to October 31, 2025. The agreement includes a five (5) year rate guarantee. The cost for service may fluctuate due to the change in the number of active employees for the month/year.

STRATEGIC GOAL:

2 - Improve Operational Effectiveness and Efficiency

ALTERNATIVES:

1. Approve A New Employee Assistance Program
2. Decline to Approve A New Employee Assistance Program
3. Remand to Staff for Further Study

SUPERINTENDENT’S RECOMMENDATION:

Approve A New Employee Assistance Program

FUNDING SOURCE: **Additional Details**
Internal Service Fund 753-41-6299-436

COST:

Not to exceed \$70,000

VENDOR(S)/PROVIDER(S):

Deer Oaks EAP Services

PURCHASING MECHANISM:

Competitive Solicitation
RFP 25-026

Bid/Proposal Statistics
Bid Number: 25-026
Number of Bid/Proposals received: 6
HUB Firms: 0*
Compliant Bids: 6

PARTICIPATING SCHOOL(S)/DEPARTMENT(S)/EDUCATIONAL ENTITY:

District wide

RATIONALE:

Approval of this program will provide the District with the tools to more efficiently care for the employees and their families.

INFORMATION SOURCE:

Carmen Arrieta-Candelaria, Chief Financial Officer

**CONSENT AGENDA ITEM
BOARD MEETING
OCTOBER 22, 2024**

**TOPIC: APPROVE FIRST READING - REVISIONS TO BOARD POLICIES
CDC (LOCAL)**

BACKGROUND: In order to align the policy to the administrative procedures of the District, staff is recommending that the language in Board Policy CDC (LOCAL) be changed to allow gifts or donations with a cost or market value of \$10,000 or less to be managed at the department or campus level. Gifts or donations over \$10,000 (or \$10,000.01+) would be managed at the District level.

Moving the threshold in the policy would allow the District to streamline the grant process and be more efficient in its practices.

There are currently 115 local grants with a separate fund/grant number that are currently being managed by the Grants and Development Department. About 30% of these grants fall at or below this threshold and should be placed at the department or campus level to which they pertain.

Policy recommendation:

CDC (LOCAL): This is a locally designated policy. This change will align with District administrative procedures.

STRATEGIC GOAL:

2 - Improve Operational Effectiveness and Efficiency

ALTERNATIVES:

1. Approve the First Reading – Revisions to Board Policy CDC (LOCAL)
2. Decline to Approve the First Reading – Revisions to Board Policy CDC (LOCAL)
3. Remand to Staff for Further Study

SUPERINTENDENT’S RECOMMENDATION:

Approve First Reading - Revisions to Board Policies CDC(LOCAL),

FUNDING SOURCE: Additional Details

No Cost Not Applicable

COST:

No Cost

VENDOR:

Not Applicable

PURCHASING MECHANISM:

Not a Purchase

Purchasing Support Documents Needed:

Not a Purchase

PARTICIPATING SCHOOL(S)/DEPARTMENT(S)/EDUCATIONAL ENTITY:

All Schools, Departments and Stakeholders

RATIONALE:

Approval of this locally defined policy will align with District administrative practices.

INFORMATION SOURCE:

Carmen Arrieta-Candelaria, Chief Financial Officer

Note: For purposes of this policy, the terms “gift” and “donation” have the same meaning.

UNSOLICITED GIFTS
AUTHORITY TO
ACCEPT

When a gift or donation with a cost or market value of **\$10,000 or less than \$10,000** is offered to a department, campus activity fund, or student activity fund, the Board delegates to the department head, principal, or sponsor, as applicable, the authority to accept unsolicited gifts on behalf of the District. However, any gift with a cost or market value of **more than \$10,000 or more**, any gift that the potential donor has expressly made conditional upon the District’s use for a specified purpose, or any gift of real property, shall require approval from the Superintendent or designee.

Once accepted, a gift becomes the sole property of the District.

CRITERIA FOR
ACCEPTANCE

The District shall not accept any gift that would violate or conflict with policies of or actions by the Board or with federal or state law.

Before the Superintendent accepts a gift or recommends acceptance of a gift to the Board, as applicable, the Superintendent shall consider whether the gift:

1. Has a purpose consistent with the District’s educational philosophy, goals, and objectives;
2. Places any restrictions on a campus or District program;
3. Would support a program that the Board may be unable or unwilling to continue when the donation of funds is exhausted;
4. Would result in ancillary or ongoing costs for the District;
5. Requires employment of additional personnel;
6. Requires or implies the endorsement of a specific business or product [see GKB for advertising opportunities];
7. Would result in inequitable funding, equipment, or resources among District schools or programs;
8. Obligates the District or a campus to engage in specific actions; or
9. Affects the physical structure of a building or would require extensive maintenance on the part of the District.

SOLICITATIONS

An employee who solicits gifts on behalf of the District or for use in the fulfillment of his or her professional responsibilities shall comply with relevant state and federal law and any District administrative regulations.

OTHER REVENUES
GIFTS AND SOLICITATIONS

CDC
(LOCAL)

All donations solicited on behalf of the District, including solicitations in the name of the District or a campus, or donations solicited using District or campus resources, become the sole property of the District

WEB-BASED
SOLICITATIONS

An employee may solicit web-based donations of money or items for use by the employee in fulfilling his or her professional responsibilities or for the District's use, including "crowdfunding." However, an employee shall obtain prior approval from the employee's supervisor before using the name or image of the District, a campus, or any student.

CONSENT AGENDA ITEM
BOARD MEETING
October 22, 2024

TOPIC: **APPROVE PURCHASE OF EMERGENCY MASS NOTIFICATION SYSTEM RENEWAL**

BACKGROUND:

The need for an emergency mass notification system holds utmost importance for the District. It enables quick and widespread notifications to all stakeholders, enabling them to react swiftly to developing emergencies and potentially reducing loss of life. The proposal also allows for the automatic contacting of emergency services during an incident. The licenses that the District uses is up for renewal and must be renewed to prevent service interruption.

STRATEGIC GOAL:

2 - Improve Operational Effectiveness and Efficiency

ALTERNATIVES:

1. Approve Purchase of Emergency Mass Notification System Renewal
2. Decline to Approve Purchase of Emergency Mass Notification System Renewal
3. Remand to Staff for Further Study

SUPERINTENDENT’S RECOMMENDATION:

Approve Purchase of Emergency Mass Notification System Renewal

<u>FUNDING SOURCE:</u>	<u>Additional Details</u>
Special Revenue	429-52-6399-390

COST:

\$101,721.00

VENDOR:

Netsync – TIPS Contract 230105

PURCHASING MECHANISM:

Cooperative Agreement

PARTICIPATING SCHOOL(S)/DEPARTMENT(S)/EDUCATIONAL ENTITY:

District-Wide

RATIONALE:

Approving the renewal of the emergency mass notification system is vital for the District. Firstly, it enhances our emergency preparedness plan, allowing us to communicate pertinent information swiftly and effectively. Secondly, the emergency mass notification system enables us to contact emergency services immediately, potentially saving lives.

INFORMATION SOURCE:

Dr. Karen Molinar, Interim Superintendent

NETSYNC

2500 West Loop South, Ste.
410/510
Houston, TX 77027 USA
713.218.5000

QUOTE

AAAQ431693-02

Quote #:	AAAQ431693-02
Date:	09/12/2024
Valid for:	11/6/24

Customer	Inside Sales	Account Manager
Fort Worth Independent School District laura.mathews@fwisd.org 817.814.3055	Quan Tran qtran@netsync.com 469-315-8505	Arcangelo Fanelli afanelli@netsync.com

Please send purchase order to: PO@netsync.com

Line #	Part	Description	Qty	Unit Price	Ext Price
Main Site Nov 6, 2024 - Nov 5, 2025			Sub Total 101,721.00		
Singlewire InformaCast Subscription					
1.0	SSF-1YR-USR-TIER 4	InformaCast Fusion User - Term 1 Year(s)	4300	9.20	39,560.00
2.0	SSF-1YR-EPA-TIER 5	InformaCast Fusion IP Speaker Endpoint Add-On - Term 1 Year(s)	150	7.10	1,065.00
3.0	SSF-1YR-MUA-TIER 6	InformaCast Fusion Mobile User Add-On - Term 1 Year(s)	8000	1.40	11,200.00
4.0	SSF-1YR-ECC-S	InformaCast Emergency Communications Center Link Site - Term 1 Year(s)	140	356.40	49,896.00

Notes: 220060199-167585-01

2024 Renewal

Subscription service will ends on 11/6/2024

TIPS - Technology Solutions Products and Services
| 230105

Total	101,721.00
Tax/Vat	0.00
Shipping	0.00
Grand Total USD	101,721.00

CONSENT AGENDA ITEM
BOARD MEETING
October 22, 2024

TOPIC: **APPROVE PURCHASE OF 2 CARGO VANS FOR SAFETY AND SECURITY**

The district needs (2) 2024/2025 Cargo Work Vans, depending on availability, that are to be utilized by our Physical Security Specialists/Technicians. These vehicles are used by staff to store and carry vital equipment and tools to work sites. The bulk of their duties is the installation of surveillance cameras, access control, and emergency communication systems. The 2 new Cargo Work Vans would be replacing comparable vehicles that are now over 20 years old and in poor condition.

STRATEGIC GOAL:

2 - Improve Operational Effectiveness and Efficiency

ALTERNATIVES:

1. Approve Purchase of 2 Cargo Vans for Safety and Security
2. Decline to Approve Purchase of 2 Cargo Vans for Safety and Security
3. Remand to Staff for Further Study

SUPERINTENDENT’S RECOMMENDATION:

Approve Purchase of Physical Security Equipment, Licensing, and Services

FUNDING SOURCE: Additional Details

TRE 198-52-6631-390

COST:

\$84,880.00

VENDOR(S)/PROVIDER(S):

Caldwell Country Chevrolet - Buy Board #724-23

PURCHASING MECHANISM:

Cooperative Agreement

PARTICIPATING SCHOOL(S)/DEPARTMENT(S)/EDUCATIONAL ENTITY:

District - Wide

RATIONALE:

Approving this acquisition will ensure our Physical Security team has reliable, efficient, and properly equipped vehicles to carry out their critical responsibilities effectively.

INFORMATION SOURCE:

Dr. Karen Molinar, Interim Superintendent

Name

Fort Worth ISD

Address

7060 Camp Bowie Blvd, Fort Worth, TX 76116

Home Telephone

Business Telephone

E-Mail

christopher.thomas@fwisd.org

Vehicle ~~2024~~ 2025

~~2024~~ CHEVY TRKS EXPRESS CARGO VAN CG23405 3dr Van 2500 135wb

Stock No.

VIN

Color

Odometer

Options

Dealer Added Accessories: No Options Listed

RETAIL	
Retail Price	\$45,670.00
Savings	\$665.00
Selling Price	\$45,005.00
Options	\$0.00
Sub-Total	\$45,005.00
Fees	\$425.00
**SalesTax	\$82.76
Net Sales Price	\$45,512.76

X 2 units = \$91,024.92

* Fees include: Deputy \$10.00, Doc Fee \$225.00, Electronic Filing \$5.00, Inspection \$23.75, License \$103.50, Processing&Handling \$4.75, Road and Bridge \$20.00, Title \$33.00

**Dealers Inventory Tax 0.18388% Amt:\$82.76, Sales Tax 6.25000% Amt:zero

Customer Approval

Retail payments are an estimate and may vary among lending institutions. Tax rules may vary per state. The final terms of your loan may differ depending on the actual terms of the financial institution's acceptance and are negotiable. Retail Net Sales Price is based on 0 down payment.

This quote is valid until: 9/23/2024

Management Approval

bid by:
JAMES WOOD AUTOPARK, INC.
 3906 I-35E SOUTH
 DENTON, TX 76201
 (940) 591-9663

bid to:

DATE	09/23/2024	QUOTE NUMBER	168034
PURCHASER NAME			
FORT WORTH INDEPENDENT SCHOOL SYSTE			
ADDRESS			
7060 CAMP BOWIE BLVD			
CITY	FT WORTH	COUNTY	TARRANT
STATE	TX	ZIP	76116
RESIDENCE PHONE	BUSINESS PHONE		
	(817) 814-2000		
E-MAIL ADDRESS	MOBILE PHONE		
CHRISTOPHER.THOMAS@FWISD.ORG	(817) 350-8067		

<input checked="" type="checkbox"/> New	<input type="checkbox"/> Car	Year	Make	Model	Body	VIN
<input type="checkbox"/> Used	<input checked="" type="checkbox"/> Truck	2024	CHEVROLET TRUCK	EXPRESS CARGO	2500 RWD 135"	1GCWGAFP1R1266621

Color SUMMIT WHT Trim MED PEWTER CUST... Miles 2 Stock Number 244307

OPTIONAL EQUIPMENT AND/OR ACCESSORIES
 VEHICLE PRICE AS FACTORY EQUIPPED 41,015.00
 DELIVERED TO FT WORTH
 W ASSIGNED MSO FWISD TO REGISTER
 PRICE NET GM FLEET MONIES

TRADE 1	Miles	License #
Year	Make	Model
VIN		Stock #
Payoff To		Account No.
Phone Number		
Contact		
Good Until	TRADE-IN ALLOWANCE	0.00
	BALANCE OWED	0.00
	NET ALLOWANCE ON TRADE-IN(S)	0.00

Lienholder			
Address			
City	State	Zip Code	
Draft On			
Address			

* A DOCUMENTARY FEE IS NOT AN OFFICIAL FEE. A DOCUMENTARY FEE IS NOT REQUIRED BY LAW, BUT MAY BE CHARGED TO BUYERS FOR HANDLING DOCUMENTS RELATING TO THE SALE. A DOCUMENTARY FEE MAY NOT EXCEED A REASONABLE AMOUNT AGREED TO BY THE PARTIES. THIS NOTICE IS REQUIRED BY LAW.
 * UN HONORARIO DE DOCUMENTATION NO ES UN HONORARIO OFICIAL. UN HONORARIO DE DOCUMENTATION NO ES REQUERIDO POR LA LEY, PERO PUEDE SER CARGADA AL COMPRADOR COMO GASTOS DE MANEJO DE DOCUMENTOS RELACIONADOS CON UNA VENTA. UN HONORARIO DE DOCUMENTACION NO PUEDE EXCEDER UNA CANTIDAD RAZONABLE ACORDADA POR LAS PARTES. ESTA NOTIFICACION ES REQUERIDA POR LA LEY.

CASH SALE OF MOTOR VEHICLE	41,015.00
** DEALER INVENTORY TAX	0.00
STATE AND LOCAL TAXES	0.00
LICENSE FEE	0.00
WEIGHT 8600	0.00
TRANSPORTATION, TITLE, REG., STATE INSP.	0.00
* DOCUMENT FEE	0.00
TOTAL PRICE OF UNIT	41,015.00
DOWN PAYMENT	
REBATE(S)	0.00
NET TRADE-IN	0.00
CASH/DEPOSIT	0.00
VSC/CL-AH REFUNDS	
TOTAL DOWN PAYMENT	0.00
BALANCE DUE ON DELIVERY	41,015.00
VSC	0.00
DRAFT	BID AMOUNT \$ 41,015.00

Reference Number _____ Customer Accepts Protection Package at this time? Yes No

CUSTOMER SIGNATURE
 This pricing reflects payments by cash payment options. There is a 3% processing fee on all Credit Cards, which is not greater than our cost of acceptance. There is no processing fee for Non-Credit Card transactions.
 Purchaser agrees that this Order includes all of the terms and conditions on both the face and reverse side hereof, that this Order cancels and supersedes my prior agreement and as of the date hereof comprises the complete and exclusive statement of the terms of the agreement relating to the subject matters covered hereby, and that
THIS ORDER SHALL NOT BECOME BINDING UNTIL ACCEPTED BY DEALER OR HIS REPRESENTATIVE.
 Purchaser by his execution of this Order acknowledges that he has read its terms and conditions and has received a true copy of this Order.

09/23/2024 SALESPERSON BRIAN DALE FOGLE 837 cell 817-846-6865
 PURCHASER DATE
 09/23/2024 ACCEPTED BY *BDF*
 PURCHASER DATE DEALER OR AUTHORIZED REPRESENTATIVE

** INVENTORY TAX DISCLAIMER: The Dealer Inventory Tax charge is intended to reimburse the dealer for ad valorem taxes on its motor vehicle inventory. The charge, which is paid by the dealer to the county tax assessor-collector, is not a tax imposed on a consumer by the government, and is not required to be charged by the dealer to the consumer.



Vehicle Locator

Detail Report for Customer

JAMES WOOD CHEVROLET-CADILLAC
 3906 I-35E S, DENTON, TX, 76210
 940-591-9663

VIN 2C6621

Customer/Company: FWISD 2 of 2
 Address: c/o Shane Thomas

Sales Consultant: *Brian Fogle 817 846 6865*

Vehicle #1: 2024 Chevrolet Express	VIN/Order #	MSRP	Stock #
	1GCWGAFP1R1266621	\$43,515.00	N/A

Additional Vehicle Information

- Body Style: CG23405-2500 Cargo Van
 - PEG: 1WT-Gas Work Truck Equipment Group
 - Primary Color: GAZ-Summit White
 - Trim: 93G-Trim, Cloth, Med Dark Pewter
 - Engine: LV1-Engine, Gas 6 cyl, 4.3L
 - Transmission: MTH-Transmission, 8-Speed Automatic
- Options:
- 1WT-Gas Work Truck Equipment Group
 - 5C6-Cargo Tie-Downs, 6 D-Ring Attachments
 - 93G-Trim, Cloth, Med Dark Pewter
 - A31-Power Windows
 - AK5-Air Bags, Frontal, Driver & Rt Front. Passenger
 - AS5-Seat: Front Bucket Deluxe
 - ASF-Head Curtain Side Airbags
 - ATG-Remote Keyless Entry
 - AU3-Power Door Locks
 - B38-Floor Covering, Vinyl, Frt & RR, Full Width
 - BA3-Console with Swing-out Storage Bin
 - C60-Air Conditioning, Front Manual
 - C6P-GVWR--8600 LBS
 - DE5-Mirrors, Outside Heated Power-Adjustable, Black
 - DRJ-Rearview Mirror, Partial Video Display
 - E24-Door, Swing-Out Pass. Side 60/40 Split
 - EF7-Country Code--USA
 - FE9-Federal Emissions
 - FHO-Vehicle Fuel--Gasoline E10
 - FLT-Fleet Processing Option
 - GAZ-Summit White
 - GU6-Rear Axle, 3.42 Ratio
 - JL4-StabiliTrak, Stability Control System
 - K34-Cruise Control
 - K68-Alternator, 105 Amp
 - KI4-110 Volt Electrical Receptacle, In Cab
 - LV1-Engine, Gas 6 cyl, 4.3L
 - MTH-Transmission, 8-Speed Automatic
 - N33-Tilt-Wheel
 - NTB-EMMISSION SYSTEM FEDERAL, TIER 3
 - PPC-Rear Door Trim Panel
 - QB5-Wheel 16 X 6.5, Steel
 - U0F-Audio System, AM/FM Stereo with MP3 Player
 - UE1-OnStar and Chevrolet Connected Services Capable
 - UJM-Tire Pressure Indicator
 - UTJ-Theft Deterrent System
 - UVC-Rear Vision Camera
 - UY7-Trailer Provisions, trailering wire harness only
 - VK3-License Plate Mounting Provisions, Front
 - VR4-Trailer Hitch Weight Distributing Platform
 - WMY-VIN MODEL YEAR 2024
 - X88-Chevrolet
 - XLP-Tires, Front LT245/75R16E All-Season, B/W
 - YLP-Tires, Rear LT245/75R16E All-Season, B/W
 - Z82-Trailer Equipment, Heavy-Duty
 - ZLP-Tires, Spare LT245/75R16E All-Season, B/W
 - ZQ2-Power Convenience Package
 - ZQ3-Driver Convenience Package
 - ZW9-Standard Body
 - ZX2-Seating, Driver and Passenger, High-Back Bucket
 - ZY1-Paint, Exterior Solid

Disclaimer:

GM has tried to make the pricing information provided in this summary accurate. Please refer to actual vehicle invoice, however, for complete pricing information. GM will not make any sales or policy adjustments in the case of inaccurate pricing information in this summary.

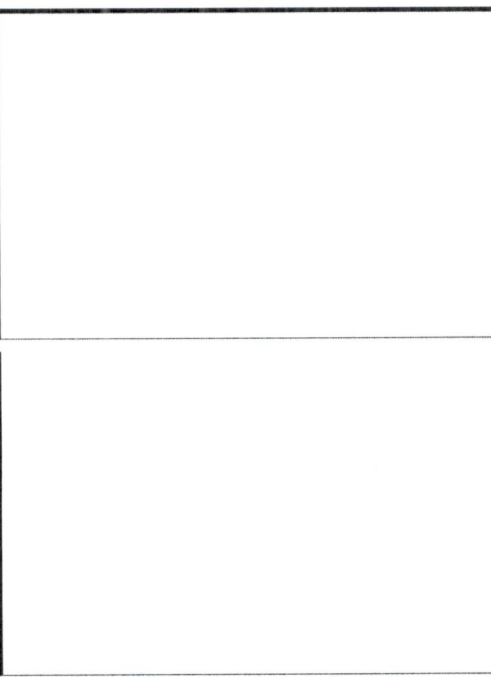


2024 EXPRESS 2500 CARGO VAN

EXTERIOR: SUMMIT WHITE
INTERIOR: MEDIUM PEWTER

ENGINE, 4.3L V6
TRANSMISSION, 8-SPEED AUTOMATIC

Visit us at www.chevy.com



OPTIONS & PRICING
OPTIONS INSTALLED BY THE MANUFACTURER (MAY REPLACE STANDARD EQUIPMENT SHOWN)

CONVENIENCE PACKAGE INCL:	395.00
• CRUISE CONTROL	
• STEERING COLUMN, TILT	
HD TRAILERING EQUIPMENT	280.00
REMOTE KEYLESS ENTRY	175.00
SEATS, CUSTOM CLOTH	70.00
INCL. DELUXE FLOOR CONSOLE FLEET	INC.
REAR AXLE - 3.42 RATIO	INC.
TOTAL OPTIONS	\$920.00
TOTAL VEHICLE & OPTIONS	\$41,620.00
DESTINATION CHARGE	1,895.00
TOTAL VEHICLE PRICE*	\$43,515.00

INTERIOR

- POWER CONVENIENCE PACKAGE INCL.
- POWER WINDOWS,
- DRIVER EXPRESS DOWN & POWER DOOR LOCKS
- AIR CONDITIONING
- FULL VINYL FLOOR COVERING
- POWER OUTLET, 120-VOLT

EXTERIOR

- CARGO SIDE DOOR
- WHEELS, 16" STEEL

SAFETY & SECURITY

- STABILITRAK-STABILITY CONTROL SYSTEM W/ TRACTION CONTROL
- REAR VISION CAMERA
- DAYTIME RUNNING LAMPS
- THEFT DETERRANT SYSTEM
- TIRE PRESSURE INDICATOR

STANDARD VEHICLE PRICE \$40,700.00
MANUFACTURER'S SUGGESTED RETAIL PRICE

STANDARD EQUIPMENT
ITEMS FEATURED BELOW ARE INCLUDED AT NO EXTRA CHARGE IN THE STANDARD VEHICLE PRICE SHOWN

OWNER BENEFITS

- 3 YEAR / 36,000 MILE* BUMPER-TO-BUMPER LIMITED WARRANTY
- 5 YEAR / 60,000 MILE* POWERTRAIN LIMITED WARRANTY

ROADSIDE ASSISTANCE & COURTESY TRANSPORTATION

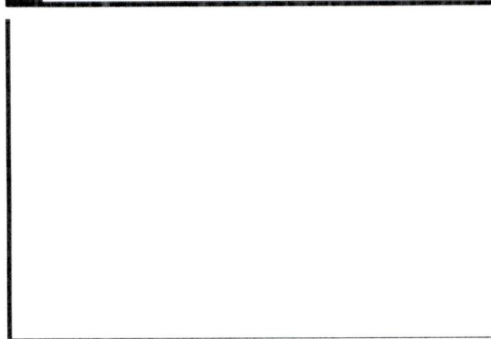
- FIRST MAINTENANCE VISIT
- *WHICHEVER COMES FIRST
- SEE CHEVROLET.COM OR DEALER FOR TERMS, DETAILS & LIMITS

PERFORMANCE & MECHANICAL

- SUSPENSION, FRT INDEPENDENT
- 105 AMP GENERATOR
- FRONT STABILIZER BAR
- SUSPENSION, REAR SPRING

CONNECTIVITY & TECHNOLOGY

- ONSTAR (R) SERVICES CAPABLE



The label has been applied pursuant to Federal law - Do not remove prior to delivery to the purchaser. This label is the Manufacturer's Recommended Retail Price. It includes dealer-installed options and accessories not listed above. Local taxes or license fees.

© 2024 General Motors LLC
GALV_PROD_04X3_1023/2023

ORDER NO. VTCAR SALES CODE R
SALES MODEL CODE C023405
DEALER NO. 07090
FINAL ASSEMBLY: MONTZVILLE, MO U.S.A.
VIN TGCWGAFP1R1266621
REISSUE

GOVERNMENT 5-STAR SAFETY RATINGS

This vehicle has not been rated by the government for overall vehicle score, frontal crash, side crash or rollover risk.

Source: National Highway Traffic Safety Administration (NHTSA)
www.safercar.gov or 1-888-327-4236

California Air Resources Board Gasoline Vehicle

Environmental Performance

These ratings are not directly comparable to the U.S. EPA/DOT light-duty vehicle label ratings. For information on how to compare, please see www.arb.ca.gov/ep_label.

Protect the environment. Choose vehicles with higher ratings:

Greenhouse Gas Rating (tailpipe only) **B-** Cleaner

Smog Rating (tailpipe only) **A+** Cleaner

Vehicle emissions are a primary contributor to climate change and smog. Ratings are determined by the California Air Resources Board based on this vehicle's measured emissions.

VIN 1E99921



INCAL ED TO MANUFACTURE

Equipped with the safety and security of OnStar:



bid by: JAMES WOOD AUTOPARK, INC. 3906 I-35E SOUTH DENTON, TX 76201 (940) 591-9663	date 09/23/2024 DEAL NUMBER 168034			
	PURCHASER NAME			
	FORT WORTH INDEPENDENT SCHOOL SYSTE ADDRESS 7060 CAMP BOWIE BLVD			
	CITY	COUNTY	STATE	ZIP
	FT WORTH	TARRANT	TX	76116
	RESIDENCE PHONE		BUSINESS PHONE	
		(817) 814-2000		
E-MAIL ADDRESS		MOBILE PHONE		
CHRISTOPHER.THOMAS@FWISD.ORG		(817) 350-8067		

<input checked="" type="checkbox"/> New	<input type="checkbox"/> Car	Year	Make	Model	Body	VIN
<input type="checkbox"/> Used	<input checked="" type="checkbox"/> Truck	2024	CHEVROLET TRUCK	EXPRESS CARGO	2500 RWD 135"	1GCWGAFP1R1266649

Color	SUMMIT WHT	Trim	MED PEWTER CUST...	Miles	2	Stock Number	244319
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OPTIONAL EQUIPMENT AND/OR ACCESSORIES
 VEHICLE PRICE AS FACTORY EQUIPPED 41,015.00

 DELIVERED TO FT WORTH

 W ASSIGNED MSO FWISD TO REGISTER
 PRICE NET GM FLEET MONIES

TRADE 1	Miles	License #
Year	Make	Model
VIN		Stock #
Payoff To		
Phone Number		Account No.
Contact		
Good Until	TRADE-IN ALLOWANCE	0.00
	BALANCE OWED	0.00
	NET ALLOWANCE ON TRADE-IN(S)	0.00

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Lienholder			
Address			
City	State	Zip Code	
Draft On			
Address			

CASH SALE OF MOTOR VEHICLE 41,015.00
 ** DEALER INVENTORY TAX 0.00
 STATE AND LOCAL TAXES 0.00
 LICENSE FEE WEIGHT 8600 0.00
 TRANSPORTATION, TITLE, REG., STATE INSP. 0.00
 * DOCUMENT FEE 0.00
 TOTAL PRICE OF UNIT 41,015.00

DOWN PAYMENT	
REBATE(S)	0.00
NET TRADE-IN	0.00
CASH/DEPOSIT	0.00
VSC/CL-AH REFUNDS	
TOTAL DOWN PAYMENT	0.00
BALANCE DUE ON DELIVERY	41,015.00
VSC	0.00
DRAFT	bid amount \$ 41,015.00

Reference Number		Customer Accepts Protection Package at this time?	<input type="checkbox"/> Yes <input type="checkbox"/> No
------------------	--	---	--

CUSTOMER SIGNATURE
 This pricing reflects payments by cash payment options. There is a 3% processing fee on all Credit Cards, which is not greater than our cost of acceptance. There is no processing fee for Non-Credit Card transactions.
 Purchaser agrees that this Order includes all of the terms and conditions on both the face and reverse side hereof, that this Order cancels and supersedes my prior agreement and as of the date hereof comprises the complete and exclusive statement of the terms of the agreement relating to the subject matters covered hereby, and that
THIS ORDER SHALL NOT BECOME BINDING UNTIL ACCEPTED BY DEALER OR HIS REPRESENTATIVE.
 Purchaser by his execution of this Order acknowledges that he has read its terms and conditions and has received a true copy of this Order.

PURCHASER	09/23/2024	SALESPERSON	BRIAN DALE FOGLE 837	c 817-846-6865
	DATE			
PURCHASER	09/23/2024	ACCEPTED BY		
	DATE		DEALER OR AUTHORIZED REPRESENTATIVE	

**** INVENTORY TAX DISCLAIMER:** The Dealer Inventory Tax charge is intended to reimburse the dealer for ad valorem taxes on its motor vehicle inventory. The charge, which is paid by the dealer to the county tax assessor-collector, is not a tax imposed on a consumer by the government, and is not required to be charged by the dealer to the consumer.

VIN 266649



Vehicle Locator

Detail Report for Customer

JAMES WOOD CHEVROLET-CADILLAC
 3906 I-35E S, DENTON, TX, 76210
 940-591-9663

Customer/Company: FWISD 1 of 2
 Address: c/o Shane Thomas

Sales Consultant: *Brian Eagle 817 846 6865*

Vehicle #1: 2024 Chevrolet Express	VIN/Order #	MSRP	Stock #
	1GCWGAFP1R1266649	\$43,515.00	N/A

Additional Vehicle Information

- Body Style: CG23405-2500 Cargo Van
- PEG: 1WT-Gas Work Truck Equipment Group
- Primary Color: GAZ-Summit White
- Trim: 93G-Trim, Cloth, Med Dark Pewter
- Engine: LV1-Engine, Gas 6 cyl, 4.3L
- Transmission: MTH-Transmission, 8-Speed Automatic
- Options:
 - 1WT-Gas Work Truck Equipment Group
 - 5C6-Cargo Tie-Downs, 6 D-Ring Attachments
 - 93G-Trim, Cloth, Med Dark Pewter
 - A31-Power Windows
 - AK5-Air Bags, Frontal, Driver & Rt Front. Passenger
 - AS5-Seat: Front Bucket Deluxe
 - ASF-Head Curtain Side Airbags
 - ATG-Remote Keyless Entry
 - AU3-Power Door Locks
 - B38-Floor Covering, Vinyl, Frt & RR, Full Width
 - BA3-Console with Swing-out Storage Bin
 - C60-Air Conditioning, Front Manual
 - C6P-GVWR--8600 LBS
 - DE5-Mirrors, Outside Heated Power-Adjustable, Black
 - DRJ-Rearview Mirror, Partial Video Display
 - E24-Door, Swing-Out Pass. Side 60/40 Split
 - EF7-Country Code--USA
 - FE9-Federal Emissions
 - FHO-Vehicle Fuel--Gasoline E10
 - FLT-Fleet Processing Option
 - GAZ-Summit White
 - GU6-Rear Axle, 3.42 Ratio
 - JL4-StabiliTrak, Stability Control System
 - K34-Cruise Control
 - K68-Alternator, 105 Amp
 - KI4-110 Volt Electrical Receptacle, In Cab
 - LV1-Engine, Gas 6 cyl, 4.3L
 - MTH-Transmission, 8-Speed Automatic
 - N33-Tilt-Wheel
 - NTB-EMMISSION SYSTEM FEDERAL, TIER 3
 - PPC-Rear Door Trim Panel
 - QB5-Wheel 16 X 6.5, Steel
 - U0F-Audio System, AM/FM Stereo with MP3 Player
 - UE1-OnStar and Chevrolet Connected Services Capable
 - UJM-Tire Pressure Indicator
 - UTJ-Theft Deterrent System
 - UVC-Rear Vision Camera
 - UY7-Trailer Provisions, trailering wire harness only
 - VK3-License Plate Mounting Provisions, Front
 - VR4-Trailer Hitch Weight Distributing Platform
 - WMY-VIN MODEL YEAR 2024
 - X88-Chevrolet
 - XLP-Tires, Front LT245/75R16E All-Season, B/W
 - YLP-Tires, Rear LT245/75R16E All-Season, B/W
 - Z82-Trailer Equipment, Heavy-Duty
 - ZLP-Tires, Spare LT245/75R16E All-Season, B/W
 - ZQ2-Power Convenience Package
 - ZQ3-Driver Convenience Package
 - ZW9-Standard Body
 - ZX2-Seating, Driver and Passenger, High-Back Bucket
 - ZY1-Paint, Exterior Solid

Disclaimer:

GM has tried to make the pricing information provided in this summary accurate. Please refer to actual vehicle invoice, however, for complete pricing information. GM will not make any sales or policy adjustments in the case of inaccurate pricing information in this summary.



◀ PULL THIS STRIP TO EXPOSE ADHESIVE

2024 EXPRESS 2500 CARGO VAN

EXTERIOR: SUMMIT WHITE
INTERIOR: MEDIUM PEWTER

ENGINE, 4.3L V6
TRANSMISSION, 8-SPEED AUTOMATIC

Visit us at www.chevy.com

STANDARD EQUIPMENT

ITEMS FEATURED BELOW ARE INCLUDED AT NO EXTRA CHARGE IN THE STANDARD VEHICLE PRICE SHOWN

OWNER BENEFITS

- 3 YEAR / 36,000 MILE* BUMPER-TO-BUMPER LIMITED WARRANTY
- 5 YEAR / 60,000 MILE* POWERTRAIN LIMITED WARRANTY

ROADSIDE ASSISTANCE & COURTESY TRANSPORTATION

- FIRST MAINTENANCE VISIT
- *WHICHEVER COMES FIRST
- SEE CHEVROLET.COM OR DEALER FOR TERMS, DETAILS & LIMITS

PERFORMANCE & MECHANICAL

- SUSPENSION, FRT INDEPENDENT
- 105 AMP GENERATOR
- FRONT STABILIZER BAR
- SUSPENSION, REAR SPRING

CONNECTIVITY & TECHNOLOGY

- ONSTAR (R) SERVICES CAPABLE

INTERIOR

- POWER CONVENIENCE PACKAGE INCL.
- POWER WINDOWS, DRIVER EXPRESS DOWN & POWER DOOR LOCKS
- AIR CONDITIONING
- FULL VINYL FLOOR COVERING
- POWER OUTLET, 120-VOLT

EXTERIOR

- CARGO SIDE DOOR
- WHEELS, 16" STEEL

SAFETY & SECURITY

- STABILITRAK-STABILITY CONTROL SYSTEM W/ TRACTION CONTROL
- REAR VISION CAMERA
- DAYTIME RUNNING LAMPS
- THEFT DETERRENT SYSTEM
- TIRE PRESSURE INDICATOR

MANUFACTURER'S SUGGESTED RETAIL PRICE

STANDARD VEHICLE PRICE \$40,700.00

OPTIONS & PRICING

OPTIONS INSTALLED BY THE MANUFACTURER (MAY REPLACE STANDARD EQUIPMENT SHOWN)

- CONVENIENCE PACKAGE INCL. 395.00
- CRUISE CONTROL
- STEERING COLUMN, TILT

- HD TRAILERING EQUIPMENT 280.00
- REMOTE KEYLESS ENTRY 175.00
- SEATS, CUSTOM CLOTH 70.00
- INCL. DELUXE FLOOR CONSOLE
- FLEET INC.
- REAR AXLE - 3.42 RATIO INC.

TOTAL OPTIONS \$920.00
TOTAL VEHICLE & OPTIONS \$41,620.00
DESTINATION CHARGE 1,895.00

TOTAL VEHICLE PRICE* \$43,515.00

California Air Resources Board

Environmental Performance

These ratings are not directly comparable to the U.S. EPA/DOT light-duty vehicle label ratings. For information on how to compare, please see www.arb.ca.gov/ep_label.

Protect the environment. Choose vehicles with higher ratings:

Greenhouse Gas Rating (tailpipe only)
Cleaner **B-**

Smog Rating (tailpipe only)
Cleaner **A+**

Vehicle emissions are a primary contributor to climate change and smog. Ratings are determined by the California Air Resources Board based on this vehicle's measured emissions.

GOVERNMENT 5-STAR SAFETY RATINGS

This vehicle has not been rated by the government for overall vehicle score, frontal crash, side crash or rollover risk.

Source: National Highway Traffic Safety Administration (NHTSA)
www.safercar.gov or 1-888-327-4236

Equipped with the safety and security of OnStar®

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GMLBL_PROD_0043 - 10/23/2023

ORDER NO CVTGV SALES CODE R
DEALER NO 07090 CODE C0848
FINAL ASSEMBLY: U.S.A.
WENTZVILLE, MO

VIN 1GCVGAP1R1266649 REISSUE

WIN 266649

California Air Resources Board


Ray Huffines Chevrolet Plano

BUYER	CO-BUYER	Deal #: 173968
DFW ISD	CHRISTOPHER THOMAS	Deal Type: Retail
Home #:	Home #:	Deal Date: 09/23/2024
Work #:	Work #:	Print Time: 11:38am
	Salesperson:	

VEHICLE			
New <input checked="" type="checkbox"/>	Stock #:	Description:	Mileage:
Used <input type="checkbox"/>		2024 CHEVROLET EXPRESS CARGO...	
Demo <input type="checkbox"/>		VIN: 1GCWGAFF9R1256970	
			#2
TRADE			

		PAYMENTS
MSRP:	\$ 43,393.00	Option 1: (retail)
Dealer Discount:	\$ 1,000.00	Cash
Total Rebates:	\$ 0.00	
Accessories:	\$ 4,535.13	
Selling Price:	\$ 46,928.13	
Trade Allowance:	\$ 0.00	
Trade Difference:	\$ 46,928.13	
Environmental Protection Package:	\$ 0.00	
Dent Zone:	\$ 0.00	
State Motor Vehicle Sales Tax:	\$ 2,933.01	
Documentary Fee:	\$ 225.00	
Deputy Service Fee:	\$ 10.00	
Gov. License and/or Reg. Fee:	\$ 186.00	
Dealers Inventory Tax:	\$ 67.48	
Gov. Vehicle Inspection Fee:	\$ 7.00	
Gov. Emission Inspection Fee:	\$ 0.00	
Sub Total:	\$ 50,356.62	
Add Balance Owed on Trade in:	\$ 0.00	
Down Payment:	\$ 0.00	
Unpaid Balance:	\$ 50,356.62	
Service Agreement:	\$ 0.00	
Total Loss Protection:	\$ 0.00	
Balance Due:	\$ 50,356.62	

X _____
Customer Signature Date

X  _____ 9-23-2024
Manager Signature Date

ORDER IS PROVIDED TO BUYER FOR DISCLOSURE PURPOSES ONLY. BUYER BY SIGNING THIS ORDER CERTIFIES THAT BUYER IS OF LEGAL AGE OR ELDER AND ACKNOWLEDGES THAT BUYER HAS READ ITS TERMS AND HAS RECEIVED A TRUE AND CORRECT COPY OF THIS ORDER. WITH APPROVED CREDIT. LESS REBATES. PLUS TAX, TITLE AND LICENSE.

2024 EXPRESS 2500 CARGO VAN GENERAL MOTORS LLC
 GAZ SUMMIT WHITE /V6G
 93G MEDIUM PEWTER RENAISSANCE CENTER
 ORDER NO. CXZTC1/TSC STOCK NO. DETROIT MI 48243-1114
 VIN 1GC WGAF P9 R1256970 VEHICLE INVOICE 1OD88005482
 *****1697*****13*07442S

MODEL & FACTORY OPTIONS	MSRP	INV AMT	RETAIL - STOCK
CG23405 EXPRESS 2500 CARGO VAN	40700.00	38013.80	INVOICE 08/29/24
AS5 SEATS, CUSTOM CLOTH	70.00	63.70	SHIPPED 08/15/24
INCL. DELUXE FLOOR CONSOLE			EXP I/T 08/22/24
ATG REMOTE KEYLESS ENTRY	175.00	159.25	INT COM 09/13/24
DAA SUNSHADE, VINYL	10.00	9.10	PRC EFF 08/15/24
FE9 50-STATE EMISSIONS	N/C	N/C	KEYS XXXXX XXXXX
GU6 REAR AXLE - 3.42 RATIO	N/C	N/C	WFP-S QTR OPT-1
G7K ANTENNA EQUIPMENT	50.00	45.50	FAN: 000858926
LV1 ENGINE, 4.3L V6	N/C	N/C	BANK: JP MORGAN C
MTH TRANSMISSION, 8-SPEED AUTOMATIC	N/C	N/C	CHG-TO 07-442
UY7 TRAILERING WIRE HARNESS	80.00	72.80	SHIP-TO 59-897
PROVISION			ADRIAN STEEL / CV
ZQ3 CONVENIENCE PACKAGE INCL:	395.00	359.45	DALLAS TX
* CRUISE CONTROL			
* STEERING COLUMN, TILT			SHIP WT: 5202
8E1 FUEL, ADDITIONAL 3 GALLONS	18.00	16.38	HP: 36.9
ADRIAN STEEL / CVI			GVWR: 8600
GM HAS DESIGNED, MANUFACTURED, SOLD AND CERTIFIED TO			GAWR.FT: 4100
APPLICABLE FEDERAL MOTOR VEHICLE SAFETY STANDARDS THIS			GAWR.RR: 5360
VEHICLE AS A BUS, MULTIPURPOSE PASSENGER VEHICLE, OR			EMPLOY: 39385.38
TRUCK, BUT NOT AS A SCHOOL BUS.			SUPPLR: 40934.98
			NTR: 3/4
			EMPINC: 2242.76
			SUPINC: 693.16

TOTAL MODEL & OPTIONS	41498.00	38739.98	ACT 237 39390.04
DESTINATION CHARGE	1895.00	1895.00	H/B 261 1244.94

TOTAL	43393.00	40634.98	PAY 310 40634.98
MEMO: TOTAL LESS HOLDBACK AND APPROX WHOLESALE FINANCE CREDIT		38616.74	

 INVOICE DOES NOT REFLECT DEALER'S ULTIMATE COST BECAUSE OF MANUFACTURER
 REBATES, ALLOWANCES, INCENTIVES, HOLDBACK, FINANCE CREDIT AND RETURN TO
 DEALER OF ADVERTISING MONIES, ALL OF WHICH MAY APPLY TO VEHICLE.

RAY HUFFINES CHEV / FLEET INVENTORY



725 N. Royal Lane, Suite 100 DFW Airport TX 75261

Phone (469) 570-7477 Fax

INVOICE: 2217550

Invoice Date: 9/13/2024

SOLD TO: HUFFINES CHEVROLET PLANO
1001 COIT RD

PLANO, TX 75075
Ph: (704) 719-6480

SHIP TO: HUFFINES CHEVROLET PLANO
DAN FRANKLIN / DANICA PEREZ
1001 COIT RD
ACCOUNTS PAYABLE
PLANO , TX 75075

ACCT #:	P.O.#/CUST. ORDER #:	ORDER DATE:	TERMS:	DATE SHIPPED:	VIA:
2203865	R1256970	9/13/2024	Net 30 AG		

Quantity:	Part Number:	Description:	Price:	Total:
1	PARGM-NW	COMPOSITE PAR, SOLID, GM	\$1,332.95	\$1,332.95
3	AD44FP	AD44FP SHELF MODULE	\$463.66	\$1,390.98
1	RKFSVLWB	RAIL SYS, AD SERIES, LWB	\$346.95	\$346.95
1	GMMBK2W	Mounting Bracket Kit, 2-Pack, White, Expre	\$90.41	\$90.41
1	GMMBK4W	Mounting Bracket Kit, 4-Pack, White, Expre	\$125.29	\$125.29
1	3B6W	3-Bar w/ 6" Uprights (6), White, Full Size	\$749.80	\$749.80

Note: Our 'Remit To' Address has Changed - Please Rebill

VIN: 1GCWGAFP9R1256970

COMMENTS:
JB - pool

Remit To:
Commercial Van Interiors
2380 Pecan Court
Haltom City, TX 76117

SUBTOTAL:	\$4,036.38
TAX: 8.2500%	\$0.00
LABOR:	\$498.75
FREIGHT:	\$0.00
TOTAL:	\$4,535.13

15% Restocking Fee on all returned Equipment

Customer	Signature: _____	Date: _____
Acknowledgement:	Printed Name: _____	Title: _____

Ray Huffines Chevrolet Plano

BUYER	CO-BUYER	Deal #: 173970
FW ISD	CHRISTOPHER THOMAS	Deal Type: Retail
Home #:	Home #:	Deal Date: 09/23/2024
Work #:	Work #:	Print Time: 11:58am
	Salesperson:	

VEHICLE				
New <input checked="" type="checkbox"/>	Stock #:	Description:	VIN: <i>TH1</i>	Mileage:
Used <input type="checkbox"/>		2024 CHEVROLET EXPRESS CARGO...	1GCVGAFPXR1256525	
Demo <input type="checkbox"/>				
TRADE				

		PAYMENTS
MSRP:	\$ 40,700.00	Option 1: (retail) Cash
Dealer Discount:	\$ 0.00	
Total Rebates:	\$ 0.00	
Accessories:	\$ 4,535.13	
Selling Price:	\$ 45,235.13	
Trade Allowance:	\$ 0.00	
Trade Difference:	\$ 45,235.13	
Environmental Protection Package:	\$ 0.00	
Dent Zone:	\$ 0.00	
State Motor Vehicle Sales Tax:	\$ 2,827.20	
Documentary Fee:	\$ 225.00	
Deputy Service Fee:	\$ 10.00	
Gov. License and/or Reg. Fee:	\$ 186.00	
Dealers Inventory Tax:	\$ 65.05	
Gov. Vehicle Inspection Fee:	\$ 7.00	
Gov. Emission Inspection Fee:	\$ 0.00	
Sub Total:	\$ 48,555.38	
Add Balance Owed on Trade in:	\$ 0.00	
Down Payment:	\$ 0.00	
Unpaid Balance:	\$ 48,555.38	
Service Agreement:	\$ 0.00	
Total Loss Protection:	\$ 0.00	
Balance Due:	\$ 48,555.38	

X _____ **X** _____ *9-23-2024*
 Customer Signature Date Manager Signature Date

ORDER IS PROVIDED TO BUYER FOR DISCLOSURE PURPOSES ONLY. BUYER BY SIGNING THIS ORDER CERTIFIES THAT BUYER IS OF LEGAL AGE OR ELDER AND ACKNOWLEDGES THAT BUYER HAS READ ITS TERMS AND HAS RECEIVED A TRUE AND CORRECT COPY OF THIS ORDER. WITH APPROVED REDIT. LESS REBATES. PLUS TAX, TITLE AND LICENSE.

2024 EXPRESS 2500 CARGO VAN GENERAL MOTORS LLC
GAZ SUMMIT WHITE /V6G
93G MEDIUM PEWTER RENAISSANCE CENTER
ORDER NO. CXZTBS/TSC STOCK NO. DETROIT MI 48243-1114
VIN 1GCGWGAF PX R1256525 VEHICLE INVOICE 10D88004261
*****5878*****13*07442S

MODEL & FACTORY OPTIONS	MSRP	INV AMT	RETAIL - STOCK
CG23405 EXPRESS 2500 CARGO VAN	40700.00	38013.80	INVOICE 08/29/24
AS5 SEATS, CUSTOM CLOTH	70.00	63.70	SHIPPED 08/15/24
INCL. DELUXE FLOOR CONSOLE			EXP I/T 08/22/24
ATG REMOTE KEYLESS ENTRY	175.00	159.25	INT COM 09/13/24
DAA SUNSHADE, VINYL	10.00	9.10	PRC EFF 08/15/24
FE9 50-STATE EMISSIONS	N/C	N/C	KEYS XXXXX XXXXX
GU6 REAR AXLE - 3.42 RATIO	N/C	N/C	WFP-S QTR OPT-1
G7K ANTENNA EQUIPMENT	50.00	45.50	FAN: 000858926
LV1 ENGINE, 4.3L V6	N/C	N/C	BANK: JP MORGAN C
MTH TRANSMISSION, 8-SPEED AUTOMATIC	N/C	N/C	CHG-TO 07-442
UY7 TRAILERING WIRE HARNESS	80.00	72.80	SHIP-TO 59-897
PROVISION			ADRIAN STEEL / CV
ZQ3 CONVENIENCE PACKAGE INCL:	395.00	359.45	DALLAS TX
* CRUISE CONTROL			
* STEERING COLUMN, TILT			SHIP WT: 5202
8E1 FUEL, ADDITIONAL 3 GALLONS	18.00	16.38	HP: 36.9
ADRIAN STEEL / CVI			GVWR: 8600
GM HAS DESIGNED, MANUFACTURED, SOLD AND CERTIFIED TO			GAWR.FT: 4100
APPLICABLE FEDERAL MOTOR VEHICLE SAFETY STANDARDS THIS			GAWR.RR: 5360
VEHICLE AS A BUS, MULTIPURPOSE PASSENGER VEHICLE, OR			EMPLOY: 39385.38
TRUCK, BUT NOT AS A SCHOOL BUS.			SUPPLR: 40934.98
			NTR: 3/4
			EMPINC: 2242.76
			SUPINC: 693.16

TOTAL MODEL & OPTIONS	41498.00	38739.98	ACT 237 39390.04
DESTINATION CHARGE	1895.00	1895.00	H/B 261 1244.94

TOTAL	43393.00	40634.98	PAY 310 40634.98
MEMO: TOTAL LESS HOLDBACK AND			
APPROX WHOLESALE FINANCE CREDIT		38616.74	

INVOICE DOES NOT REFLECT DEALER'S ULTIMATE COST BECAUSE OF MANUFACTURER
REBATES, ALLOWANCES, INCENTIVES, HOLDBACK, FINANCE CREDIT AND RETURN TO
DEALER OF ADVERTISING MONIES, ALL OF WHICH MAY APPLY TO VEHICLE.

RAY HUFFINES CHEV / FLEET INVENTORY



725 N. Royal Lane, Suite 100 DFW Airport TX 75261

Phone (469) 570-7477 Fax

INVOICE: 2217547

Invoice Date: 9/13/2024

SOLD TO: HUFFINES CHEVROLET PLANO
 1001 COIT RD

 PLANO, TX 75075
 Ph: (704) 719-6480

SHIP TO: HUFFINES CHEVROLET PLANO
 DAN FRANKLIN / DANICA PEREZ
 1001 COIT RD
 ACCOUNTS PAYABLE
 PLANO , TX 75075

ACCT #:	P.O.#/CUST. ORDER #:	ORDER DATE:	TERMS:	DATE SHIPPED:	VIA:
2203865	R1256525	9/13/2024	Net 30 AG		

Quantity:	Part Number:	Description:	Price:	Total:
1	PARGM-NW	COMPOSITE PAR, SOLID, GM	\$1,332.95	\$1,332.95
3	AD44FP	AD44FP SHELF MODULE	\$463.66	\$1,390.98
1	RKFSVLWB	RAIL SYS, AD SERIES, LWB	\$346.95	\$346.95
1	GMMBK2W	Mounting Bracket Kit, 2-Pack, White, Expre	\$90.41	\$90.41
1	GMMBK4W	Mounting Bracket Kit, 4-Pack, White, Expre	\$125.29	\$125.29
1	3B6W	3-Bar w/ 6" Uprights (6), White, Full Size	\$749.80	\$749.80

Note: Our 'Remit To' Address Has Changed - See Below

VIN: 1CGWGAFPR1256525

COMMENTS:
 JB - pool

Remit To:
Commercial Van Interiors
2380 Pecan Court
Haltom City, TX 76117

SUBTOTAL:	\$4,036.38
TAX: 8.2500%	\$0.00
LABOR:	\$498.75
FREIGHT:	\$0.00
TOTAL:	\$4,535.13

15% Restocking Fee on all returned Equipment

Customer	Signature: _____	Date: _____
Acknowledgement:	Printed Name: _____	Title: _____

ESTIMATE

Parkway Chevrolet, Inc.
25500 TX 249
Tomball, TX 77375

jforbes@parkwayfamily.com
+1 (281) 932-1726
Buy Board Contract 698-23, 724-23

Bill to
Fort Worth ISD

Ship to
Fort Worth ISD

Estimate details

Estimate no.: 60261
Estimate date: 09/23/2024

#	Date	Product or service	Description	Qty	Rate	Amount
1.		DDQVGB	2024 EXPRESS 3500 EXTD WB CARGO VAN	2	\$53,095.00	\$106,190.00
2.		SI	State Inspection	2	\$7.00	\$14.00
3.		TT	Temp Tag	2	\$5.00	\$10.00
4.		Services	Buy Board Fee	1	\$400.00	\$400.00
5.		Delivery	Delivery of Vehicle	2	\$396.00	\$792.00
					Total	\$107,406.00

Accepted date

Accepted by

QUOTE# 00AA-P1257875

CONTRACT PRICING WORKSHEET

End User: FORT WORTH ISD	Contractor: CALDWELL COUNTRY
Contact Name: CHRISTOPHER THOMAS (SHANE)	CALDWELL COUNTRY
Email: CHRISTOPHER.THOMAS@FWISD.ORG	Prepared By: Averyt Knapp
Phone #: 817-815-7581	Email: aknapp@caldwellcountry.com
Fax #:	Phone #: 979-567-6116
Location City: FORT WORTH, TX	Fax #: 979-567-4376
Date Prepared: SEPTEMBER 23, 2024,	Address: P. O. Box 27, Caldwell, TX 77836
Contract Number: BUY BOARD #724-23	Tax ID # 87-3266036
Product Description: 2024 CHEVROLET 2500 EXPRESS CARGO VAN CG23405	
A Base Price & Options: \$42,240	

B Fleet Quote Option:

Code	Description	Cost	Code	Description	Cost
	8,600#GVWR, 135" WHEELBASE, 4.3L-V6, 8-SPD AUTOMATIC, VINYL BUCKETS, AIR CONDITION, AMFM-STEREO, POWER WINDOWS, POWER LOCKS, SWING-OUT SIDE CARGO DOORS (W/GLASS), SWING-OUT REAR CARGO DOORS (W/GLASS), FULL LENGTH RUBBER FLOOR, TRAILER TOW PACKAGE	INCL			
	GM WARRANTY 5YR/100,000 MILES POWERTRAIN @ N/C	INCL		CALDWELL COUNTRY PO BOX 27 CALDWELL, TEXAS 77836	
Subtotal B					INCL

C Unpublished Options

Code	Description	Cost	Code	Description	Cost
Subtotal C					

D Other Price Adjustments (Installation, Delivery, Etc...)

Subtotal D					INCL
------------	--	--	--	--	------

E Unit Cost Before Fee & Non-Equipment Charges (A+B+C+D)	\$42,240
Quantity Ordered	2

Subtotal E	\$84,480
F Non-Equipment Charges (Trade-In, Warranty, Etc...)	
BUY BOARD FEE	\$400
G. Color of Vehicle: WHITE	
H. Total Purchase Price (E+F)	
	\$84,880
Estimated Delivery Date:	UNITS IN STOCK -

**CONSENT AGENDA ITEM BOARD
MEETING
October 22, 2024**

**TOPIC: **APPROVE THE APPLICATION FOR THE WAIVER OF THE 2024-2025
REQUEST FOR MAXIMUM CLASS SIZE EXCEPTION****

BACKGROUND:

At the beginning of the school year, each school district in Texas is required to review its class size enrollment to determine whether its class sizes for grades Prekindergarten (PK) through Grade Four meet the requirements of the TEC §25.112. If the review indicates any class for grades PK-4 exceeds the allowable class size limit of 22 students per class (22:1), the District must submit a request for an exception under TEC §25.112 (d). A district seeking an exemption must notify the commissioner and apply for the exemption not later than the later of: (1) October 1; or 2) the 30th day after the first school day the district exceeds the limit. An exception request must be approved by the school District's Board of Trustees.

STRATEGIC GOAL:

2 - Improve Operational Effectiveness and Efficiency

ALTERNATIVES:

1. Approve the Application for the Waiver of the 2024-2025 Request for Maximum Class Size Exception
2. Decline to Approve the Application for the Waiver of the 2024-2025 Request for Maximum Class Size Exception
3. Remand to Staff for Further Study

SUPERINTENDENT'S RECOMMENDATION:

Approve the Application for the Waiver of the 2024-2025 Request for Maximum Class Size Exception

COST:

No Budget Impact

VENDOR:

Not Applicable

PURCHASING MECHANISM:

Not a Purchase

Purchasing Support Documents Needed:

Not Applicable

PARTICIPATING SCHOOL(S)/DEPARTMENT(S)/EDUCATIONAL ENTITY:

Campus List (See Attached)

RATIONALE:

Existing staff were reallocated during the fall leveling process in order to meet the student-teacher ratio of 22:1 to the greatest extent possible. Despite the reallocation of staff, there are still classrooms over the established 22:1 class size ratio in grades PK-4. Talent Management recommends applying for a Waiver of the 2024-2025 Request for Maximum Class Size Exception.

INFORMATION SOURCE:

Woodrow Bailey III, Chief Talent Officer

Board Agenda Attachment
September 24, 2024

Campus Number	Campus Name	Campus Number	Campus Name
105	WEST HANDLEY ELEMENTARY	138	H V HELBING ELEMENTARY
120	RUFINO MENDOZA ELEMENTARY	139	MILTON KIRKPATRICK ELEMENTARY
121	DE ZAVALA ELEMENTARY	146	M H MOORE ELEMENTARY
127	CHRISTENE MOSS ELEMENTARY	147	MORNINGSIDE ELEMENTARY
133	W M GREEN ELEMENTARY	156	RIDGLEA HILLS ELEMENTARY
134	GREENBRIAR ELEMENTARY	160	MAUDRIE WALTON ELEMENTARY
153	A M PATE ELEMENTARY	161	SAM ROSEN ELEMENTARY
188	ATWOOD MCDONALD ELEMENTARY	165	RICHARD J WILSON ELEMENTARY
219	LOWERY ROAD ELEMENTARY	206	BILL J ELLIOTT ELEMENTARY
221	WESTERN HILLS PRIMARY	209	EDWARD J BRISCOE ELEMENTARY
222	CLIFFORD DAVIS ELEMENTARY	226	SEMINARY HILLS PARK ELEMENTARY
118	HAZEL HARVEY PEACE ELEMENTARY	110	CARROLL PEAK ELEMENTARY
119	DAGGETT ELEMENTARY	114	MANUEL JARA ELEMENTARY
122	DIAMOND HILL ELEMENTARY	132	GLEN PARK ELEMENTARY
126	EAST HANDLEY ELEMENTARY	135	VAN ZANDT-GUINN ELEMENTARY
130	HARLEAN BEAL ELEMENTARY	149	NORTH HI MT ELEMENTARY
143	D MCRAE ELEMENTARY	150	OAKHURST ELEMENTARY SCHOOL
157	LUELLA MERRETT ELEMENTARY	154	MARY LOUISE PHILIPS ELEMENTARY
159	VERSIA L WILLIAMS ELEMENTARY	162	SAGAMORE HILL ELEMENTARY
163	BRUCE SHULKEY ELEMENTARY	169	SUNRISE ELEMENTARY
167	SOUTH HILLS ELEMENTARY	175	WASHINGTON HEIGHTS ELEMENTARY
168	SPRINGDALE ELEMENTARY	180	WESTERN HILLS ELEMENTARY
172	WJ TURNER ELEMENTARY	115	GEORGE C CLARKE ELEMENTARY
177	WESTCLIFF ELEMENTARY	123	S S DILLOW ELEMENTARY
178	WESTCREEK ELEMENTARY	151	NATHA HOWELL ELEMENTARY
184	WORTH HEIGHTS ELEMENTARY	176	WAVERLY PARK ELEMENTARY
208	TA SIMS ELEMENTARY	227	DOLORES HUERTA ELEMENTARY
216	WOODWAY ELEMENTARY	116	LILY B CLAYTON ELEMENTARY
220	ALICE D CONTRERAS ELEMENTARY	124	MAUDE LOGAN ELEMENTARY
225	BONNIE BRAE ELEMENTARY	137	HUBBARD HEIGHTS ELEMENTARY
125	EASTERN HILLS ELEMENTARY		

School Name	Grade Level	Total Number of Students
WEST HANDLEY ELEMENTARY	1st	25
WEST HANDLEY ELEMENTARY	2nd	27
WEST HANDLEY ELEMENTARY	3rd	23
WEST HANDLEY ELEMENTARY	4th	26
WEST HANDLEY ELEMENTARY	Pre K	23
GEORGE C CLARKE ELEMENTARY	3rd	26
LILY B CLAYTON ELEMENTARY	4th	25
LILY B CLAYTON ELEMENTARY	4th	25
LILY B CLAYTON ELEMENTARY	4th	24
HAZEL HARVEY PEACE ELEMENTARY	Kinder	24
HAZEL HARVEY PEACE ELEMENTARY	Kinder	23
DAGGETT ELEMENTARY	2nd	23
DAGGETT ELEMENTARY	3rd	23
DAGGETT ELEMENTARY	4th	30
DAGGETT ELEMENTARY	Kinder	23
RUFINO MENDOZA ELEMENTARY	1st	23
DE ZAVALA ELEMENTARY	4th	25
DE ZAVALA ELEMENTARY	Kinder	23
DE ZAVALA ELEMENTARY	Pre K	23
DIAMOND HILL ELEMENTARY	1st	26
DIAMOND HILL ELEMENTARY	3rd	29
DIAMOND HILL ELEMENTARY	3rd	24
DIAMOND HILL ELEMENTARY	4th	24
S S DILLOW ELEMENTARY	3rd	31
MAUDE LOGAN ELEMENTARY	4th	25
EASTERN HILLS ELEMENTARY	1st	26
EASTERN HILLS ELEMENTARY	3rd	27
EASTERN HILLS ELEMENTARY	4th	25
EAST HANDual-LanguageEY ELEMENTARY	1st	23
EAST HANDual-LanguageEY ELEMENTARY	1st	25
EAST HANDual-LanguageEY ELEMENTARY	2nd	26
EAST HANDual-LanguageEY ELEMENTARY	4th	24
EAST HANDual-LanguageEY ELEMENTARY	4th	23
EAST HANDual-LanguageEY ELEMENTARY	Kinder	24
EAST HANDual-LanguageEY ELEMENTARY	Kinder	26
CHRISTENE MOSS ELEMENTARY	1st	27
CHRISTENE MOSS ELEMENTARY	2nd	24
CHRISTENE MOSS ELEMENTARY	Kinder	27
CHRISTENE MOSS ELEMENTARY	Pre K	24
HARLEAN BEAL ELEMENTARY	3rd	23
HARLEAN BEAL ELEMENTARY	3rd	23
HARLEAN BEAL ELEMENTARY	Kinder	23
GLEN PARK ELEMENTARY	2nd	23
GLEN PARK ELEMENTARY	4th	24
GLEN PARK ELEMENTARY	4th	23
GLEN PARK ELEMENTARY	4th	25
GLEN PARK ELEMENTARY	Kinder	23

GLEN PARK ELEMENTARY	Pre K	24
W M GREEN ELEMENTARY	1st	23
W M GREEN ELEMENTARY	1st	23
W M GREEN ELEMENTARY	3rd	24
W M GREEN ELEMENTARY	3rd	24
GREENBRIAR ELEMENTARY	Pre K	25
VAN ZANDT-GUINN ELEMENTARY	2nd	25
HUBBARD HEIGHTS ELEMENTARY	4th	25
HUBBARD HEIGHTS ELEMENTARY	4th	25
H V HELBING ELEMENTARY	1st	24
H V HELBING ELEMENTARY	2nd	26
H V HELBING ELEMENTARY	4th	27
MILTON KIRKPATRICK ELEMENTARY	1st	26
MILTON KIRKPATRICK ELEMENTARY	3rd	28
MILTON KIRKPATRICK ELEMENTARY	4th	30
D MCRAE ELEMENTARY	1st	23
D MCRAE ELEMENTARY	1st	23
D MCRAE ELEMENTARY	4th	25
D MCRAE ELEMENTARY	4th	23
D MCRAE ELEMENTARY	Kinder	26
D MCRAE ELEMENTARY	Kinder	26
M H MOORE ELEMENTARY	1st	26
M H MOORE ELEMENTARY	3rd	23
M H MOORE ELEMENTARY	3rd	23
MORNINGSIDE ELEMENTARY	1st	25
MORNINGSIDE ELEMENTARY	2nd	25
MORNINGSIDE ELEMENTARY	4th	30
NORTH HI MT ELEMENTARY	2nd	25
OAKHURST ELEMENTARY SCHOOL	1st	23
OAKHURST ELEMENTARY SCHOOL	1st	23
OAKHURST ELEMENTARY SCHOOL	2nd	26
OAKHURST ELEMENTARY SCHOOL	3rd	25
NATHA HOWELL ELEMENTARY	4th	25
NATHA HOWELL ELEMENTARY	4th	28
A M PATE ELEMENTARY	1st	25
A M PATE ELEMENTARY	Pre K	24
MARY LOUISE PHILIPS ELEMENTARY	2nd	27
MARY LOUISE PHILIPS ELEMENTARY	2nd	24
MARY LOUISE PHILIPS ELEMENTARY	3rd	26
RIDGLEA HILLS ELEMENTARY	1st	23
LUELLA MERRETT ELEMENTARY	1st	24
LUELLA MERRETT ELEMENTARY	1st	23
VERSIA L WILLIAMS ELEMENTARY	1st	25
VERSIA L WILLIAMS ELEMENTARY	4th	24
VERSIA L WILLIAMS ELEMENTARY	Kinder	24
MAUDRIE WALTON ELEMENTARY	1st	27
MAUDRIE WALTON ELEMENTARY	4th	28
SAM ROSEN ELEMENTARY	1st	26
SAM ROSEN ELEMENTARY	3rd	25
SAM ROSEN ELEMENTARY	4th	28

BRUCE SHULKEY ELEMENTARY	1st	24
BRUCE SHULKEY ELEMENTARY	Kinder	25
SOUTH HILLS ELEMENTARY	1st	23
SOUTH HILLS ELEMENTARY	3rd	25
SOUTH HILLS ELEMENTARY	3rd	23
SOUTH HILLS ELEMENTARY	3rd	23
SPRINGDALE ELEMENTARY	1st	24
SPRINGDALE ELEMENTARY	Kinder	28
SUNRISE ELEMENTARY	3rd	25
WJ TURNER ELEMENTARY	1st	23
WJ TURNER ELEMENTARY	2nd	23
WJ TURNER ELEMENTARY	3rd	26
WJ TURNER ELEMENTARY	3rd	23
WJ TURNER ELEMENTARY	4th	27
WJ TURNER ELEMENTARY	Kinder	25
WASHINGTON HEIGHTS ELEMENTARY	2nd	23
WASHINGTON HEIGHTS ELEMENTARY	4th	24
WAVERLY PARK ELEMENTARY	3rd	25
WAVERLY PARK ELEMENTARY	3rd	25
WESTCLIFF ELEMENTARY	1st	24
WESTCLIFF ELEMENTARY	2nd	24
WESTCLIFF ELEMENTARY	3rd	24
WESTCLIFF ELEMENTARY	3rd	23
WESTCLIFF ELEMENTARY	3rd	23
WESTCLIFF ELEMENTARY	4th	24
WESTCREEK ELEMENTARY	1st	23
WESTCREEK ELEMENTARY	Kinder	25
WESTERN HILLS ELEMENTARY	2nd	26
WESTERN HILLS ELEMENTARY	2nd	26
WESTERN HILLS ELEMENTARY	3rd	25
WESTERN HILLS ELEMENTARY	3rd	23
WESTERN HILLS ELEMENTARY	4th	31
WESTERN HILLS ELEMENTARY	4th	30
ATWOOD MCDONALD ELEMENTARY	Pre K	23
WOODWAY ELEMENTARY	1st	24
BILL J ELLIOT ELEMENTARY	1st	25
BILL J ELLIOT ELEMENTARY	4th	26
WOODWAY ELEMENTARY	4th	26
WOODWAY ELEMENTARY	Kinder	24
TA SIMS ELEMENTARY	1st	23
TA SIMS ELEMENTARY	1st	23
TA SIMS ELEMENTARY	3rd	25
TA SIMS ELEMENTARY	3rd	25
TA SIMS ELEMENTARY	4th	23
TA SIMS ELEMENTARY	4th	23
TA SIMS ELEMENTARY	Kinder	26
WOODWAY ELEMENTARY	1st	23
WOODWAY ELEMENTARY	3rd	25
WOODWAY ELEMENTARY	3rd	24
WOODWAY ELEMENTARY	4th	25

WOODWAY ELEMENTARY	4th	25
WOODWAY ELEMENTARY	Kinder	26
LOWERY ROAD ELEMENTARY	3rd	23
LOWERY ROAD ELEMENTARY	3rd	23
LOWERY ROAD ELEMENTARY	4th	24
LOWERY ROAD ELEMENTARY	4th	26
LOWERY ROAD ELEMENTARY	Pre K	24
ALICE D CONTRERAS ELEMENTARY	Kinder	23
WESTERN HILLS PRIMARY	1st	25
WESTERN HILLS PRIMARY	1st	24
WESTERN HILLS PRIMARY	Kinder	30
WESTERN HILLS PRIMARY	Kinder	30
WESTERN HILLS PRIMARY	Pre K	26
WESTERN HILLS PRIMARY	Pre K	26
CLIFFORD DAVIS ELEMENTARY	1st	38
CLIFFORD DAVIS ELEMENTARY	1st	37
CLIFFORD DAVIS ELEMENTARY	1st	38
CLIFFORD DAVIS ELEMENTARY	2nd	25
CLIFFORD DAVIS ELEMENTARY	2nd	25
CLIFFORD DAVIS ELEMENTARY	2nd	24
CLIFFORD DAVIS ELEMENTARY	2nd	24
CLIFFORD DAVIS ELEMENTARY	3rd	24
CLIFFORD DAVIS ELEMENTARY	3rd	27
CLIFFORD DAVIS ELEMENTARY	3rd	23
CLIFFORD DAVIS ELEMENTARY	3rd	23
CLIFFORD DAVIS ELEMENTARY	3rd	24
CLIFFORD DAVIS ELEMENTARY	3rd	23
CLIFFORD DAVIS ELEMENTARY	4th	31
CLIFFORD DAVIS ELEMENTARY	4th	30
CLIFFORD DAVIS ELEMENTARY	4th	30
CLIFFORD DAVIS ELEMENTARY	Kinder	25
CLIFFORD DAVIS ELEMENTARY	Kinder	25
CLIFFORD DAVIS ELEMENTARY	Kinder	25
CLIFFORD DAVIS ELEMENTARY	Kinder	24
BONNIE BRAE ELEMENTARY	3rd	27
BONNIE BRAE ELEMENTARY	4th	23
BONNIE BRAE ELEMENTARY	Kinder	25
SEMINARY HILLS PARK ELEMENTARY	1st	24
SEMINARY HILLS PARK ELEMENTARY	4th	24
DOLORES HUERTA ELEMENTARY	3rd	26

TOTAL WAIVER REQUESTS:	188
TOTAL CAMPUSES ON WAIVERS:	55

CONSENT AGENDA ITEM
BOARD MEETING
October 22, 2024

TOPIC: APPROVE PURCHASE OF AN ONLINE ASSESMENT TOOL FOR GIFTED AND TALENTED SCREENING

BACKGROUND:

Gifted and Talented (G/T) services conducted RFP 24-039 for Gifted and Talented Screening to purchase an online assessment tool called the Naglieri Nonverbal Ability Test 3 (NNAT3) to be used in the G/T identification screening process. This test will be used to screen for students that demonstrate or show the potential of advanced abilities. The assessment will be used to universally screen all students in first-grade and assess student who have been referred for G/T identification screening from Kindergarten through Grade 12 in compliance with the Texas Education Agency (TEA) expectations. Gifted and Talented services will use this as an online assessment that evaluates a student's ability and provides data on percentile ranks of students locally and nationally.

TEA requires an assessment used for G/T screening that evaluates if a student performs or shows potential for performing at remarkably high levels of accomplishment [19 TAC §89.1(1)] when compared to others of the same age, experience, or environment. The NNAT3 is a non-verbal assessment that is culturally and linguistically non-biased. In addition, the NNAT3 will be scored online and made available for all campuses across the District [19 TAC §89.1(3)]. All assessment data must be used to screen for both giftedness and easily send results to campuses and parents/guardians of students. In previous years, assessments such as the CogAT, NNAT2, and most recently the NNA T3 were used as nonverbal and universal screeners.

STRATEGIC GOAL:

1 - Increase Student Achievement

ALTERNATIVES:

1. Approve Purchase of an Online Assessment Tool for Gifted and Talented Screening
2. Decline to Approve Purchase of an Online Assessment Tool for Gifted and Talented Screening
3. Remand to Staff for Further Study

SUPERINTENDENT'S RECOMMENDATION:

Approve Purchase of an Online Assessment Tool for Gifted and Talented Screening

FUNDING SOURCE: *Additional Details*

General Fund

199-31-6339-344

COST:

\$100,000

VENDOR(S)/PROVIDER(S):

NCS Pearson, Inc.

PURCHASING MECHANISM:

Competitive Solicitation

24-039

PARTICIPATING SCHOOL(S)/DEPARTMENT(S)/EDUCATIONAL ENTITY:

District-Wide

RATIONALE:

Fort Worth ISD is committed to following TEA's expectations for Gifted and Talented assessment including the use of a nonverbal screener. This type of assessment will help promote an equitable G/T screening process to see giftedness and gifted potential in all campuses and all student populations.

INFORMATION SOURCE:

Mohammed Choudhury, Deputy Superintendent, Learning and Leading

**Pearson Response to Fort Worth Independent School District
RFP 24-039, Gifted and Talented Screening
NNAT3 Specifications Narrative**

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NNAT3 Specifications Narrative**

Specifications

Requirement

Non-Verbal Ability Testing for grades K-12, culturally and linguistically non-bias, administered and scored online. G/T services is searching for an assessment tool to be used in the G/T identification screening process. This test will be used to screen for students that demonstrate or show the potential of advanced abilities. The assessment will be used to both universally screen all students in first grade and assess students who have been referred for G/T identification screening from kindergarten through grade 12 in compliance with TEA expectations. G/T services is in search for an online assessment that evaluates a student's ability and provides data on percentile ranks of students locally and nationally.

Response

FWISD administers the Naglieri Nonverbal Assessment Test (NNAT3) to all current 1st graders and to students who have been referred for G/T identification screening from kindergarten through grade 12, in compliance with Texas Education Agency (TEA) expectations. For FWISD, Pearson has successfully administered NNAT3 recently as a universal gifted and talented screener and, for approximately four years, the assessment has been utilized for GT qualification on a referral basis. There is existing data integration between NNAT3 and FWISD's system(s). FWISD sends student and section information via an ABI to the NNAT3 system nightly. As a result, there is no burden on the District to set up data integration or provide regular updates to account for student movement.

Requirement

Please attach specifications/information regarding your product, along with examples of past work.

**Pearson Response to Fort Worth Independent School District
RFP 24-039, Gifted and Talented Screening
NNAT3 Specifications Narrative**

Response

Examples of Past and Present Use of NNAT3

Alexandria City Public Schools, Virginia

Alexandria City Public Schools (ACPS) serves more than 15,000 students who hail from more than 114 countries and speak 119 languages. ACPS has 18 schools, including two middle schools, two K-8 schools, one pre-K school and the internationally recognized T.C. Williams High School. ACPS is committed to ensuring that each and every student succeeds. ACPS has used NNAT to identify students for the talented and gifted program since 2016.

Denver Public Schools, Colorado

Denver Public Schools (DPS) serves approximately 94,000 students who speak 17 languages. DPS has 207 schools. DPS is committed to providing all students the opportunity to achieve the knowledge and skills necessary to become contributing citizens in our diverse society.

Identification of Gifted students is an ongoing process. Denver Public Schools follows the ECEA guidelines for identification. In an effort to find and identify students, DPS universally assesses approximately 22,000 students every fall in kindergarten, 2nd, and 6th grade using the online NNAT3. The NNAT3 score of 95%ile or higher may serve as one formal identification point in the body of evidence. DPS has used NNAT3 to identify students for the talented and gifted program since 2016.

Fairfax County Public Schools, Virginia

Fairfax County Public Schools (FCPS) enrolls more than 187,000 students, many of whom have diverse backgrounds. FCPS educators use NNAT3 to identify gifted students, especially those who may be less adept in using traditional verbal ability testing. FCPS has used NNAT3 to identify students for the talented and gifted program since 2014.

Orange County Public Schools, Florida

Orange County Public Schools (OCPS) is the 9th largest school district in the United States and the 4th largest in Florida. The district enrolls more than 212,000 students each year in

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188 schools, including 126 elementary schools, 4 K-8 schools, 35 middle schools, 20 high schools, and 4 exceptional education centers. OCPS also manages six dedicated campuses with night classes for adult education, and they have four dedicated schools for hospital/homebound students, as well as dozens of alternative education centers, including charter schools. Currently implementation is for approximately 10,000 students. OCPS has used NNAT3 to identify students for the talented and gifted program since 2018.

Clark County School District, Nevada

Clark County School District (CCSD), the fifth largest school district in the country with more than 328,000 students a year, has a long history with Pearson.

Clark County receives customized support for their Gifted and Talented Education (GATE) department's ordering needs for NNAT3 and the Kaufman Brief Intelligence Test, Second Edition (KBIT2).

To assist the school district in placing orders for assessments, Pearson created a unique ordering platform which allows each individual school to place orders directly on Pearson's ATP platform; this support enables more than 250 different contacts and shipping locations to easily, cost-effectively place orders. The school district also received specialized support in creating each school's website ordering account, which helps them place individual KBIT2 protocol orders that quickly ship to 250 locations.

We go the extra mile to modify ordering and ease processes for campus-based purchases of NNAT3, KBIT2, aimswebPlus, and additional assessments. The school district's clinical departments (Psychologists and SLPs) work directly with their Assessment Consultant for all ordering needs, including consultative meetings, expert advice, quotes, discounts, PO submittal, and other support.

In addition to these examples of success using NNAT3, we include three references who agree to be contacted regarding their use of NNAT3 and Pearson's support.

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NNAT3 Specifications Narrative**

Clark County School District (NV)

Clark County Public Schools (NV)	
Contact	<p>Stacy Moll, Director Office of Professional Learning and Gifted Education Services 4040 Pecos McLeod, Las Vegas, NV 89121 702-799-8601 mollss@nv.ccsd.net</p>
Start Date	2016
Product(s)	<p>Naglieri Nonverbal Ability Test® Third Edition (NNAT3) Kaufman Brief Intelligence Test-2 (KBIT-2-Revised)</p>
Highlights	<p>Pearson has a long history with Clark County School District, the fifth largest school district in the country, which enrolls more than 328,000 students a year. Clark County receives customized support for their Gifted and Talented Education (GATE) department's ordering needs for the Naglieri Nonverbal Ability Test®, Third Edition (NNAT3) and the Kaufman Brief Intelligence Test, Second Edition (KBIT-2) [now the KBIT-2-Revised].</p> <p>To assist the school district in placing orders for assessments, Pearson created a unique ordering platform which allows for each individual school to place orders directly on Pearson's ATP platform; this support enables more than 250 different shipping locations and contacts to easily and cost-effectively place orders. The school district also received specialized support in creating each school's website ordering account, which helps them place individual KBIT protocol orders that quickly ship to 250 locations.</p> <p>The school district's clinical departments (Psychologists and SLPs) work directly with their Assessment Consultant for all associated needs, including consultative meetings, expert advice, quotes, discounts, PO submittal, and other support. We go the extra mile to support processes for campus-based use of NNAT3, KBIT-2, and other assessments.</p>

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NNAT3 Specifications Narrative**

Katy Independent School District (TX)

Katy ISD (TX)	
Contact	Pam Whitfield, GT Testing Coordinator Katy ISD, Texas 6301 S. Stadium Lane, ESC Room 2560 281-396-2272 pamelakwhitfield@katyisd.org
Start Date	2016
Product(s)	Naglieri Nonverbal Ability Test® Third Edition (NNAT3)
Highlights	<p>Katy ISD is a flourishing suburban school district that encompasses 181 square miles in southeast Texas. Its eastern boundaries stretch to Houston's energy corridor approximately 16 miles west of downtown Houston and extend along Interstate 10 to a few miles west of the city of Katy. The district serves almost 95,000 students.</p> <p>Katy ISD uses NNAT3 Online very similarly to Fort Worth ISD, both to universally screen and to identify students for Gifted and Talented program. Gifted and Talented service is offered to identified students in grades K-12, and the program differentiates at the Kindergarten level, Elementary level, and Secondary level.</p>

Dallas Independent School District (TX)

Dallas ISD (TX)	
Contact	Erinn D. Wilcots, Ph.D. - Manager [INTP] Advanced Academic Services Dallas Independent School District Linus D. Wright Administration Building 9400 North Central Expressway, 4th Floor, Suite 417 Dallas, TX 75231 ewilcots@dallasisd.org 972-925-6455
Start Date	2016
Product(s)	Naglieri Nonverbal Ability Test® Third Edition (NNAT3)

**Pearson Response to Fort Worth Independent School District
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NNAT3 Specifications Narrative**

Dallas ISD (TX)

Highlights

Dr. Wilcots uses the NNAT3 Online both to universally screen and to identify students for Gifted and Talented program.

Dallas ISD employs 22,222 staff members to serve a diverse population of 153,861 students in 230 schools. As reported in 2020 by U.S. News & World Report, Dallas ISD is home to two of the nation's top 20 public high schools (*Yvonne A. Ewell Townview Center's School for the Talented and Gifted* and the *Irma Lerma Rangel Young Women's Leadership School*).

The purpose of the Gifted and Talented (G/T) program is to implement, maintain, and support a variety of instructional strategies that address the four core academic areas: reading/language arts, math, science, and social studies. Students in the G/T program demonstrate skills in self-directed learning, thinking, research, and communication. In the Dallas ISD, students are nominated, screened, and selected by the campus G/T Selection Committee.

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NNAT3 Specifications Narrative**

Information Regarding NNAT3

Helping students discover their potential is a privilege, and we appreciate providing tools to support that discovery. Gifted children don't arrive with a label to that effect, and what a pleasant responsibility it is to identify them. Fort Worth Independent School District (FWISD) currently administers the [Naglieri Nonverbal Assessment Test®](#), [Third Edition \(NNAT®3\)](#) to all current 1st graders and to students who have been referred for Gifted/Talented identification screening from kindergarten through grade 12. The NNAT3 is a nonverbal measure of general ability for students in kindergarten through grade 12. It is ideal to use with diverse student populations.



The NNAT3 is the right answer for Gifted assessment. In paper/pencil and online, the NNAT3 offers a total assessment solution with the flexibility and integrity you require. The NNAT3 includes multiple-choice items, options for administration, and choices for scoring and reporting for varied needs. NNAT3 was developed for use by all educational professionals and support staff.

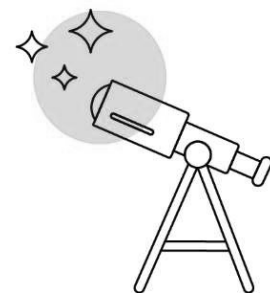
Why NNAT3?

NNAT3 provides a nonverbal, culturally neutral assessment of general ability. With the use of progressive matrices across grade levels, this versatile test is well-suited for identifying Gifted and Talented students. The test features pictorial direction and requires no spoken or written language.

This characteristic makes it particularly useful for assessing:

- Minority students
- Those who might be English language learners
- Those who may have a learning disorder (twice-exceptional or 2e students)

A strong advantage of NNAT3 is its means of identifying Gifted and Talented students who may not be found through more typical ability tests. With standard question and answer assessments, students who possess good verbal skills have an

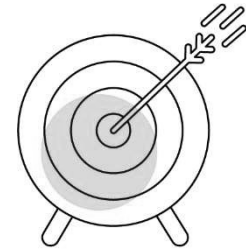


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advantage over students who do not. Nonverbal tests such as NNAT3 more equitably identify Gifted and Talented.

NNAT3 helps you avoid this problem. Similarly, verbal and quantitative tests on traditional IQ are also influenced by achievement. Those assessments are not viable measures of general ability for students who are:

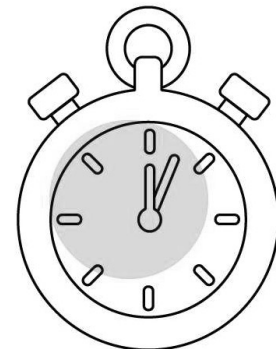
- Economically disadvantaged
- Taking refuge from their non-English-speaking home country
- Limited in their opportunity to learn
- English Language Learners



Typical ability tests underestimate the actual ability of students whose English and Math skills are not well developed.

The NNAT3:

- Can be administered in only 30 minutes, by means of Tablet, Online, or Paper-Pencil
- Is substantiated by national norms
- Offers a digital system for administering, scoring, and reporting, or the option of Paper-Pencil administration



NNAT3 builds on the most trusted name in non-verbal general ability testing, with new content and normative data, tablet administration options, and a new online interface.

Pearson's ability to meet and exceed the expectations of our district customers is made possible by the stability and longevity of our company and our staff. A comprehensive educational organization can offer a wider range of resources to benefit FWISD and its stakeholder communities.

Pearson will implement the NNAT3 for FWISD in a proven approach for success. Objectives include:

- Establishing accounts and roles/responsibilities for Pearson and for FWISD
- Familiarizing administrators and pertinent staff with the product
- Sustaining responsive and responsible communication and collaboration with FWISD leadership

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NNAT3 Specifications Narrative**

Also, see [Plan of Work](#) for more information.

Assembling the right team is critical to the successful delivery of FWISD's gifted screener services program. Pearson has formed a highly qualified team by partnering with leading assessment providers, specialists, and experts, to bring FWISD and its members a top team of assessment talent. This experienced team will ensure continuity for FWISD.

We carefully select each team member based on their areas of assessment expertise, understanding of the FWISD program, and the quality-focused ways in which they approach their work. These resources serve not only as proof of our ability to deliver on what we promise, but also our ability to mobilize quickly to meet FWISD's needs.

Customer Service

Pearson Clinical Assessment has the proven ability to fulfill a wide variety of customer service needs by means of toll-free telephone, webform, and email. Pearson's customer support teams commit to providing the most comprehensive, efficient, and effective customer service experience possible.

To meet the needs of FWISD administrators and educators as quickly as possible, we categorize and route inquiries by topic, thus customizing call flow and expedite service, directing calls, emails, and tickets to team members most qualified to answer the question. Most inquiries—including questions about platform navigation, rostering, user access, interpreting data, and how to understand local norms—are routed to our Technical Support Help Desk. Questions regarding billing, orders, and account issues, are routed to our Customer Service Help Desk. We prepare these two teams to specifically address in-depth technical or business inquiries, and we refine their expertise by continually applying feedback from the educators and administrators we serve.

Our methodology for support includes a web-based ticketing system that tracks all inquiries, their status, and their escalation path. We run reports every two hours to determine the status of all outstanding issues/tickets and to engage appropriate action. This ensures that issues/tickets are either resolved and closed or escalated to appropriate resources for additional research and resolution.

Technical Support Help Desk

Technical support agents are ready to resolve any technical issue by means of toll-free telephone, webform, or email. Our Technical Support Help Desk, which operates out of our

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San Antonio office, will support FWISD end users from 8:00 a.m. to 5:00 p.m. central time on each weekday, excluding major holidays.

Through our advanced forecasting practices, we deliver a streamlined and simplified support structure for our customers. We use the documented contact trends and behaviors of each customer, in conjunction with key dates, technology enhancements, and experience level, to forecast anticipated volume. Pearson staffs to this volume to ensure minimal wait times and provide a phenomenal customer experience. If a spike in volume occurs due to an unplanned event, we use many different tactics to ensure full coverage, such as adjusting work schedules or reallocating agents from other support avenues.

The commitment for the Technical Support Team is to stay with the customer on the phone until the customer's issues are resolved and the customer is satisfied. Their performance metric is not "how fast can I get the customer off the phone," but "how can I help this customer satisfactorily resolve this issue?" The Technical Support Agent often helps the customer navigate the online system and makes sure that the customer manages data appropriately to get the results desired.

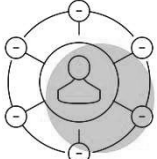

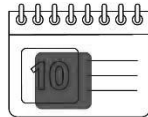
Plan of Work

Upon contract award, we will collaborate with FWISD stakeholders regarding continued implementation and use in the FWISD schools.

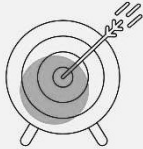
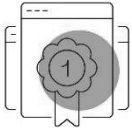
As the foundation for our successful implementation for FWISD's gifted screener program, throughout the life of the contract Pearson fulfills a completely transparent approach to program management. Our dedicated program management team reviews the program management plan with FWISD and describes our approach to each of the process areas called out in the Project Management Book of Knowledge® (PMBOK®).

The following table further defines each section of a typical program management plan.

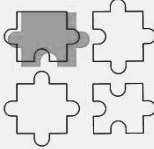
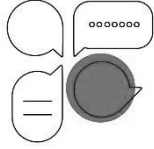
**Pearson Response to Fort Worth Independent School District
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NNAT3 Specifications Narrative**

Pearson's Approach to PMBOK	
PMBOK Section	Our Approach
<p>Project Integration Management</p>  <p><i>Holistic Program Oversight</i></p>	<p>From project start-up through planning, execution, and closeout, FWISD project activities require deliberate preparation, close monitoring, and transparent communication to meet or exceed FWISD's expectations.</p> <p>Our program team creates and regularly updates the project plan that documents how the team manages the project across all areas (scope, schedule, cost, communication, staffing, cost, quality, and risk).</p>
<p>Scope Management</p>  <p><i>The Right Work for Your Program</i></p>	<p>Pearson manages with flexibility and responsiveness. Change happens—in technology, assessment philosophy, leadership, and education policy. Based on our years of experience with changes that arise unexpectedly, we collaborate with FWISD to address the anticipated changes.</p> <p>A key component of scope management involves defining and agreeing to the requirements. Upon contract award, Pearson will create a Business Requirements Document (BRD) containing contract requirements that are updated and shared with FWISD for approval each time a new or changing requirement is accepted. FWISD and Pearson must both agree on the impacts to cost and schedule and the potential risks before proceeding.</p> <p>Our emphasis on early clarity, with detailed documentation of customer requirements, prevents unwarranted assumptions and allows our program delivery team to track the status of each activity and deliverable.</p>
<p>Schedule Management</p>  <p><i>Meeting Critical Milestones</i></p>	<p>We understand that developing clear and comprehensive project schedules and closely managing and monitoring them is crucial to the successful delivery of any program. As part of the program management plan, our program delivery team creates a detailed project schedule for FWISD that meets the timeline expectations outlined in the RFP.</p> <p>Our schedules avoid unnecessary overlap and burden on FWISD resources. Schedules will be integrated, regularly reviewed and updated, and made available to project stakeholders in a clear, understandable, and easily accessible format.</p> <p>When schedule issues arise that may affect program deliverables, we swiftly work with our functional teams, using proven-PMI practices, to get the project back on track, while maintaining high-quality expectations.</p>

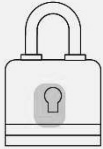

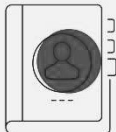
**Pearson Response to Fort Worth Independent School District
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NNAT3 Specifications Narrative**

Pearson's Approach to PMBOK	
PMBOK Section	Our Approach
<p>Cost Management</p>  <p><i>Efficient and Responsible Spending</i></p>	<p>Our proposal includes innovative, cost-effective, sustainable solutions to deliver the greatest value for FWISD's available budget. Before beginning any work, we will agree with FWISD regarding the scope and costs for the work we provide. This ensures that FWISD continues to receive the products and services expected, at a fair and affordable price, without unexpected costs or compromises in quality or service.</p> <p>We are experienced in managing different types of contracts including fixed, cost-plus, and variable, as well as the complexities of contracting that come with each type. We are prepared to provide the level of transparency and supporting evidence necessary for FWISD to make the invoicing process efficient and timely.</p> <p>Throughout the life of the contract, Pearson will work with FWISD to look for opportunities to maximize budgets through new and revised services and offerings. We will efficiently manage and execute scope amendments to meet FWISD's fiscal constraints deadlines.</p>
<p>Quality Management</p>  <p><i>Ensuring Delivery Expectations are Met</i></p>	<p>At Pearson, effective quality management begins with understanding expectations and defining objectives:</p> <ul style="list-style-type: none"> ▪ Capturing requirements ▪ Creating a project management plan ▪ Analyzing the project and identifying risks ▪ Developing a schedule for consistent delivery of high-quality products and services that meet specifications and are delivered on time <p>Our program team will establish scope, schedule, and performance baselines, regularly reporting status updates to maintain the program management plan and identify and mitigate risk. The program team regularly reviews variance from the plan as well as status of any ongoing risk mitigation. If a variance jeopardizes the accuracy or timeliness of deliverables, we escalate the matter to senior management to determine how we can better deploy resources to address the risk.</p> <p>Based on FWISD input, the Pearson team finalizes the quality management section of the program management plan. The section is iterative; the combined team updates it as we complete lessons-learned meetings for each phase each year.</p>

**Pearson Response to Fort Worth Independent School District
RFP 24-039, Gifted and Talented Screening
NNAT3 Specifications Narrative**

Pearson's Approach to PMBOK	
PMBOK Section	Our Approach
<p>Resource Management</p>  <p><i>Flexible, Skilled Staff to Perform the Work</i></p>	<p>We organize our program management teams in a portfolio management structure, ensuring that key management staff operate in a tightly joined, rigorous management model. This enables us to enforce accountability, optimize cross-functional alignment, escalate issues to the appropriate decision makers, and align processes, communication, and overall management strategies. This structure supports managing the program to maximize benefits for the overall success of the larger FWISD vision.</p> <p>FWISD will experience key benefits with this approach, including the following:</p> <ul style="list-style-type: none"> ▪ Greater leverage of team members' skills and expertise ▪ Consistent tools and metrics across all programs ▪ Effective monitoring and managing key performance indicators ▪ More effective prioritization of work efforts ▪ Greater concurrency in work streams with aggressive timeframes
<p>Communication Management</p>  <p><i>Coordination and Transparency</i></p>	<p>Our program success relies on highly effective communication, and Pearson will continue to provide FWISD with open, transparent communication through numerous channels, including in-person meetings, telephone calls, text messages, conference calls, emails, webinars, and memos. In adherence to project management best practices, our communications management plan includes regular, ongoing communication regarding program status, risks, and resolutions.</p> <p>We provide an online meeting platform for all program-related conference calls and webinars; the platform includes toll-free numbers and screen sharing capabilities. Other means of communication and coordination include program status dashboards, daily, weekly, or monthly progress reports on test administration, regularly scheduled status meetings, and, for a broader perspective, periodic program reviews.</p> <p>We collaborate with FWISD to create a communication plan detailing the steps for handling urgent discussion, designating points of contact for issues, and establishing a protocol for escalations which include these essential elements:</p> <ul style="list-style-type: none"> • To whom communication must go, • When it must be sent, • What information must be relayed, • How to monitor responses, and • Providing next steps.

**Pearson Response to Fort Worth Independent School District
RFP 24-039, Gifted and Talented Screening
NNAT3 Specifications Narrative**

Pearson's Approach to PMBOK	
PMBOK Section	Our Approach
<p>Risk Management</p>  <p><i>Anticipating and Avoiding Pitfalls</i></p>	<p>To mitigate risk and appropriately manage potential issues, Pearson's program team creates and manages a detailed risk management plan for FWISD. We work across the entire organization to identify risks and mitigation plans, engaging various working groups to identify additional risks. We compile all risks on the program dashboard to be readily available to FWISD and openly discuss current risks and mitigation plans during our weekly status calls. Identifying potential issues early is perhaps the most important component of risk management, allowing risks to be mitigated or avoided whenever possible.</p> <p>Our risk management plan includes detailed processes for how to structure and perform risk identification, qualitative and quantitative analysis, response planning, including mitigation and contingency planning, monitoring, and control. Our program team will use this risk management plan for swift response planning and communication. The team will meet regularly to discuss the status of program risks; identify new risks; and define and manage mitigation and contingency plans for each risk identified.</p>
<p>Stakeholder Management</p>  <p><i>Focused and Optimized Outcomes for All Stakeholders</i></p>	<p>The engagement and coordination of everyone involved is crucial to the success of the overall program. Based on years of experience working with state partners, we have developed well-planned, responsible, and organized strategies to best inform and engage all stakeholders and understand their individual needs. We consider and respond to each stakeholder's unique goals, values, and interests in the program. We pledge to listen, build trust, and carefully manage the impact of project decisions so that each assessment component meets each stakeholder's definition of success.</p> <p>Our comprehensive plan for communication and coordination helps us develop and maintain positive relationships, ultimately delivering the desired results to everyone impacted by our work. We work closely with program staff from FWISD to coordinate expectations and ensure our focus aligns with the most essential benefits of the program. Our collaboration begins at the project's onset and remains tailored and sensitive to FWISD's needs throughout the life cycle.</p>
<p>Procurement Management</p>  <p><i>Overseeing Outside Vendors</i></p>	<p>It is common for our customers to require services such as documents translated from English to other languages or braille. Some customers require we enlist the services of minority-based entities to deliver products or services. For this reason, program managers oversee the process of identifying which project needs can best be met by procuring services outside our organization.</p> <p>Pearson has several preferred vendors with whom we have worked closely over the years. With FWISD's approval, as needed, we will contract for the vendors' services, monitor their performance and quality deliverables, and manage all associated invoices and payment with these vendors.</p>

Structuring Our Program Management Plan. Our Program Management Plan for FWISD is structured according to the knowledge areas identified in Project Management Institute's (PMI's) PMBOK.

**Pearson Response to Fort Worth Independent School District
RFP 24-039, Gifted and Talented Screening
NNAT3 Specifications Narrative**

Training Resources

Pearson offers an abundance of complimentary learning options and support resources to support your NNAT3 implementation.

Complimentary On-demand Training

- NNAT3 Online Proctor Training
- NNAT3 Platform Tutorials

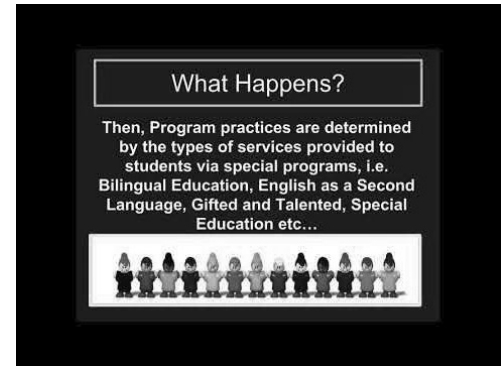
Complimentary Getting Started Guides

The NNAT3 *Getting Started Guides* detail how to set up NNAT3 test sessions (paper and online), how to launch an NNAT3 test (online/tablet), ordering through the platform, reporting, and information for manual key entry customers. The NNAT3 *Quick Start Guide* is a one-page guide for teachers and test administrators. Videos/tutorials are also available in the NNAT3 system.

Complimentary Webinars

Educators can access a list of upcoming and recorded webinars. Current recorded webinars include the following and several others:

- [The Missing Potential: Identifying and Serving Culturally and Linguistically Diverse Populations](#)
An overview of the Naglieri Nonverbal Assessment which uses diagrams instead of words, eliminating cultural and language barriers. Traditional assessments do not work for everyone.



Webinar. The Missing Potential: Identifying and Serving Culturally and Linguistically Diverse Populations

**Pearson Response to Fort Worth Independent School District
RFP 24-039, Gifted and Talented Screening
NNAT3 Specifications Narrative**

Optional Fee-based Professional Development

Most districts successfully implement NNAT3 using the complimentary training and resources described above. For those who prefer a custom implementation aligned to the district's unique needs, scope, and budgetary concerns, Pearson offers a range of fee-based training options.

Pearson's team of Educational Consultants average 10+ years of experience training and implementing our solutions at the school, district, and state levels. They have extensive experience with classroom assessments, and many currently use or have used NNAT3 in practice. Most of our consultants are experienced school administrators, school psychologists, or classroom teachers. Prior to assigning consultants to conduct customer training, they must successfully complete our rigorous product and training certification process.

Below is a list of training options for FWISD's consideration. Sessions are available for delivery in person or through live webinar. Price includes up to 30 people per session.

NNAT3 Administration, Scoring and Basic Interpretation, 3 Hours

Audience: This session is targeted for users who are new to the NNAT3.

Attendees: Price includes up to 30 people per session

In Person: \$7,280 Live Webinar: \$2,184

This 3-hour session covers the essential features and purpose of the NNAT3, including test format and question types. Test administration procedures are presented, and content is adapted to address paper or online administration of the test. The session includes an explanation of each score type and when different score types may be preferred. Participants learn how to use data to make informed decisions for groups and individual students by analyzing the group and individual reports available. Because both paper and online administration customers need to access the NNAT3 platform, general platform navigation is included.

After attending this session, participants will be able to:

- Understand the features and purpose of the NNAT3 to effectively measure general ability fairly for students from many different cultural and linguistic backgrounds
- Administer the paper or online versions of the NNAT3
- Understand the NNAT3 scores provided and when to prioritize certain score types
- Analyze NNAT3 group and individual reports to make sound decisions for students and share student performance with families

**Pearson Response to Fort Worth Independent School District
RFP 24-039, Gifted and Talented Screening
NNAT3 Specifications Narrative**

NNAT3 Test Administration Refresher Live Webinar, 1 Hour

Audience: This session is targeted for experienced users of the NNAT3 who need a refresher on how to administer and proctor the NNAT3 online.

Attendees: Price includes up to 30 people per session
Live webinar: \$520

After attending this session, participants will be able to:

- Administer the online version of the NNAT3
- Guide test proctors in delivering the NNAT3 to students online with fidelity

NNAT3 Live Q&A Virtual, 1 Hour

Audience: This session is targeted to participants who have attended a previous session or who are familiar with the NNAT3

Attendees: Price includes up to 30 people per session
Live Virtual: \$520

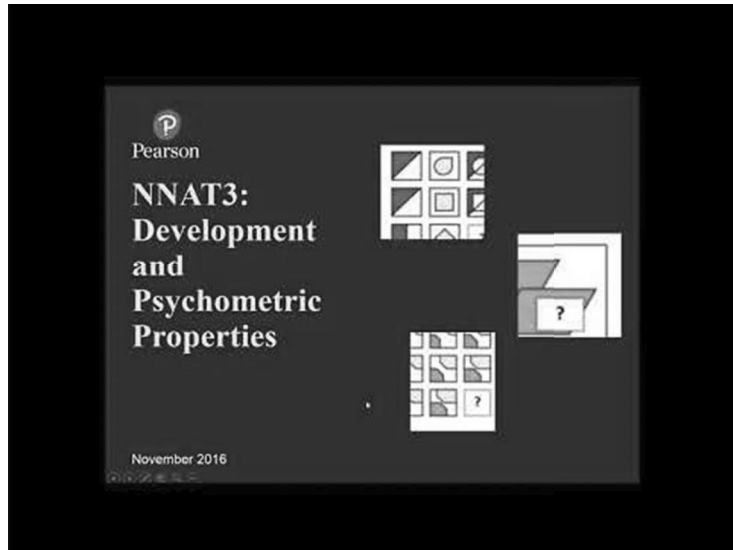
This 1-hour Q&A session supports participants who have attended a previous session or who are familiar with the assessment. A Pearson expert will meet with participants to address follow-up questions and support specific assessment-related needs. To use the hour efficiently, participants will submit questions in advance.

**Pearson Response to Fort Worth Independent School District
RFP 24-039, Gifted and Talented Screening
NNAT3 Specifications Narrative**

Why Pearson?

What sets our solution apart and elevates the benefit for FWISD?

- **Proven experience serving school districts with next-generation, innovative assessments.** Throughout the US, Pearson’s proven methodologies and dedicated professionals enable successful rollout and high adoption rates in districts of all sizes.
- **Secure, reliable integration.** Pearson has successfully worked with many school districts and has never encountered an instance where we could not work with data from a district’s SIS system. Hosting our software on Amazon Web Services (AWS) provides disaster avoidance, redundancies, and security protocols beyond the realm of possibility for most hosted solutions.
- **Cost effective implementation plus an ongoing return on investment.** Partnering with Pearson means accessing more than just software today—you get a roadmap for tomorrow. Your program will grow with your needs and evolve, to stay ahead of changes and continue to adopt “best practice”.



NNAT3 Integrity. Proven and trusted through the third edition, this popular nonverbal assessment is valid and reliable as a tool to identify Gifted and Talented students.

Watch this video to learn about the extensive research and development behind the NNAT3.

We believe we can—and already do—offer FWISD the best solution and appreciate your consideration as your assessment partner.



Pearson

QUOTE / PROFORMA

Customer Bill-to:
FORT WORTH ISD
7060 CAMP BOWIE BLVD
FORT WORTH TX, 76116
Attention:

Customer Ship-to:
FORT WORTH ISD
7060 CAMP BOWIE BLVD
FORT WORTH TX, 76116
Attention:

NCS Pearson, Inc.
P.O Box 599700,
San Antonio, TX 78259
Tel: 800-627-7271
Tax ID No:
41-0850527

Quote/Proforma Number : 284928
Date : 17-SEP-2024
Customer Account# : 3884749
Sales Order Number : 284928
Customer PO# :
Currency : USD
Shipment Terms : Paid
Customer Tax Number :
Number of Pages : Page 1 of 2

Prices will be honored for 60 days from price quote date.
This price quote does not guarantee stock availability and shipping amount is estimated, standard shipping charges apply.

<table> <tr> <td>Total Ordered Quantity (No. Of Items) :</td> <td style="text-align: right;">8000</td> </tr> <tr> <td>Other Charges : USD</td> <td style="text-align: right;">\$0.00</td> </tr> <tr> <td>Net Amount : USD</td> <td style="text-align: right;">\$100,000.00</td> </tr> <tr> <td>Tax Total : USD</td> <td style="text-align: right;">\$0.00</td> </tr> <tr> <td>Quote/Proforma Total : USD</td> <td style="text-align: right;">\$100,000.00</td> </tr> <tr> <td>Amount Due : USD</td> <td style="text-align: right;">\$100,000.00</td> </tr> </table>	Total Ordered Quantity (No. Of Items) :	8000	Other Charges : USD	\$0.00	Net Amount : USD	\$100,000.00	Tax Total : USD	\$0.00	Quote/Proforma Total : USD	\$100,000.00	Amount Due : USD	\$100,000.00	<p style="text-align: center;">REMITTANCE INFORMATION</p> <table> <tr> <td style="width: 50%;">Make Checks Payable to:</td> <td style="width: 50%;">Bank Wire to:</td> </tr> <tr> <td>13036 COLLECTION CENTER DRIVE CHICAGO 60693 NCS Pearson, Inc.</td> <td>Bank of America N A 071000039 A/C No: 8188105388 SWIFT : 071000039</td> </tr> </table>	Make Checks Payable to:	Bank Wire to:	13036 COLLECTION CENTER DRIVE CHICAGO 60693 NCS Pearson, Inc.	Bank of America N A 071000039 A/C No: 8188105388 SWIFT : 071000039
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Make Checks Payable to:	Bank Wire to:																
13036 COLLECTION CENTER DRIVE CHICAGO 60693 NCS Pearson, Inc.	Bank of America N A 071000039 A/C No: 8188105388 SWIFT : 071000039																

Quote/Proforma Number: 284928						Page 2 of 2
Item Number	Item Description	Quantity	Unit Price	Discount	Tax	Line Total
0150018304	NNAT3 ONLINE LICENSE - PLATFORM	8000	12.50	NET	0.00	\$100,000.00

*** IMPORTANT CUSTOMER MESSAGES ***

PRICE QUOTE ONLY
FINAL ORDER MUST BE ENTERED ON THE CAP ASSESSMENT

	Subtotal	Total Other Charges	Total Tax	Total Due
QUOTE/PROFORMA TOTALS	USD	USD	USD	USD
	\$100,000.00	\$0.00	\$0.00	\$100,000.00

By placing your order, you hereby agree to the Terms and Conditions which govern your purchase:

<https://www.pearsonassessments.com/footer/terms-of-sale---use.html>

For questions, please visit our support site at

<https://www.pearsonassessments.com/contact-us.html>

CONSENT AGENDA ITEM
BOARD MEETING
October 22, 2024

TOPIC: APPROVE PURCHASE OF INSTRUCTIONAL MATERIALS SUPPORTING DISCIPLINARY LITERACY INSTRUCTION IN SOCIAL STUDIES

BACKGROUND:

The DBQ program is designed to strengthen students' ability to analyze diverse types of documents, promoting a multi-dimensional approach to learning that extends beyond the memorization of facts. By requiring students to answer factual questions, draw inferences, and compare different sources, DBQs cultivate higher-order thinking skills that are critical for academic success. Through this program, students' critical thinking and analytical skills are enhanced by engaging them with a variety of documents, including maps, graphs, charts, photos, political cartoons, and primary sources. DBQs challenge students to draw inferences, compare and contrast information, and develop evidence-based conclusions, ultimately preparing them for complex problem-solving and advanced academic writing. This program aims to scaffold student learning through a combination of short-answer questions and essay writing, fostering a deeper understanding of historical themes and concepts.

STRATEGIC GOAL:

1 - Increase Student Achievement

ALTERNATIVES:

1. Approve Purchase of Professional Development & Instruction Materials Supporting Disciplinary Literacy Instruction in Social Studies
2. Decline to Approve Purchase of Professional Development & Instruction Materials Supporting Disciplinary Literacy Instruction in Social Studies
3. Remand to Staff for Further Study

SUPERINTENDENT'S RECOMMENDATION:

Approve Purchase of Professional Development and Instructional Materials Supporting Disciplinary Literacy Instruction in Social Studies

FUNDING SOURCE:

General Fund

Additional Details

199-11-6399-160

COST:

\$61,312.50

VENDOR(S)/PROVIDER(S):

The DBQ Company

PURCHASING MECHANISM:

Competitive Solicitation
RFP #23-067

Bid/Proposal Statistics

Fort Worth ISD RFP Number: 23-067
Number of Bids/Proposals received: 11
HUB Firms: 2
Compliant Bids: 11

The above solicitation/proposal has been evaluated in accordance with the Texas Education Code Section 44.031(b). The vendor listed above has been selected to support this purchase.

PARTICIPATING SCHOOL(S)/DEPARTMENT(S)/EDUCATIONAL ENTITY:

Arlington Heights	Polytechnic
Benbrook High	South Hills
Amon Carter-Riverside	Southwest
Diamond Hill-Jarvis	Texas Academy of Biomedical Sciences
Paul Laurence Dunbar	TCC South/FWISD Collegiate High School
Eastern Hills	Green B. Trimble Technical
I. M. Terrell Academy	Western Hills
Marine Creek Collegiate	World Languages Institute
North Side	O D Wyatt
R. L. Paschal	Young Men's Leadership Academy
	Young Women's Leadership Academy

RATIONALE:

The scaffolded approach within DBQ ensures that students build their understanding step by step, using short-answer questions to dissect complex information before synthesizing it into a coherent essay. This method not only supports skill development but also reinforces content knowledge, allowing students to engage deeply with historical material. Through DBQs, students learn to approach complex questions with confidence, equipping them with the analytical tools needed to succeed in both academic and real-world contexts.

INFORMATION SOURCE:

Mohammed Choudhury, Deputy Superintendent of Learning and Leading

QUOTE

The DBQ Company
 1234 Sherman Ave
 Suite 100
 Evanston IL 60202
 United States

info@dbqproject.com

DATE:

9/17/2024

ESTIMATE #:

2060

RFP 23-067

BILL TO

Attn: Social Studies Dept
 Fort Worth Independent School District
 7060 Camp Bowie
 Fort Worth TX 76116
 United States

SHIP TO

Attn: Social Studies Dept
 Fort Worth Independent School District
 7060 Camp Bowie
 Fort Worth TX 76116
 United States

Regional Rep	Sites	Current Subscription End Date	Quote Type
Tyler Keith	Year 2 of 5YR	9/17/2024	Proposal

ITEM	Site Info	Title	QUANTITY	RATE	AMOUNT
NOTES	YEAR 2 OF 5 (DBQ Online Subscription)		1	\$0.00	\$0.00
NOTES	Online Access for 18 High Schools Full Library (15 titles) @ \$2,625 per school		1	\$0.00	\$0.00
Online binder (full library) 1 yr	18 High Schools	US History : US History DQBs	18	\$375.00	\$6,750.00

QUOTE

The DBQ Company
 1234 Sherman Ave
 Suite 100
 Evanston IL 60202
 United States

info@dbqproject.com

DATE:

9/17/2024

ESTIMATE #:

2060

ITEM	Site Info	Title	QUANTITY	RATE	AMOUNT
Online binder (full library) 1 yr	18 High Schools	World History : World History DBQs	18	\$375.00	\$6,750.00
Online binder (full library) 1 yr	18 High Schools	US History : US History Mini- Qs V1	18	\$375.00	\$6,750.00
Online binder (full library) 1 yr	18 High Schools	US History : US History Mini- Qs V2	18	\$375.00	\$6,750.00
Online binder (full library) 1 yr	18 High Schools	World History : World History Mini-Qs V1	18	\$375.00	\$6,750.00
Online binder (full library) 1 yr	18 High Schools	World History : World History Mini-Qs V2	18	\$375.00	\$6,750.00
Online binder (full library) 1 yr	18 High Schools	World History : World History Mini-Qs V3	18	\$375.00	\$6,750.00
Online binder (full library) 1 yr	18 High Schools	Civics : Civics Mini Qs	18	\$0.00	\$0.00
Online binder (full library) 1 yr	18 High School	Geography : Geography Mini-Qs	18	\$0.00	\$0.00

QUOTE

The DBQ Company
 1234 Sherman Ave
 Suite 100
 Evanston IL 60202
 United States

info@dbqproject.com

DATE:

9/17/2024

ESTIMATE #:

2060

ITEM	Site Info	Title	QUANTITY	RATE	AMOUNT
Online binder (full library) 1 yr	18 High School	Economics : Economics Mini-Qs	18	\$0.00	\$0.00
Online binder (full library) 1 yr	18 High Schools	State History : Texas History Mini-Qs	18	\$0.00	\$0.00
Online binder (full library) 1 yr	18 High Schools	Literature : Literature Mini-Qs V1	18	\$0.00	\$0.00
Online binder (full library) 1 yr	18 High Schools	Literature : Literature Mini-Qs V2	18	\$0.00	\$0.00
Online binder (full library) 1 yr	18 High Schools	US History : US History Mini- Qs NEW V1	18	\$0.00	\$0.00
Online binder (full library) 1 yr	18 High Schools	US History : US History Mini- Qs NEW V2	18	\$0.00	\$0.00
NOTES	Online Access for 19 Middle Schools 3 titles @ \$375 each/per school + 1 FREE Title		1	\$0.00	\$0.00

QUOTE

The DBQ Company
 1234 Sherman Ave
 Suite 100
 Evanston IL 60202
 United States

DATE:

9/17/2024

ESTIMATE #:

2060

info@dbqproject.com

ITEM	Site Info	Title	QUANTITY	RATE	AMOUNT
Online binder 1 year	19 Middle Schools	US History : US History Mini-Qs V1	19	\$375.00	\$7,125.00
Online binder 1 year	19 Middle Schools	Geography : Geography Mini-Qs	19	\$375.00	\$7,125.00
Online binder 1 year	19 Middle Schools	State History : Texas History Mini-Qs	19	\$375.00	\$7,125.00
Online binder 1 year	19 Middle Schools FREE TITLE	Literature : Literature Mini-Qs V3	19	\$0.00	\$0.00
NOTES	Online Access for 5 Additional Schools Full Library (15 titles) @ \$2,625 per school		1	\$0.00	\$0.00
Online binder (full library) 1 yr	5 Additional Schools	US History : US History DQBs	5	\$375.00	\$1,875.00
Online binder (full library) 1 yr	5 Additional Schools	World History : World History DBQs	5	\$375.00	\$1,875.00

QUOTE

The DBQ Company
 1234 Sherman Ave
 Suite 100
 Evanston IL 60202
 United States

DATE:

9/17/2024

ESTIMATE #:

2060

info@dbqproject.com

ITEM	Site Info	Title	QUANTITY	RATE	AMOUNT
Online binder (full library) 1 yr	5 Additional Schools	US History : US History Mini- Qs V1	5	\$375.00	\$1,875.00
Online binder (full library) 1 yr	5 Additional Schools	US History : US History Mini- Qs V2	5	\$375.00	\$1,875.00
Online binder (full library) 1 yr	5 Additional Schools	World History : World History Mini-Qs V1	5	\$375.00	\$1,875.00
Online binder (full library) 1 yr	5 Additional Schools	World History : World History Mini-Qs V2	5	\$375.00	\$1,875.00
Online binder (full library) 1 yr	5 Additional Schools	World History : World History Mini-Qs V3	5	\$375.00	\$1,875.00
Online binder (full library) 1 yr	5 Additional Schools	Civics : Civics Mini Qs	5	\$0.00	\$0.00
Online binder (full library) 1 yr	5 Additional Schools	Geography : Geography Mini-Qs	5	\$0.00	\$0.00
Online binder (full library) 1 yr	5 Additional Schools	Economics : Economics Mini-Qs	5	\$0.00	\$0.00

QUOTE

The DBQ Company
 1234 Sherman Ave
 Suite 100
 Evanston IL 60202
 United States

info@dbqproject.com

DATE:

9/17/2024

ESTIMATE #:

2060

ITEM	Site Info	Title	QUANTITY	RATE	AMOUNT
Online binder (full library) 1 yr	5 Additional Schools	Literature : Literature Mini-Qs V1	5	\$0.00	\$0.00
Online binder (full library) 1 yr	5 Additional Schools	Literature : Literature Mini-Qs V2	5	\$0.00	\$0.00
Online binder (full library) 1 yr	5 Additional Schools	US History : US History Mini- Qs NEW V1	5	\$0.00	\$0.00
Online binder (full library) 1 yr	5 Additional Schools	US History : US History Mini- Qs NEW V2	5	\$0.00	\$0.00
Online binder (full library) 1 yr	Discount for 5yr purchase	25% discount	1	(\$20,437.50)	(\$20,437.50)
NOTES	Year 2 of 5 Start Date - October 1, 2024 Year 2 of 5 End Date - October 1, 2025		1	\$0.00	\$0.00

QUOTE

The DBQ Company
1234 Sherman Ave
Suite 100
Evanston IL 60202
United States

info@dbqproject.com

Exhibit A

DATE:

9/17/2024

ESTIMATE #:

2060

SUBTOTAL	\$61,312.50
TAX	\$0.00
TOTAL	\$61,312.50

CONSENT AGENDA ITEM
BOARD MEETING
October 22, 2024

TOPIC: APPROVE SECOND READING – REVISIONS TO BOARD POLICIES EFA(LOCAL) AND EFB (LOCAL)

BACKGROUND:

On January 3, 2024, the Texas State Library and Archive Commission (TSLAC) adopted Rule 4.2 of the Texas Administrative Code (Title 13, Part 1, Chapter 4, Subsection A) outlining collection development standards for public school libraries. The Rule requires the governing body of each Texas public school district to institute a collection development policy that describes the processes and standards by which a school library acquires, maintains, and withdraws materials. Minimally, the policy must:

- Describe the purpose and collection development goals;
- Designate the person(s) responsible for collection development;
- Establish procedures for the evaluation, selection, acquisition, reconsideration, and deselection of materials;
- Consider the distinct age groups, grade levels, and possible access to materials by all students within a campus;
- Include an access plan, that allows efficient parental access to the school district’s library and online library catalog; and
- Comply with all applicable local, state and federal laws and regulations.

Currently, the District does not have a Board Policy EFA (LOCAL) or an EFB (LOCAL). The Texas Association of School Boards (TASB) serves as a resource to Districts in revising policies for compliance with regulatory changes. Although District personnel update policies incorporating TASB recommendations based on the needs of the District, the Board of Trustees has the final say regarding which policies go in the District manual.

STRATEGIC GOAL:

2 - Improve Operational Effectiveness and Efficiency

ALTERNATIVES:

1. Approve Second Reading – Revisions to Board Policies EFA (LOCAL) and EFB (LOCAL)
2. Decline to Approve Second Reading - Revisions to Board Policies EFA (LOCAL) and EFB (LOCAL)
3. Remand to Staff for Further Study

SUPERINTENDENT’S RECOMMENDATION:

Approve Second Reading – Revisions to Board Policies EFA (LOCAL) and EFB (LOCAL)

FUNDING SOURCE: *Additional Details*

No Cost

COST:

No Cost

VENDOR(S)/PROVIDER(S):

Not Applicable

PURCHASING MECHANISM:

Not a Purchase

PARTICIPATING SCHOOL(S)/DEPARTMENT(S)/EDUCATIONAL ENTITY:

All School Libraries

RATIONALE:

Approval of these local policies will add the language as required by the Texas State Library and Archive Commission and recommended by the policy division of the Texas Association of School Boards.

INFORMATION SOURCE:

Mohammed Choudhury, Deputy Superintendent, Learning & Leading

Note: For information related to the accounting of instructional materials, as this term is defined by state law and rule, see CMD.

For information related to the selection process of library materials, see EFB.

The District shall provide instructional materials designed to teach the Texas Essential Knowledge and Skills and further the District's educational mission. Although the Superintendent shall ensure that professional staff select instructional materials in accordance with District policy and administrative regulations, the ultimate authority for determining and approving the curriculum and instructional program of the District lies with the Board.

Objectives

In this policy, "instructional materials" may include textbooks, supplementary resources for classroom use, and any other instructional resources, including electronic resources, used for formal or informal teaching and learning purposes. The primary objectives of instructional materials are to implement, enrich, and support the District's educational program.

Selection

Instructional materials that are textbooks and related supplemental materials, which may include items from the list of resources adopted by the State Board of Education, shall be chosen in accordance with administrative regulations and the objectives above.

The Board shall rely on District professional staff to select and acquire instructional materials that:

1. Enrich and support the curriculum consistent with the general educational goals of the state and District, the aims and objectives of individual schools and specific courses, and the District and campus improvement plans.
2. Are appropriate for the subject area and for the age, ability level, learning styles, interests, and social and emotional development of the students for whom they are selected.
3. Meet high standards for artistic quality, literary style, authenticity, educational significance, factual content, physical format, presentation, readability, and technical quality.
4. Present various sides of controversial issues so that students have an opportunity to develop, under guidance, skills in critical analysis and in making informed judgments in their daily lives. [See also EMB regarding instruction about controversial issues.]
5. Promote literacy.

District professional staff may select additional instructional materials in accordance with administrative regulations and the criteria above.

Administrators, teachers, other District personnel, parents, and community members, as appropriate, may recommend instructional materials for selection. Gifts of instructional materials shall be evaluated according to these criteria and accepted or rejected in accordance with CDC(LOCAL).

Selection of instructional materials is an ongoing process that includes the removal of materials no longer appropriate and the periodic replacement or repair of materials that still have educational value.

**Reconsideration of
Instructional
Materials**

A District employee or a parent or guardian of a District student may request reconsideration of instructional material used in the District's educational program on the basis that the instructional material fails to meet the standards set forth in this policy.

Guiding Principles

The following principles shall guide the Board and staff in responding to a request for reconsideration of instructional materials:

1. A complainant may raise an objection to an instructional material used in a school's educational program, despite the fact that the professional staff selecting the materials were qualified to make the selection, followed the proper procedure, and adhered to the objectives for instructional materials set out in this policy.
2. A parent's ability to exercise control over instruction extends only to his or her own child as set forth in Education Code Chapter 26.
3. Access to a challenged material shall not be restricted during the reconsideration process, except the District may deny access to a child if requested by the child's parent.

The major criterion for the final decision on challenged instructional materials is the appropriateness of the material for its intended educational use. No challenged instructional material shall be removed solely because of the ideas expressed therein.

**Informal
Reconsideration**

When the District or a campus receives an objection to the appropriateness of an instructional material, the appropriate administrator shall try to resolve the matter informally. The administrator shall explain the selection process and discuss the intended educational purpose for the instructional material. If appropriate, the adminis-

trator may offer a concerned parent an alternative instructional material to be used by that parent's child in place of the challenged material.

If the complainant wishes to make a formal challenge, the administrator shall provide the complainant a copy of this policy and a form to request a formal reconsideration of the instructional material.

Formal Request for
Reconsideration

A complainant shall make any formal request to reconsider an instructional material on the form provided by the District and shall submit the completed and signed form to the principal. Upon receipt of the form, the principal shall appoint a reconsideration committee.

The reconsideration committee shall include at least one member of the instructional staff who has experience using the challenged material with students or is familiar with the challenged material's content. Other members of the committee may include District-level staff, secondary-level students, parents, and any other appropriate individuals.

All members of the committee shall review the challenged instructional material in its entirety. As soon as reasonably possible, the committee shall meet and determine whether the challenged material conforms to the principles of selection set out in this policy and whether the challenged material will continue to be used in the educational program. The committee shall prepare a written report of its findings. The Superintendent, other appropriate administrators, and the complainant shall receive copies of the report.

*Frequency of
Review*

After an instructional material has been reviewed through formal reconsideration, it shall not be reviewed again until it is evaluated in the periodic local selection process.

Appeal

The complainant may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting at the appropriate level. [See DGBA, FNG, and GF]

Note: For information related to the selection of instructional materials, see EFA.

**Collection
Development Policy**

The purpose of this policy is to ensure that the District provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. This policy also provides standards for collection development and the selection and evaluation of library materials.

In this policy, “library materials” may include printed and electronic library acquisitions, including online catalogs, and other ancillary or supplementary materials maintained in a campus library.

The library collection development standards shall apply to all library materials available for use or display, including material contained in school libraries, classroom libraries, and online catalogs.

In developing library collections, the District shall consider the age groups, grade levels, and access to library material by all students on a campus.

Responsibility

The District shall ensure librarians, professional library staff, and other designated professional staff trained on the proper collection development standards select and acquire library materials in accordance with state law and rules, this collection development policy, and administrative procedures.

The Superintendent shall develop administrative procedures to ensure that library collections comply with applicable law and the District’s collection development purpose and goals.

Collection
Development Goals

In addition to the requirements in state law and rules, the District’s library collections shall:

1. Present multiple viewpoints related to controversial issues [see EMB regarding instruction about controversial issues].
2. Provide a wide range of background information that will enable students to make intelligent decisions in their daily lives.
3. Include accurate and authentic factual content from authoritative sources.
4. Have a high degree of potential user appeal and interest.
5. Offer a global perspective that promotes equity of access, including print and nonprint materials such as electronic and multimedia, to meet the needs of individual learners.

INSTRUCTIONAL RESOURCES
LIBRARY MATERIALS

EFB
(LOCAL)

6. Represent diverse viewpoints and cultures appropriate to each campus to ensure the collection embodies the unique background of its student population.

Selection and
Evaluation of
Materials

Library materials shall be selected and acquired in accordance with guidelines adopted by the Texas State Library and Archives Commission and the District standards and priorities expressed in this policy.

When selecting, acquiring, and evaluating library materials, librarians and other professional staff shall ensure that the materials:

1. Enrich and support the TEKS and the state and local curriculum, taking into consideration students' varied interests, maturity levels, abilities, and learning styles.
2. Foster growth in factual knowledge, literary appreciation, aesthetic values, and societal standards.
3. Encourage the enjoyment of reading, foster high-level thinking skills, support personal learning, and encourage discussion based on rational analysis.
4. Represent ethnic, religious, and cultural groups of the state and their contributions to the state, the nation, and the world.

The Superintendent shall ensure that administrative procedures regarding the selection of library materials consider at least two of the following factors:

1. Recommendations from students, parents or guardians, teachers, and District community members.
2. Consultation with District teachers and library staff.
3. Consultation with library staff from other districts.
4. Extensive review of the library material.
5. Context of the library material, including overall fit within the existing collection and support of District curriculum.
6. Reviews of the library material from sources such as professional journals in library science, recognized professional education or content journals with book reviews, national and state award recognition lists, library science field experts, and highly acclaimed author and literacy expert recommendations.
7. Coverage of topics, authors, series, or genres that fill gaps in the school library collection.

Access Plan

The District shall allow efficient parental access to the District's library and any available online catalogs.

Online catalogs shall be publicly available. The District shall publish information about library material titles, including how and where material can be accessed.

Each campus shall communicate the following to parents and guardians:

- Access to policies relating to school libraries and library materials;
- Consistent access to library materials and resources; and
- Opportunities for students, parents and guardians, educators, and community members to provide feedback on library materials and services.

Parental
Involvement

Parents and guardians are the primary decision makers regarding their student's access to library material. In general, a student is afforded the opportunity to self-select library materials as part of literacy development and the library program. District staff may assist a student in selecting library material; however, the ultimate determination of appropriateness remains with the student and parent or guardian. Parents and guardians are encouraged to communicate with the campus librarian and their child's teacher about special considerations regarding library materials self-selected by their student.

In accordance with state law and administrative procedures, parents or guardians may select alternative library materials for their student. [For information on parental rights regarding instructional materials and other instructional resources, see EFA(LEGAL).]

The District shall focus on maximizing transparency with parents while meeting student needs and providing enrichment opportunities with library materials. Parental involvement in library acquisition, maintenance, and campus activities is encouraged.

*Access
Procedures*

School Library

A parent or guardian who wishes to access a school's library shall first submit a request to the principal. The principal or a staff member designated by the principal shall work with the parent or guardian to determine a time to access the library that will not interfere with the delivery of instruction or disrupt student use of library services.

Online Catalog

A parent or guardian who wishes to access an online catalog shall submit a written request to the principal. The principal or a staff member designated by the principal shall respond to the request in accordance with administrative procedures.

INSTRUCTIONAL RESOURCES
LIBRARY MATERIALS

EFB
(LOCAL)

Protection from
Inappropriate
Material

Library materials shall not include “harmful material” as defined by Penal Code 43.24(a)(2); “obscene” material as defined by Penal Code 43.21(a)(1); any library material that is pervasively vulgar or educationally unsuitable as referenced in *Board of Education v. Pico*; or any other material legally prohibited from inclusion in a public school library. [See EFB(LEGAL)]

Obscene material is not protected by the First Amendment to the United States Constitution.

Library materials shall comply with the Children's Internet Protection Act (CIPA), including technology protection measures. [See CQ]

Reconsideration of
Library Material

A District employee or a parent or guardian of a District student may request the reconsideration of a library material maintained in the District's library program.

*Guiding
Principles*

The following principles shall guide the review of a request to reconsider a library material:

1. An individual may raise an objection to a library material used in the District's library program, despite the fact that the professional staff selecting the materials were qualified to make the selection, followed the proper procedure, and adhered to the objectives and criteria for library materials set out in this policy.
2. A parent's or guardian's ability to exercise control over instruction and instructional resources, including library materials, extends only to his or her own child as set forth in Education Code Chapter 26.
3. Access to a challenged material shall not be restricted during the reconsideration process, except the District may deny access to a student if requested by the student's parent or guardian.

In addition to compliance with state law and this policy, a criterion for the final decision on challenged library materials is the appropriateness of the material for its intended use. No challenged library material shall be removed solely because of the ideas expressed in the library material or the personal background of the library material's author or the personal background of the characters in the material.

*Informal
Reconsideration*

When the District or a campus receives an objection to the appropriateness of a library material, the appropriate librarian or adminis-

trator shall try to resolve the matter informally. The librarian or administrator shall explain the selection process and discuss the intended purpose for the library material.

The librarian or administrator shall offer a concerned parent or guardian an alternative library material to be used by the child in place of the material and, if requested, shall restrict the child's access to the material objected to by the parent or guardian.

If the individual wishes to make a formal challenge, the administrator shall make available to the individual a copy of this policy and a form to request a formal reconsideration of the library material.

*Formal Request
for
Reconsideration*

The District shall make a form to request reconsideration of library material available on the District's website .

If an employee or a parent or guardian of a District student wishes to request reconsideration of a library material, they shall follow the procedures to complete and submit the request for reconsideration form.

After a request for reconsideration form is submitted, the form shall be provided to the Superintendent. Copies of the form shall be provided to the school librarian, the Board, and any other staff designated in administrative procedures.

*Reconsideration
Committee*

For purposes of this policy, "days" shall mean District business days, unless otherwise noted.

The Deputy Superintendent of Learning and Leading shall appoint a reconsideration committee and notify committee members within 10 days of receiving the request for reconsideration form.

The reconsideration committee shall include the librarian and at least one member of the instructional staff who is familiar with the material's content. Other members of the committee may include District-level staff, secondary-level students, parents or guardians, and any other appropriate individuals.

Within 10 days of appointment of the committee the District shall provide members of the committee the relevant materials to review. If additional time is required to obtain and distribute the materials for review, all members of the committee shall be informed that a reasonable extension of time is needed.

All members of the committee shall review the challenged library material in its entirety and determine whether the material conforms to this policy and whether the material will continue to be available in the library. The committee shall prepare a written report of its findings.

Absent extenuating circumstances, the written report shall be provided to the administration within 60 days of the District providing the material to the committee members. In calculating timelines under this policy, the day the committee is provided the materials is "day zero." The following business day is "day one."

Extensions of time due to extenuating circumstances shall take into consideration the time necessary to convene the committee members, the amount of material being reviewed, and any other pending reconsideration requests being handled by the committee.

An extension of any deadline shall be promptly communicated to the individual who submitted the request for reconsideration.

The Superintendent, the school librarian, the individual submitting the request for reconsideration, and any other appropriate administrators shall receive a copy of the committee's report.

Appeal

An individual who submitted a request for reconsideration may appeal the decision of the reconsideration committee in accordance with appropriate complaint policies, starting at the level immediately preceding Board consideration of a complaint. [See DGBA and FNG]

Frequency of Review

After a library material has been reviewed through the reconsideration process, it shall not be reviewed again within two calendar years of the reconsideration committee's final decision.

Maintenance of Library Materials

In accordance with state guidelines and District administrative procedures, collections shall be evaluated and updated regularly based on the collections' age, relevance, diversity, and variety. The Superintendent shall ensure administrative procedures are established for regular maintenance of the library collection on each campus. Standard maintenance procedures for any library collection include repair, replacement, and removal of materials as necessary. Regular maintenance shall also include scheduled inventories of the collection. Disposal of any District-owned library materials shall be in accordance with District policy and procedures. [See C]

Gifts and Donations

The District shall accept gifts and donations of library materials with the understanding that the use and disposition of the materials and monies will be in accordance with District policy and the selection criteria noted above. [See CDC]

Policy Review

This policy shall be reviewed at least every three years and revised as necessary.

CONSENT AGENDA ITEM
BOARD MEETING
October 22, 2024

TOPIC: **APPROVE 2024-2025 CAMPUS IMPROVEMENT PLANS (CIP)**

BACKGROUND:

The Texas Education Code (TEC) § 11.253 requires each principal and campus decision-making team to develop, review, and revise the Campus Improvement Plan (CIP). The CIP directs and supports the improvement of student performance for all student populations. These plans are essential to meet the District and campuses' achievement goals.

Each CIP must:

- Include a review of the academic achievement for each student in the school.
- Set the campus performance objectives based on the student achievement indicator system and projections.
- Identify how the campus goals will be met for each student.
- Determine the resources needed to implement the plan.
- Identify staff needed to implement the plan.
- Set timelines for reaching these goals.
- Measure progress towards the performance objectives periodically to ensure that the plan is resulting in academic achievement.
- Include goals and methods for violence prevention, intervention, and increased attendance.
- Provide for a program to encourage parental involvement at the campus.

Texas Education Code 11.253 requires that the Board of Trustees ensure that Campus Improvement Plans (CIP) for each campus are developed, reviewed, and revised annually for improving the performance of all students.

Links to each Campus Improvement Plan (CIP) will be available on the District's Intranet at the following web address:

[Campus Improvement Plans by District](#)

STRATEGIC GOAL:

1 - Increase Student Achievement

ALTERNATIVES:

1. Approve 2024-2025 Campus Improvement Plans (CIP)
2. Decline to Approve 2024-2025 Campus Improvement Plans (CIP)
3. Remand to Staff for Further Study

SUPERINTENDENT’S RECOMMENDATION:

Approve 2024-2025 Campus Improvement Plans (CIP)

FUNDING SOURCE: *Additional Details*

No Cost

COST:

No Cost

VENDOR(S)/PROVIDER(S):

Not Applicable

PURCHASING MECHANISM:

Not a Purchase

PARTICIPATING SCHOOL(S)/DEPARTMENT(S)/EDUCATIONAL ENTITY:

District-wide

RATIONALE:

These plans are critically important in our effort to meet the District and campuses’ achievement imperatives. Board approval is necessary to meet the requirements of the Texas Education Code and to demonstrate a singularity of intent and purpose between the District’s Strategic Plan and Campus Improvement Plans.

INFORMATION SOURCE:

Mr. Mohammed Choudhury, Deputy Superintendent, Learning and Leading

**CONSENT AGENDA ITEM
BOARD MEETING
October 22, 2024**

TOPIC: APPROVE THE PROPOSED COURSE CHANGES FOR THE 2025 – 2026 SCHOOL YEAR

BACKGROUND:

Board Policy EG Local requires that the school board approve the elimination or addition of new courses. Attached are the list of course additions proposed for the 2025/2026 school year.

STRATEGIC GOAL:

1 - Increase Student Achievement

ALTERNATIVES:

1. Approve the proposed course changes for the 2025 – 2026 school year.
2. Decline to Approve the proposed course changes for the 2025 – 2026 school year.
3. Remand to Staff for Further Study

SUPERINTENDENT’S RECOMMENDATION:

Approve the proposed course changes for the 2025 – 2026 school year.

FUNDING SOURCE: *Additional Details*

No Cost

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COST:

No Cost

VENDOR(S)/PROVIDER(S):

Not Applicable

PURCHASING MECHANISM:

Not a Purchase

PARTICIPATING SCHOOL(S)/DEPARTMENT(S)/EDUCATIONAL ENTITY:

All High Schools

RATIONALE:

Adjustments in course offerings are necessary to accommodate changing needs of students and programs.

INFORMATION SOURCE:

Mr. Mohammed Choudhury, Deputy Superintendent, Learning and Leading

PROPOSED COURSE ADDITIONS FOR THE 2025/2026 SCHOOL YEAR

Course Name	Content Area	Grade Level	Number of High School Credits	Number of College Credits	Course Description
Marketing and Honors Marketing	CTE	9, 10, 11	1	N/A	This TEA innovative course explores the seven core functions of marketing. Students will demonstrate knowledge in hands-on-projects which may include conducting research, crating a promotion plan, pitching a sales presentation, and introducing an idea for a new product/service.
Communication and Technology in Education	CTE	10, 11, 12	1	N/A	This course is an extended course of study designed to provide students with the fundamentals of planning, managing, and training services needed to provide learning support services in K-12 classrooms. Students will develop knowledge and skills regarding the professional, ethical and legal responsibilities in teaching related to educational technology. Students will develop knowledge of developmentally appropriate practice for age-level when technology is used by learners.
OnRamps Economics	Economics	11, 12	0.5	3 (if students pass college portion and accept credit)	OnRamps courses are dual enrollment courses offered to students as part of a collaboration with the University of Texas at Austin. Students have the opportunity to earn both high school and college credit. Successful completion of the high school portion of this course satisfies the economics credit required for graduation.
Music I-IV Vocal Ensemble – Jazz Chamber	Visual Performing Arts	9 – 12	1	N/A	Expanding our ensemble options to include jazz choir and chamber choir is essential to cater to the diverse musical interests and talents of our students. While show choir is currently offered, many students seek opportunities to explore different genres. Jazz choir can enhance skills in improvisation and complex harmonies, while chamber choir focuses on classical techniques and vocal precision. Offering these options will increase student engagement, allowing more students to participate in choral programs that align with their interests. Furthermore, exposure to various musical styles fosters a well-rounded education and promotes inclusivity. By broadening our ensemble offerings, we

					can better meet students' needs, enhance their educational experiences, and ensure that all students have the opportunity to thrive in our music program.
AP African American Studies	Social Studies	9 – 12	1	Varies by university	This College Board elective course provides students with an opportunity to examine the diversity of African American experiences through direct encounters with a variety of primary and secondary sources. Students will explore topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary movement.

CONSENT AGENDA ITEM
BOARD MEETING
October 22, 2024

TOPIC: APPROVE AUTHORIZATION FOR THE INTERIM SUPERINTENDENT TO NEGOTIATE AND ENTER INTO A CONTRACT WITH AN ELECTRICITY PROVIDER

BACKGROUND:

On June 25, 2024, the Board approved a Resolution and Interlocal Participation Agreement between Fort Worth ISD and the Texas Association of School Boards(TASB) Energy Cooperative. The purpose of the no-fee agreement was to facilitate compliance with state procurement requirements, to identify qualified vendors of electricity and other types of energy products, to relieve the burdens of the governmental purchasing function, and to realize the various potential economics, including administrative cost savings for the Energy Cooperative Members.

The Energy Cooperative shall be responsible for providing periodic quotations for electricity rates across various contract durations and delivering comprehensive cost projections for the district. To ensure the District secures the most advantageous terms, the Cooperative will engage in thorough consultations with the District’s administration to determine the optimal timing for contract execution and the most favorable contract term, ranging from 12 to 120 months. During the fiscal year 2024, Fort Worth ISD expended \$11.6 million on electricity expenses. Due to the inherent volatility of the electricity market, it is imperative that the District be prepared to finalize a contract on short notice to secure the most advantageous terms. This authorization will enable the District to act promptly, effectively utilizing taxpayer dollars for the benefit of all constituents. The contract is scheduled to commence in May 2026.

STRATEGIC GOAL:

2 - Improve Operational Effectiveness and Efficiency

ALTERNATIVES:

1. Approve Authorization for the Interim Superintendent to Negotiate and Enter into a Contract with an Electricity Provider
2. Decline to Approve Authorization for the Interim Superintendent to Negotiate and Enter into a Contract with an Electricity Provider
3. Remand to Staff for Further Study

SUPERINTENDENT’S RECOMMENDATION:

Approve Authorization for the Interim Superintendent to Negotiate and Enter into a Contract with an Electricity Provider

FUNDING SOURCE: *Additional Details*

No Cost

COST:

To Be Determined Upon Negotiation

VENDOR(S)/PROVIDER(S):

To Be Determined Upon Negotiation

PURCHASING MECHANISM:

Not a Purchase

PARTICIPATING SCHOOL(S)/DEPARTMENT(S)/EDUCATIONAL ENTITY:

District Wide

RATIONALE:

The market's inherent volatility manifests through frequent price fluctuations occurring at 15-minute intervals. Consequently, prompt decision-making in pursuit of an advantageous electricity agreement is of paramount interest to the District. The adept negotiation of such an agreement has the potential to yield substantial long-term savings for the District.

INFORMATION SOURCE:

Kellie J. Spencer, Deputy Superintendent, Operations

CONSENT AGENDA ITEM
BOARD MEETING
October 22, 2024

TOPIC: **APPROVE RENEWAL CONTRACT FOR ENDPOINT SECURITY AND INCIDENT DETECTION AND RESPONSE SERVICES**

BACKGROUND:

The District currently uses endpoint security and incident detection and response services on its most critical resources. To ensure all district devices are covered, the District initiated a Request for Proposal for the services to ensure the best price along with the best solution for the District. The current approval will be for services for one (1) year with four (3) optional renewal years. This contract is from January 2, 2025 to January 1, 2026.

STRATEGIC GOAL:

2 - Improve Operational Effectiveness and Efficiency

ALTERNATIVES:

1. Approve Renewal Contract for Endpoint Security and Incident Detection and Response Services
2. Decline to Approve Renewal Contract for Endpoint Security and Incident Detection and Response Services
3. Remand to Staff for Further Study

SUPERINTENDENT’S RECOMMENDATION:

Approve Renewal Contract for Endpoint Security and Incident Detection and Response Services

<u>FUNDING SOURCE:</u>	<u>Additional Details</u>
General Fund	199-53-6299-423

COST:
\$537,274.49

VENDOR(S)/PROVIDER(S):

GTS Technology Solutions

PURCHASING MECHANISM:

Cooperative Agreement
DIR-CPO-4751

PARTICIPATING SCHOOL(S)/DEPARTMENT(S)/EDUCATIONAL ENTITY:

District-Wide

RATIONALE:

To protect Fort Worth ISD employee and student devices from ransomware and online threats.

INFORMATION SOURCE:

Ramesh Krishnamurthy, Chief Technology Officer
Kellie Spencer, Deputy Superintendent, Operations



TECHNOLOGY SOLUTIONS

GTS Technology Solutions, Inc.
9211 Waterford Centre Blvd Suite 275
Austin, Texas 78758
Phone: 512.452.0651

QUOTE

Quote Number: Q-05634
Quoted Date: 08/26/2024
Expiration Date: 10/01/2024
Account Exec: Jeff Dawson
Inside Sales Rep: Hannah Brierty
hannah.brierty@gts-ts.com
(512) 681-6256

QUOTE FOR:

Fort Worth Independent School District

Renewal Group 1 (Jan 2, 2025 - Jan 1, 2026)

Table with 8 columns: LINE, ITEM, DESCRIPTION, SPECIFICATIONS, CONTRACT, QTY, PRICE, EXTENDED PRICE. Contains 6 rows of item details including Falcon Complete, University LMS Subscription, CrowdStrike University Training Credit, Essential Support, Falcon Complete Flex, and CrowdStrike Falcon Certification Program Exam Voucher.

Quote Number:

Q-05634

7	CS.INSIGHTB.SO LN	Insight	DIR-CPO-4920	8500	\$ 0.00	\$ 0.00
8	CS.PREVENTB.S OLN	Prevent	DIR-CPO-4920	8500	\$ 0.00	\$ 0.00
9	CS.DISCB.SOLN	Discover	DIR-CPO-4920	8500	\$ 0.00	\$ 0.00
10	CS.FALCOMPS.S VC	Falcon Complete Subscription	DIR-CPO-4920	8500	\$ 0.00	\$ 0.00
11	CS.OWB.SVC	Overwatch	DIR-CPO-4920	8500	\$ 0.00	\$ 0.00
12	CS.TG.STD	Threat Graph Standard	DIR-CPO-4920	8500	\$ 0.00	\$ 0.00
13	CS.EXPOMANUP .SOLN	Falcon Exposure Management Upgrade	DIR-CPO-4920	8500	\$ 0.00	\$ 0.00

Renewal Group 2 (Jan 2, 2025 - Jan 1, 2026)

LINE	ITEM	DESCRIPTION	SPECIFICATIONS	CONTRACT	QTY	PRICE	EXTENDED PRICE
14	CS.EPPPRO.SOL N	Falcon EndpointProtection Pro FlexibleBundle		DIR-CPO-4920	23000	\$ 1.50	\$ 34,500.00
15	CS.PREVENT.SO LN	Prevent		DIR-CPO-4920	23000	\$ 0.00	\$ 0.00
16	CS.CONRESP.SO			DIR-CPO-4920	23000	\$ 0.00	\$ 0.00

Quote Number:

Q-05634

LN Falcon Control And Respond

Renewal Group 3 (Jan 2, 2025 - Jan 1, 2026)

LINE	ITEM	DESCRIPTION	SPECIFICATIONS	CONTRACT	QTY	PRICE	EXTENDED PRICE
17	CS.IRECONP.SOL N	CrowdStrike Falcon Intelligence Recon + Assigned Analyst Endpoint Enterprise - Up to 5000 endpoints		DIR-CPO-4920	1	\$ 32,399.00	\$ 32,399.00
18	CS.IRECON.SOL N	CrowdStrike Falcon Intelligence Recon Endpoint Enterprise - Up to 5000 endpoints		DIR-CPO-4920	1	\$ 30,536.47	\$ 30,536.47

Services Retainer Term (Jan 2, 2025 - Jan 1, 2026)

LINE	ITEM	DESCRIPTION	SPECIFICATIONS	CONTRACT	QTY	PRICE	EXTENDED PRICE
19	NR.PSO.ENT.CR OF	Custom Retainer - Order Form		DIR-CPO-4920	110	\$ 405.00	\$ 44,550.00
20	PSO.RTR.FEE.12 M	Retainer Fee		DIR-CPO-4920	1	\$ 2,249.00	\$ 2,249.00

<p><i>Prices do NOT include taxes, insurance, shipping, delivery, setup fees, or any cables or cabling services or material unless specifically listed above. If a customer requests expedited or special delivery, causes carrier delays or requests redelivery, customer will be responsible for any additional charges for these services directly billed by the carrier. All prices are subject to change without notice. Supply subject to availability. Dell maintains a strict zero-return policy. Therefore, purchases of incorrect quantity, specifications, items, or configurations are non-refundable and non-returnable. Please ensure that you have reviewed your quote thoroughly.</i></p> <p>**This quote does not include the applicable sales tax for our commercial customers**</p>	<p>Sales Total: \$ 537,274.49</p> <p>Freight & Misc: \$ 0.00</p> <p>Tax Total: \$ 0.00</p> <p>Total (USD): \$ 537,274.49</p>
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Quote Number:

Q-05634

**CONSENT AGENDA ITEM
BOARD MEETING
October 22, 2024**

**TOPIC: APPROVE RATIFICATION OF THE DISTRICT’S ENTERPRISE
RESOURCES PLANNING SYSTEM**

BACKGROUND:

The annual maintenance of the District’s Enterprise Resource Planning (ERP) solution is due for renewal. The renewal dates for the modules that will be used in the 2024-2025 school year are October 1, 2024 – September 30, 2025, and includes maintenance, support, and upgrades.

STRATEGIC GOAL:

2 - Improve Operational Effectiveness and Efficiency

ALTERNATIVES:

1. Approve Ratification of the District's Enterprise Resource Planning System for 2024-2025
2. Decline Ratification of the District's Enterprise Resource Planning System for 2024-2025
3. Remand to Staff for Further Study

SUPERINTENDENT’S RECOMMENDATION:

Approve Ratification of the District's Enterprise Resource Planning System for 2024-2025

FUNDING SOURCE: Additional Details

General Fund 199-53-6249-423

COST:

\$ 607,739.41

VENDOR:

Tyler Technologies, Inc.

PURCHASING MECHANISM:

Sole Source

PARTICIPATING SCHOOL(S)/DEPARTMENT(S)/EDUCATIONAL ENTITY:

District-Wide

RATIONALE:

Approval of this item will allow the District to continue to receive support and maintenance for the ERP system during the 2024-2025 school year.

INFORMATION SOURCE:

Ramesh Krishnamurthy, Chief Technology Officer
Kellie Spencer, Deputy Superintendent, Operations



Remittance
 Tyler Technologies, Inc.
 (FEIN 75-2303920)
 P.O. Box 203556
 Dallas, TX 75320-3556

THIS IS NOT AN INVOICE PROFORMA

Empowering people who serve the public®

Questions

Tyler Technologies - ERP & Schools
 Phone: 1-800-772-2260 Press 2, then 1
 Fax: 1-866-673-3274
 Email: ar@tylertech.com

Company	Order No.	Date	Page
045	214402	09/12/2024	1 of 3



To: FORT WORTH INDEPENDENT SCHOOL DISTRICT
 ATTN: ACCOUNTS PAYABLE
 7060 Camp Bowie Blvd., Fort Worth, TX 76116
 United States

Ship To: FORT WORTH INDEPENDENT SCHOOL DISTRICT
 ATTN: ACCOUNTS PAYABLE
 7060 Camp Bowie Blvd., Fort Worth, TX 76116
 United States

Customer Grp/No.	Customer PO#	Payment Terms	Currency Code	Ship Via	Salesperson Cd
1 2668		Net 30	USD	ELEC	

No. Item/ Description/ Comments	Quantity	U/M	Unit Price	Total Cost
Contract No.: MUNIS				
1 Renewal: SUPPORT & UPDATE LICENSING - ACCTG/GL/BUDGET/AP Cycle Start: 10/01/2024, End: 09/30/2025; Term: 12 months	1	EA	102,102.42	102,102.42
2 Renewal: SUPPORT & UPDATE LICENSING - ACCOUNTS RECEIVABLE Cycle Start: 10/01/2024, End: 09/30/2025; Term: 12 months	1	EA	23,424.53	23,424.53
3 Renewal: SUPPORT & UPDATE LICENSING - APPLICANT TRACKING Cycle Start: 10/01/2024, End: 09/30/2025; Term: 12 months	1	EA	11,012.12	11,012.12
4 Renewal: SUPPORT & UPDATE LICENSING - BUSINESS OBJECTS Cycle Start: 10/01/2024, End: 09/30/2025; Term: 12 months	1	EA	29,475.06	29,475.06
5 Renewal: SUPPORT & UPDATE LICENSING - CONTRACT MANAGEMENT Cycle Start: 10/01/2024, End: 09/30/2025; Term: 12 months	1	EA	11,412.51	11,412.51
6 Renewal: SUPPORT & UPDATE LICENSING - EMPLOYEE EXPENSE REIMBURSEMENT Cycle Start: 10/01/2024, End: 09/30/2025; Term: 12 months	1	EA	9,609.64	9,609.64
7 Renewal: SUPPORT & UPDATE LICENSING - EMPLOYEE SELF SERVICE Cycle Start: 10/01/2024, End: 09/30/2025; Term: 12 months	1	EA	20,820.88	20,820.88
8 Renewal: SUPPORT & UPDATE LICENSING - FIXED ASSETS Cycle Start: 10/01/2024, End: 09/30/2025; Term: 12 months	1	EA	25,625.70	25,625.70
9 Renewal:	1	EA	11,012.12	11,012.12



Remittance
 Tyler Technologies, Inc.
 (FEIN 75-2303920)
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 Dallas, TX 75320-3556

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 Email: ar@tylertech.com

No. Item/ Description/ Comments	Quantity	U/M	Unit Price	Total Cost
SUPPORT & UPDATE LICENSING - GENERAL BILLING Cycle Start: 10/01/2024, End: 09/30/2025; Term: 12 months				
10 Renewal: SUPPORT & UPDATE LICENSING - HUMAN RESOURCES MANAGEMENT Cycle Start: 10/01/2024, End: 09/30/2025; Term: 12 months	1	EA	25,625.70	25,625.70
11 Renewal: SUPPORT & UPDATE LICENSING - INVENTORY Cycle Start: 10/01/2024, End: 09/30/2025; Term: 12 months	1	EA	25,625.70	25,625.70
12 Renewal: SUPPORT & UPDATE LICENSING - MUNIS OFFICE Cycle Start: 10/01/2024, End: 09/30/2025; Term: 12 months	1	EA	17,617.67	17,617.67
13 Renewal: SUPPORT & UPDATE LICENSING - PAYROLL Cycle Start: 10/01/2024, End: 09/30/2025; Term: 12 months	1	EA	66,066.25	66,066.25
14 Renewal: SUPPORT & UPDATE LICENSING - PROJECT ACCOUNTING Cycle Start: 10/01/2024, End: 09/30/2025; Term: 12 months	1	EA	16,016.06	16,016.06
15 Renewal: SUPPORT & UPDATE LICENSING - PURCHASE ORDERS Cycle Start: 10/01/2024, End: 09/30/2025; Term: 12 months	1	EA	26,426.52	26,426.52
16 Renewal: SUPPORT & UPDATE LICENSING - REQUISITIONS Cycle Start: 10/01/2024, End: 09/30/2025; Term: 12 months	1	EA	18,498.97	18,498.97
17 Renewal: SUPPORT & UPDATE LICENSING - ROLE TAILORED DASHBOARD Cycle Start: 10/01/2024, End: 09/30/2025; Term: 12 months	1	EA	20,820.88	20,820.88
18 Renewal: SUPPORT & UPDATE LICENSING - TIMEKEEPING INTERFACE Cycle Start: 10/01/2024, End: 09/30/2025; Term: 12 months	1	EA	8,808.85	8,808.85
19 Renewal: SUPPORT & UPDATE LICENSING - TREASURY MANAGEMENT Cycle Start: 10/01/2024, End: 09/30/2025; Term: 12 months	1	EA	18,498.97	18,498.97
20 Renewal:	1	EA	6,673.37	6,673.37



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Questions
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 Fax: 1-866-673-3274
 Email: ar@tylertech.com

No. Item/ Description/ Comments	Quantity	U/M	Unit Price	Total Cost
TYLER FORM PROCESSING SUPPORT Cycle Start: 10/01/2024, End: 09/30/2025; Term: 12 months :				
21 Renewal: GUI UNLIMITED LICENSE SUPPORT Cycle Start: 10/01/2024, End: 09/30/2025; Term: 12 months :	1	EA	13,650.00	13,650.00
22 Renewal: SUPPORT & UPDATE LICENSING - TYLER CONTENT MANAGER SE Cycle Start: 10/01/2024, End: 09/30/2025; Term: 12 months	1	EA	25,941.15	25,941.15
23 Renewal: TYLER SYSTEM MANAGEMENT SERVICES SUPPORT Cycle Start: 10/01/2024, End: 09/30/2025; Term: 12 months	1	EA	30,000.00	30,000.00
24 Renewal: SUPPORT & UPDATE LICENSING - ePROCUREMENT Cycle Start: 10/01/2024, End: 09/30/2025; Term: 12 months	1	EA	11,924.34	11,924.34
25 Renewal: TYLER DISASTER RECOVERY SERVICE Cycle Start: 10/01/2024, End: 09/30/2025; Term: 12 months	1	EA	30,000.00	30,000.00
26 Renewal: Annual Payroll Tax Table Updates Cycle Start: 10/01/2024, End: 09/30/2025; Term: 12 months	1	EA	1,050.00	1,050.00

Does not include any applicable taxes

Order Total: **607,739.41**

Comments: **Upon acceptance please email your purchase order to PO@tylertech.com**

**CONSENT AGENDA ITEM
BOARD MEETING
October 22, 2024**

TOPIC: APPROVE RATIFICATION OF TECHNOLOGY DIGITAL WORKFLOW SYSTEM – TICKETING AND ASSET MANAGEMENT SYSTEM

BACKGROUND:

The Service Now Management System is used to capture incoming telephone calls and incident tickets input by technical field staff and District staff who input tickets through the self-service portal. The platform will soon be used for IT Asset Management to centrally manage District assets throughout the district. The term for this renewal is from August 1, 2024, through July 31, 2025.

STRATEGIC GOAL:

2 - Improve Operational Effectiveness and Efficiency

ALTERNATIVES:

1. Approve Ratification of Service Now Management System.
2. Decline Ratification of Service Now Management System.
3. Remand to Staff for Further Study

SUPERINTENDENT’S RECOMMENDATION:

Approve Ratification of Service Now Management System.

<u>FUNDING SOURCE:</u>	<u>Additional Details</u>
General Fund	199-53-6399-423

COST:

\$411,296.00

VENDOR(S)/PROVIDER(S):

Carahsoft Technology Corp.

PURCHASING MECHANISM:

Cooperative Agreement
DIR-CPO-5175

PARTICIPATING SCHOOL(S)/DEPARTMENT(S)/EDUCATIONAL ENTITY:

(District Wide)

RATIONALE:

Renewal of Service Now Management System will continue to enable the Technology Department to capture Incident, Telephone support while enabling automated discovery of assets on the district network.

INFORMATION SOURCE:

Ramesh Krishnamurthy, Chief Technology Officer
Kellie Spencer, Deputy Superintendent, Operations

GOVERNMENT - PRICE QUOTATION

CARAHSOFT TECHNOLOGY CORP

11493 SUNSET HILLS ROAD | SUITE 100 | RESTON, VIRGINIA 20190
 PHONE (703) 871-8500 | FAX (703) 871-8505 | TOLL FREE (888) 66CARAH
 WWW.CARAHSOFT.COM | SALES@CARAHSOFT.COM



TO: Neil Bolton
 Senior Technology Officer
 Fort Worth ISD
 7060 Camp Bowie Blvd
 Fort Worth, TX 76116 USA

FROM: Benjamin Custer
 Carahsoft Technology Corp.
 11493 Sunset Hills Road
 Suite 100
 Reston, Virginia 20190

EMAIL: neil.bolton@fwisd.org

EMAIL: Benjamin.Custer@carahsoft.com

PHONE: (817) 814-3000

PHONE: (703) 581-6660

TERMS: DIR Contract No. DIR-CPO-5175
 Expiration Date: July 24, 2025
 FTIN: 52-2189693
 Shipping Point: FOB Destination
 Credit Cards: VISA/MasterCard/AMEX
 Remit To: Same as Above
 Payment Terms: Net 30 (On Approved Credit)
 Texas VID#: 1522189693700
 Sales Tax May Apply

QUOTE NO: 45378515
QUOTE DATE: 09/01/2024
QUOTE EXPIRES: 10/30/2024
RFQ NO:
SHIPPING: ESD
TOTAL PRICE: \$411,296.00
TOTAL QUOTE: \$411,296.00

GOVERNMENT - PRICE QUOTATION

CARAHSOFT TECHNOLOGY CORP



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LINE NO.	PART NO.	DESCRIPTION	LIST PRICE	QUOTE PRICE	QTY	EXTENDED PRICE
7	ServiceNow	ServiceNow® Strategic Portfolio Management Professional - SPM User (Priced Monthly, 1 Year Term) ServiceNow - PROD16953 Start Date: 08/01/2024 End Date: 07/31/2025 ACV Year: 2024	██████	\$ ██████	TX DIR	\$ ██████
8	ServiceNow	ServiceNow® Hardware Asset Management Professional - Subscription Unit v2 (Priced Monthly, 1 Year Term) ServiceNow - PROD16047 Start Date: 08/01/2024 End Date: 07/31/2025 ACV Year: 2024	██████	██████	TX DIR	\$ ██████
9	ServiceNow	ServiceNow® Agile Team - Module (Priced Monthly, 1 Year Term) ServiceNow - PROD12492 Start Date: 08/01/2024 End Date: 07/31/2025 ACV Year: 2024	██████	██████	TX DIR	\$ ██████
10	ServiceNow	ServiceNow® AI Search Starter - Documents (Priced Monthly, 1 Year Term) ServiceNow - PROD15338 Start Date: 08/01/2024 End Date: 07/31/2025 ACV Year: 2024	██████	██████	TX DIR	\$ ██████
11	ServiceNow	ServiceNow® Business Stakeholder User v4 (Priced Monthly, 1 Year Term) ServiceNow - PROD17800 Start Date: 08/01/2024 End Date: 07/31/2025 ACV Year: 2024	\$ ██████	██████	TX DIR	\$ ██████
12	ServiceNow	ServiceNow® Document Intelligence Starter - 5K Document Intelligence Pages (Priced Monthly 1 Year Term) ServiceNow - PROD18383 Start Date: 08/01/2024 End Date: 07/31/2025 ACV Year: 2024	██████	██████	TX DIR	\$ ██████
13	ServiceNow	ServiceNow® Software Asset Management Professional - Subscription Unit (Priced Monthly, 1 Year Term) ServiceNow - PROD15033 Start Date: 08/01/2024 End Date: 07/31/2025	██████	██████	TX DIR	\$ ██████
14	ServiceNow	ServiceNow® Additional Non-Production Instance - US Data Center (Priced Monthly, 1 Year Term) ServiceNow - PROD00065 Start Date: 08/01/2024 End Date: 07/31/2025 ACV Year: 2024	██████	██████	TX DIR	\$ ██████
15	ServiceNow	ServiceNow® Government Learning Credit (Priced Monthly, 1 Year Term) ServiceNow - PROD17230 Start Date: 08/01/2024 End Date: 07/31/2025	██████	██████	TX DIR	\$ ██████
DUE AT SIGNING SUBTOTAL:						\$411,296.00
SUBTOTAL:						\$411,296.00

GOVERNMENT - PRICE QUOTATION

CARASOFT TECHNOLOGY CORP



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TOTAL PRICE:	\$411,296.00
TOTAL QUOTE:	\$411,296.00

Payments are due as per the invoice schedule and as set forth above. Customer acknowledges and agrees to late payments will accrue interest at a rate of 1.5% per month or the applicable statutory rate for late payments, whichever is lower.

Customer will cure a delinquency in payment of any amounts owed within 30 days from the date of ServiceNow's delinquency notice. If Customer fails to timely cure a delinquency, ServiceNow may suspend use of the Subscription Products or terminate the Agreement for breach, in addition to any other available rights and remedies.

1. Carahsoft Texas DIR Contract terms and conditions constitute the terms that guide this purchase. End Customer may request printed copies of the documents incorporated herein by reference by emailing us at ServiceNowSLED@carahsoft.com.

2. Terms and Conditions

a. The end customer's access and use of the Subscription Offerings are pursuant to the Public Sector Subscription Terms of Service, the Customer Support Addendum, Data Security Addendum, Data Processing Addendum, Product and Use Definitions, Product Overview, the ServiceNow Store Terms of Use, any attached addenda or exhibits, and the applicable Service Description for the purchased packaged services, ALL OF WHICH ARE EXPRESSLY DEEMED INCORPORATED HEREIN BY THIS REFERENCE (if not attached herein or included with the contract being used, then as set forth on <https://www.servicenow.com/upgrade-schedules.html>) (collectively, the "ServiceNow Subscription Service Terms"). Notwithstanding anything in the Agreement to the contrary, for the Subscription Term set forth herein, the CSA, as specified in the Agreement, shall mean the Customer Support Addendum at <https://www.servicenow.com/content/dam/servicenow-assets/public/en-us/doctype/legal/customer-support-addendum-upgrades-jan2022.pdf>. The end customer may request printed copies of the documents incorporated herein by reference by emailing us at snsig@carahsoft.com or legal.request@servicenow.com. All undefined capitalized terms herein shall have the meanings ascribed to such terms in the ServiceNow Subscription Service Terms. If any provision of this Order conflicts with the other documents comprising the Agreement, then this Order shall control.

b. ServiceNow reserves the right to suspend access to Customer's instances should Carahsoft's account fall more than thirty (30) days past due until all accounts are paid in full.

3. Generative AI Terms. To the extent this Quotation/Order includes any Advanced AI and Data Products the following terms and conditions supplement the ServiceNow Subscription Service Terms or ServiceNow Self-Hosted License Terms, as applicable, solely for use of the Advanced AI and Data Products: (1) Subscription Offerings in ServiceNow's commercial data centers are subject to Advanced AI and Data Products Amendment for Commercial Hosting; or (2) Subscription Offerings in ServiceNow's GCC or NSC environments, or self-hosted by Customer, are subject to the Advanced AI and Data Products Amendment; WHICH ARE EXPRESSLY DEEMED INCORPORATED HEREIN BY THIS REFERENCE.

GenAI GCC Terms can be found here: <https://static.carahsoft.com/concrete/files/7017/1525/1220/981032.pdf>

GenAI Commercial Data Center Terms can be found here: https://static.carahsoft.com/concrete/files/8317/1649/3455/GenAI_EULA_Amendment_-_Commercial_Hosting_051524.pdf

4. Base and Option Year Pricing. Carahsoft ServiceNow Quotations/Orders consists of an Initial Subscription Term ("Base Period") and possibly one or more optional Subscription Terms ("Option Periods") as quoted, with the specific Subscription Offerings, fees, quantities, and Subscription Term for each period set forth in the Quotation, subject to the following requirements and conditions.

Upon the expiration of the Subscription Term of the final Renewal Order, for one (1) immediately subsequent mutually agreed follow-on order form for a twelve (12) month subscription term ("Follow-On Order") ServiceNow shall not increase the subscription fee rate for each Renewal Product for the Follow-On Order by more than a stated percentage of the subscription fee rate of each Renewal Product. The Follow-On Order subscription term start date shall begin the day after the prior order form's subscription term end date. For both Renewal Orders and the Follow-On Order executed by the parties, the following conditions, shall apply:

- the Renewal Product continues to be made commercially available by ServiceNow at the time of the Renewal Order;
 - all Renewal Products are purchased in quantities that are equal to or greater than the sum of all the units for each and all Renewal Products in all the order forms placed by Customer up to the expiration of the Subscription Term on this Order Form;
 - each Renewal Order and Follow-On Order are for non-refundable, non-cancellable twelve (12) month subscription terms; and
 - Participant places the Renewal Order before the expiration of the Subscription Term on this Order Form the then expiring order form.
- e. Notwithstanding above, the foregoing does not apply to, without limitation, any third-party Subscription Products offered for resale by ServiceNow, new products that are offered for sale after the date of this Order Form, products not ordered on this Order Form, products provided at no charge, or professional services (pursuant to either an SOW or Service Description), training, events, or any Support Account Management or Success product/service offering.

5. Education, Knowledge and Other. Terms for Education Services offerings are set forth on <https://www.servicenow.com/upgrade-schedules.html>

6. Knowledge and Other Event Terms and Conditions. Payment must be provided in the manner and at the times noted in the FAQs particular to the Event. ServiceNow reserves the right to cancel your registration without notice for failure to pay as required. Cancellations and substitutions are subject to the dates and fees specified in the FAQs. There are no refunds for no shows. Requests for cancellations or substitutions not received in writing as described in the FAQs will not be honored. Cancellation of travel reservations and hotel reservations is your exclusive responsibility. Neither Carahsoft or ServiceNow is responsible for any damages, direct or indirect, resulting from any cancelled registration or impermissible substitution. Event registration is subject to availability. All event passes are valid only for the event and event year for which the passes are applicable. Passes purchased on an order form are non-refundable. Unused passes will be forfeited. Additional Event Attendee Terms and Conditions: ServiceNow Event Attendee Terms and Conditions

7. Product Overview. Documentation (sometimes referred to as Product Overview) refers to the system requirements and technical functionality for the supported version(s) of the applicable Subscription Service as described in the then-current product documentation at <https://docs.servicenow.com>.

GOVERNMENT - PRICE QUOTATION

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8. **Entitlements.** The entitlements and use rights for the Subscription Products ordered hereunder on this Quotation/Order are set forth in the Subscription Product table attached, if attached.

9. **Other Terms.**

PRICES ARE FINAL. THIS ORDER IS NON-CANCELLABLE AND, EXCEPT AS OTHERWISE PROVIDED IN THE AGREEMENT, NONREFUNDABLE.

Impact, Customer Success, and any other packaged professional service activities not consumed within Customer's Option Period do not rollover to the subsequent Option Period, shall expire with no further credit or refund, and shall have no value thereafter.

Any Professional Services fees are invoiced on a time and materials basis. Customer will cure a delinquency in payment of any amounts owed within 30 days from the date of Carahsoft's delinquency notice. If Customer fails to timely cure a delinquency, ServiceNow may suspend use of the Subscription Products or terminate the Agreement for breach, in addition to any other available rights and remedies.

PREPAID FEES FOR PROFESSIONAL SERVICES AND EVENTS SHALL EXPIRE IF UNUSED WITHIN ONE (1) YEAR OF THE DATE OF ORDER, WITH NO REFUND OR CREDIT FOR UNUSED OR UNPERFORMED SERVICE HOURS. PREPAID FEES FOR EDUCATION SERVICES WILL EXPIRE AT THE SPECIFIED TERM END DATE IN THE CORRESPONDING EDUCATION SERVICES LINE ITEM ON THE ORDERING DOCUMENT ("END DATE") OR, IF NO SUCH END DATE APPEARS, THEN 12 MONTHS FROM THE LATEST SIGNATURE OF THE ORDERING DOCUMENT, WITH NO REFUND OR CREDIT FOR UNUSED OR UNPERFORMED SERVICE HOURS.

GOVERNMENT LEARNING CREDITS SHALL BE INVOICED ON A MONTHLY BASIS IN ARREARS AND BASED ON CONSUMPTION, WITH CONSUMPTION OCCURRING UPON COURSE REGISTRATION OR COMPLETION, AS APPLICABLE. UNUSED GOVERNMENT LEARNING CREDITS WILL EXPIRE WITHIN ONE (1) YEAR OF THE DATE OF THE ORDER; AND CUSTOMER WILL NOT BE CHARGED FOR ANY UNUSED CREDIT.

10. **Late Payment Fees.** Fees are invoiced as per the payment terms on the quote. Late payments will accrue interest at a rate of 1.5% per month or the applicable statutory rate for late payments, whichever is lower. Customer will cure a delinquency in payment of any amounts owed within 30 days from the date of Carahsoft's delinquency notice. If Customer fails to timely cure a delinquency, Carahsoft may terminate the Agreement for breach, in addition to any other available rights and remedies.

11. **Reinstatement Fees:** Renewals are due prior to the expiration of the existing Subscription Term. All Renewal Orders placed after the expiration of the Subscription Term shall include subscription fees for the lapsed period plus a reinstatement fee equal to 10% of the total renewing annual subscription fee multiplied by the number of past months. If the subscription support end date has passed and no cancellation notification has been issued to the prime contractor, ServiceNow reserves the right to include this fee to reinstate the account.

12. **Required on Purchase Orders.** Please include the following information on the purchase order to Carahsoft. If this information is not included, the order will not be accepted.

- a) Contract number used for this order.
- b) End User contact information. End User is the End Customer contact responsible for the ServiceNow system and communications regarding the system.
- c) Carahsoft quotation number for this purchase order.
- d) Statement of Work or Change Order (if applicable).

13. **Where to Send Purchase Orders.** Send purchase orders to CSTechOM@carahsoft.com or to the name on the Carahsoft Quotation.

Additional terms and conditions as well as entitlements are included on the attached pages, as applicable.

ServiceNow Hosting Information for Fort Worth Independent School District

Instance Name	Instance Type	Hosting Type	Storage Limit	Hosting Included	Data Center
fwisdtest	Non-Prod	Shared	4TB	Included	United States
fwisdctrl	Non-Prod	Shared	4TB	Included	United States
fwisddev	Non-Prod	Shared	4TB	Included	United States
fwisd	Prod	Shared	4TB	Included	United States
Customer ServiceNow Admin:		Marlon Shears			
Email:		marlon.shears@fwisd.org			

ServiceNow® Order Form - Product and Use Definitions

USER TYPE DEFINITIONS

"User" means any employee or contractor of Customer or Customer Affiliate that is assigned a unique username and password and has a user profile in the Subscription Service designated as "active". Only Users may be given access to the subscription service by Customer. A use right may not be shared or transferred. Customer shall not use the subscription service in a manner that circumvents usage restrictions.

"Approver User" is any User performing any of the functions set forth in the table below for an Approver User. An Approver User may only perform the functions set forth in the table below for an Approver User.

"Requester User" is any User that performs only the functions set forth in the table below for a Requester User.

"End User" has the same use rights as "Requester User."

"Fulfiller User" is any User other than an Approver User or Requester User. Without limitation, a Fulfiller User is any User that performs any function other than an Approver User function or Requester User function, including those set forth in the table below for a Fulfiller User.

"Process User" has the same use rights as "Fulfiller User."

FUNCTION / USE RIGHTS AUTHORIZED	USER TYPES		
	REQUESTER	APPROVER	FULLFILLER
Create its own request	included	included	included
View its own request	included	included	included
Modify its own request	included	included	included
Search the Service Catalog	included	included	included
Search the Knowledge Base	included	included	included
Access public pages	included	included	included
Take surveys	included	included	included
Set its own notification preferences	included	included	included
View assets assigned to user	included	included	included
Access and post to Live Feed	included	included	included
Initiate Chat sessions	included	included	included
Participate in a Watch List	included	included	included
View a report published to them	included	included	included
Approve requests by email that are routed to user	-	included	included
Approve requests routed to user via system	-	included	included
Create any record	-	-	included
Delete any record	-	-	included
Modify any record	-	-	included
Drill through any report	-	-	included
Create any report	-	-	included
Delete any report	-	-	included
Modify any report	-	-	included
Perform development activities	-	-	included (see below)
Perform administrative activities	-	-	included

CUSTOM TABLE CREATION AND INSTALLATION

The creation or installation of Custom Tables in a production instance requires either the purchase of the Now Platform App Engine product or an express Custom Table entitlement that is granted with the purchase of another product.

A “Custom Table” is any non-ServiceNow provided table created or installed by or on behalf of Customer on the ServiceNow Platform and used for any purpose, including the creation of a custom application, unless such table is specifically exempt. A list of exempt ServiceNow provided tables and Custom Table use rights are as set forth in the Custom Table Guide on <https://www.servicenow.com/products/entitlements-packages.html> and ARE EXPRESSLY DEEMED INCORPORATED HEREIN BY THIS REFERENCE. Customer may request printed copies of the documents incorporated herein by reference by emailing us at legal.request@servicenow.com.

SUBSCRIPTION PRODUCTS

Subscription Product Code/Name	Included ServiceNow Applications and Use Rights
<p>PROD19395 ServiceNow® Automation Engine Professional</p>	<p>Included Application(s): RPA Hub; Integration Hub Enterprise; Document Intelligence; Orchestration Core (Activity Designer; Activity Packs; Password Reset; and Client Software Distribution Application); entitlement for 1 Unattended Robot; entitlement for 5 Attended Robots; entitlement for 5,000 Document Intelligence Pages (unused Pages expire annually without credit or refund); and entitlement for 3,000,000 Integration Hub Transactions annually (unused Transactions expire annually without credit or refund). Automation Engine Professional includes Protocols and Spokes as set forth in the Integration Hub Overview on www.servicenow.com/products/entitlements-packages.html, which IS EXPRESSLY DEEMED INCORPORATED HEREIN BY THIS REFERENCE. Customer may request printed copies of the documents incorporated herein by reference by emailing us at legal.request@servicenow.com.</p> <p>An Unattended Robot is defined as a form of business process automation that allows the execution of workflows without human supervision through the development and management capabilities offered by Automation Engine. Unattended Robot entitlements are consumed when a robot of type “Unattended” is assigned to a Virtual Machine in the RPA Hub Application.</p> <p>An Attended Robot is defined as a form of business process automation that allows the execution of workflows as a direct result of a human action and under human supervision. Attended Robot entitlements are consumed when a robot of type “Attended” is assigned to a user in the RPA Hub application. Additional Attended Robots and Unattended Robots require the purchase of a separate Attended Robot bundle and/or Unattended Robot bundle.</p> <p>A Page is defined as a section of a document that ends with a page break. Documents with more than one Page are counted as multiple Pages, rounded to the next integer. Additional annual Pages require the purchase of a separate Document Intelligence Page bundle. Customer acknowledges that, to the extent it activates and uses Document Intelligence, Customer Data will be transferred outside of Customer’s ServiceNow instance to a centralized ServiceNow environment, provided that such centralized ServiceNow environment shall be hosted in the same ServiceNow data center region as Customer’s originating ServiceNow instance. Customer further acknowledges that the relevant terms set forth in the Agreement pertaining to ServiceNow’s security and data protection program shall apply, except for those generally relating to certifications, attestations, or audits, and penetration testing. Any Customer Data transferred to such centralized ServiceNow environment will be deleted in accordance with ServiceNow’s internal policies and procedures.</p> <p>An Integration Hub Transaction is defined as any outbound call originating from Integration Hub, FlowDesigner, Remote Tables and/or Orchestration. This includes any operation, action, orchestration from Integration Hub, Remote Tables or Orchestration resulting in an outbound call. Additional annual Transactions require the purchase of a separate Integration Hub package.</p>
<p>PROD19279 ServiceNow® Customer Service Management Professional</p>	<p>Included Applications: Customer Service Management; Engagement Messenger; Communities; Continual Improvement Management; DevOps Config; Proactive Customer Service Operations; Incident Management; Digital Product Release; Problem Management; Change Management; Release Management; Asset Management; Request Management; Cost Management; Walk-Up Experience; Outsourced Customer Service; Digital Portfolio Management; Vendor Manager Workspace; DevOps Change Velocity; Mobile Publishing; Universal Request Pro; Predictive Intelligence; Virtual Agent; and Platform Analytics Advanced</p> <p>Usage is limited by the number of purchased Fulfiller Users. Requester Users and External Users are not included in the Fulfiller User count and are not subject to Customer Service Management Professional Subscription Product fees.</p> <p>Notwithstanding the definition of User above, an External User is defined as Customer’s external contacts, including, but not limited to Customer’s accounts, consumers, households, partners or other contacts. External User may create, view, modify, or approve requests of their own or related accounts via the customer portal, approve requests for new contact creation; and manage users or assets of their own or related accounts.</p> <p>Customer is wholly responsible for External Users’ compliance with the terms of the Agreement and this ordering document, and all acts and omissions of such External Users.</p> <p>Each Fulfiller User purchased includes 2,000 Customer Portal Visits per month (unused Portal Visits expire monthly). Additional Customer Portal Visits may be purchased in increments of 1,000. A Visit is a period of activity on the Customer Portal, including a community visit. A new Visit is generated if an anonymous, unauthenticated, or External Requester User accesses, logs out, times out, or a Visit lasts beyond midnight</p>

	<p>in the Data Center Region indicated above.</p> <p>Virtual Agent includes 1000 Virtual Agent Conversation Transactions per Fulfiller User per month (unused Virtual Agent Conversation Transactions expire monthly). A Virtual Agent Conversation Transaction is defined as any structured conversation between a chatbot and user on a pre-built or custom topic. Additional monthly Virtual Agent Transactions require the purchase of Virtual Agent Transaction Pack(s).</p> <p>Customer is granted the right to create or install up to 50 Custom Tables and to grant each Fulfiller User, External User and Requester User the right to access those Custom Tables and perform the actions granted to that User Type.</p> <p>Extensions to the case table are exempt from the custom table count.</p> <p>Platform Analytics Advanced, Virtual Agent, Predictive Intelligence, and Universal Request Pro use rights apply only to Customer Service Management Professional Applications and 50 Custom Tables.</p> <p>Protocols and Spokes that are available in the Subscription Product are set forth in the then-current applicable Product Documentation. Use of Protocols and Spokes may require purchase of Integration Hub Transactions at an additional fee.</p> <p>The following Application(s) became available in the family release indicated: San Diego - Digital Portfolio Management and DevOps Change Velocity (Formerly: DevOps and DevOps Insights) Tokyo - DevOps Config</p>
<p>PROD19850 ServiceNow® Customer Service Management Professional</p>	<p>Included Applications: Customer Service Management; Engagement Messenger; Communities; Continual Improvement Management; DevOps Config; Proactive Customer Service Operations; Incident Management; Digital Product Release; Problem Management; Change Management; Release Management; Asset Management; Request Management; Cost Management; Walk-Up Experience; Outsourced Customer Service; Digital Portfolio Management; Vendor Manager Workspace; DevOps Change Velocity; Mobile Publishing; Universal Request Pro; Predictive Intelligence; Virtual Agent; and Platform Analytics AdvancedUsage is limited by the number of purchased Fulfiller Users. Requester Users and External Users are not included in the Fulfiller User count and are not subject to Customer Service Management Professional Subscription Product fees.</p> <p>"Included Fulfillers for student users" are designated for temporary student workers by the Customer institution. One (1) Included Fulfiller for student users is added to the Order Form for a given number of paid Fulfillers of the same Subscription Product as specified in the product table above. Included Fulfillers for student users may not be purchased on a standalone basis.</p> <p>Notwithstanding the definition of User above, an External User is defined as Customer's external contacts, including, but not limited to Customer's accounts, consumers, households, partners or other contacts. External User may create, view, modify, or approve requests of their own or related accounts via the customer portal, approve requests for new contact creation; and manage users or assets of their own or related accounts. Customer is wholly responsible for External Users' compliance with the terms of the Agreement and this ordering document, and all acts and omissions of such External Users.Each Fulfiller User purchased includes 2,000 Customer Portal Visits per month (unused Portal Visits expire monthly). Additional Customer Portal Visits may be purchased in increments of 1,000. A Visit is a period of activity on the Customer Portal, including a community visit. A new Visit is generated if an anonymous, unauthenticated, or External Requester User accesses, logs out, times out, or a Visit lasts beyond midnight in the Data Center Region indicated above.Virtual Agent includes 1000 Virtual Agent Conversation Transactions per Fulfiller User per month (unused Virtual Agent Conversation Transactions expire monthly). A Virtual Agent Conversation Transaction is defined as any structured conversation between a chatbot and user on a pre-built or custom topic. Additional monthly Virtual Agent Transactions require the purchase of Virtual Agent Transaction Pack(s).Customer is granted the right to create or install up to 50 Custom Tables and to grant each Fulfiller User, External User and Requester User the right to access those Custom Tables and perform the actions granted to that User Type.Extensions to the case table are exempt from the custom table count.Platform Analytics Advanced, Virtual Agent, Predictive Intelligence, and Universal Request Pro use rights apply only to Customer Service Management Professional Applications and 50 Custom Tables.Protocols and Spokes that are available in the Subscription Product are set forth in the then-current applicable Product Documentation. Use of Protocols and Spokes may require purchase of Integration Hub Transactions at an additional fee.The following Application(s) became available in the family release indicated:San Diego - Digital Portfolio Management and DevOps Change Velocity (Formerly: DevOps and DevOps Insights)Tokyo - DevOps Config</p>
<p>PROD20328 ServiceNow® IT Service Management Professional v3</p>	<p>Included Applications: DevOps Config; Incident Management; Digital Product Release; Problem Management; Change Management; Release Management; Asset Management; Request Management; Cost Management; Walk-Up Experience; Continual Improvement Management; Digital Portfolio Management; Financial Modeling; DevOps Change Velocity; Mobile Publishing; Vendor Manager Workspace; Universal Request Pro; Predictive Intelligence; Virtual Agent; and Platform Analytics Advanced Customer is granted the rights for Fulfiller User as defined in the User Type Definitions Section. Usage is limited by the number of purchased Fulfiller Users.</p> <p>"Included Fulfillers for student users" are designated for temporary student workers by the Customer institution. One (1) Included Fulfiller for student users is added to the Order Form for a given number of paid Fulfillers of the same Subscription Product as specified in the product table above. Included Fulfillers for student users may not be purchased on a standalone basis.</p>

	<p>Virtual Agent includes 1000 Virtual Agent Conversation Transactions per Fulfiller per month (unused Virtual Agent Conversation Transactions expire monthly). A Virtual Agent Conversation Transaction is defined as any structured conversation between a chatbot and user on a pre-built or custom topic.</p> <p>Additional monthly Virtual Agent Transactions require the purchase of Virtual Agent Transaction Pack(s). Platform Analytics Advanced, Virtual Agent, Predictive Intelligence, and Universal Request Pro use rights apply only to IT Service Management Professional Applications and App Engine Starter 50 Custom Tables.</p> <p>App Engine Starter 50: Customer is granted the right to create or install up to 50 Custom Tables and to grant each Fulfiller User the right to access those Custom Tables and perform the actions granted to that User Type.</p> <p>The following Application(s) became available in the family release indicated below: San Diego - Digital Portfolio Management and DevOps Change Velocity (Formerly: DevOps and DevOps Insights) DevOps Config - Tokyo</p>
<p>PROD17256 ServiceNow® IT Service Management Professional</p>	<p>Included Applications: DevOps Config; Incident Management; Digital Product Release; Problem Management; Change Management; Release Management; Asset Management; Request Management; Cost Management; Walk-Up Experience; Continual Improvement Management; Digital Portfolio Management; Financial Modeling; DevOps Change Velocity; Mobile Publishing; Vendor Manager Workspace; Universal Request Pro; Predictive Intelligence; Virtual Agent; and Platform Analytics Advanced</p> <p>Customer is granted the rights for Fulfiller User as defined in the User Type Definitions Section. Usage is limited by the number of purchased Fulfiller Users.</p> <p>Virtual Agent includes 1000 Virtual Agent Conversation Transactions per Fulfiller per month (unused Virtual Agent Conversation Transactions expire monthly). A Virtual Agent Conversation Transaction is defined as any structured conversation between a chatbot and user on a pre-built or custom topic.</p> <p>Additional monthly Virtual Agent Transactions require the purchase of Virtual Agent Transaction Pack(s).</p> <p>Platform Analytics Advanced, Virtual Agent, Predictive Intelligence, and Universal Request Pro use rights apply only to IT Service Management Professional Applications and App Engine Starter 50 Custom Tables.</p> <p>App Engine Starter 50: Customer is granted the right to create or install up to 50 Custom Tables and to grant each Fulfiller User the right to access those Custom Tables and perform the actions granted to that User Type.</p> <p>Protocols and Spokes that are available in the Subscription Product are set forth in the then-current applicable Product Documentation. Use of Protocols and Spokes may require purchase of Integration Hub Transactions at an additional fee.</p> <p>The following Application(s) became available in the family release indicated below: San Diego - Digital Portfolio Management and DevOps Change Velocity (Formerly: DevOps and DevOps Insights) DevOps Config - Tokyo</p>
<p>PROD14997 ServiceNow® IT Operations Management Visibility</p>	<p>Included Applications: ITOM Visibility</p> <p>Includes entitlement for up to the number of Subscription Units purchased.</p> <p>A Subscription Unit is a unit of measure applied to Managed IT Resources using Defined Ratios. A list of Managed IT Resources and Defined Ratios for a Subscription Unit are set forth in the IT Operations Management (ITOM) - ServiceNow Subscription Unit Overview on www.servicenow.com/products/entitlements-packages.html and ARE EXPRESSLY DEEMED INCORPORATED HEREIN BY THIS REFERENCE. Customer may request printed copies of the documents incorporated herein by reference by emailing us at legal.request@servicenow.com.</p> <p>Bundled Custom Tables: Customer is granted the right to create or install up to 5 Custom Tables and to grant each User the right to access those Custom Tables as an Unrestricted User. An Unrestricted User is every User that is assigned a unique username and has a user profile in the Subscription Service designated as "active".</p>
<p>PROD16953 ServiceNow® Strategic Portfolio Management Professional</p>	<p>Included Applications: Project Portfolio Management; Cost Management; Collaborative Work Management; Demand Management; Agile Development; Digital Portfolio Management; Scaled Agile Framework; Test Management; Release Management; Resource Management; Financial Planning; Investment Funding; Innovation Management; Portfolio Planning; Strategic Planning; Predictive Intelligence; Virtual Agent; and Platform Analytics Advanced</p> <p>Usage of Strategic Portfolio Management (SPM) Professional is limited to the number of SPM Users. An SPM User is defined as any User with the right to access one or more of the SPM Applications above and may perform any or all functions within the SPM Applications.</p> <p>Alignment Planner Workspace: Customer is granted the right to build and maintain roadmaps of projects, demands, SAFe epics, SAFe features, scrum epics and programs.</p> <p>Virtual Agent includes 1000 Virtual Agent Conversation Transactions per SPM User per month (unused Virtual Agent Conversation Transactions expire monthly). A Virtual Agent Conversation Transaction is defined as any structured conversation between a chatbot and user on a pre-built or custom topic.</p>

	<p>Additional monthly Virtual Agent Transactions require the purchase of Virtual Agent Transaction Pack(s).</p> <p>Platform Analytics Advanced, Virtual Agent, and Predictive Intelligence: Use rights apply only to SPM Professional Applications and included App Engine Starter 5 Custom Tables.</p> <p>App Engine Starter 5: Customer is granted the right to create or install up to 5 Custom Tables and to grant each SPM User the right to access those Custom Tables.</p> <p>Protocols and Spokes that are available in the Subscription Product are set forth in the then-current applicable Product Documentation. Use of Protocols and Spokes may require purchase of Integration Hub Transactions at an additional fee.</p>
PROD16047 ServiceNow® Hardware Asset Management Professional	<p>Included Applications: Hardware Asset Management; Asset Management; Platform Analytics Advanced; Predictive Intelligence</p> <p>Includes entitlement for up to the number of Subscription Units purchased.</p> <p>A Subscription Unit is a unit of measure applied to Managed IT Resources using Defined Ratios. A list of Managed IT Resources and Defined Ratios for a Subscription Unit are set forth in the Hardware Asset Management (HAM) - ServiceNow Subscription Unit Overview on www.servicenow.com/products/entitlements-packages.html and ARE EXPRESSLY DEEMED INCORPORATED HEREIN BY THIS REFERENCE. Customer may request printed copies of the documents incorporated herein by reference by emailing us at legal.request@servicenow.com.</p> <p>Platform Analytics Advanced: Use rights apply only to Hardware Asset Management Professional Applications and included App Engine Starter Custom Tables.</p> <p>App Engine Starter 5: Customer is granted the right to create or install up to 5 Custom Tables and to grant each User the right to access those Custom Tables as an Unrestricted User. An Unrestricted User is every User that is assigned a unique username and has a user profile in the Subscription Service designated as "active".</p> <p>Protocols and Spokes that are available in the Subscription Product are set forth in the then-current applicable Product Documentation. Use of Protocols and Spokes may require purchase of Integration Hub Transactions at an additional fee.</p> <p>The following Application(s) became available according to the release indicated below:Paris - Hardware Asset Management</p>
PROD12492 ServiceNow® Agile Team	<p>Included Applications: Agile Development and Test Management</p> <p>All Users may use the above applications.</p>
PROD15338 ServiceNow® AI Search Starter	<p>AI Search Starter includes entitlement of up to a total cumulative count of 500,000 indexed External Documents ("Total Limit"). Unused indexed External Documents expire at the Subscription Term End Date without credit or refund. If Customer exceeds their Total Limit, additional indexed External Documents can be procured for an additional fee.</p> <p>An External Document is a referenced object from an external source identified by a unique Document ID.</p>
PROD18383 ServiceNow® Document Intelligence Starter - 5K Document Intelligence Pages	<p>Included Application(s): Document Intelligence</p> <p>Document Intelligence Starter - 5K Document Intelligence Pages includes entitlement for up to 5,000 Document Intelligence Pages annually (unused Pages expire annually without credit or refund).</p> <p>A Document Intelligence Page is defined as a section of a document that ends with a page break. Documents with more than one page are counted as multiple pages, rounded to the next integer. Additional annual Pages require the purchase of a separate Document Intelligence Page bundle.</p> <p>Customer acknowledges that, to the extent it activates and uses Document Intelligence, Customer Data will be transferred outside of Customer's ServiceNow instance to a centralized ServiceNow environment, provided that such centralized ServiceNow environment shall be hosted in the same ServiceNow data center region as Customer's originating ServiceNow instance. Customer further acknowledges that the relevant terms set forth in the Agreement pertaining to ServiceNow's security and data protection program shall apply, except for those generally relating to certifications, attestations, or audits, and penetration testing. Any Customer Data transferred to such centralized ServiceNow environment will be deleted in accordance with ServiceNow's internal policies and procedures.</p>
PROD17800 ServiceNow® Business Stakeholder	<p>A Business Stakeholder User may approve requests by email that were routed to the User or via the Subscription Service and view and drill through reports within the Subscription Products to which the Customer is subscribed.</p> <p>Customers with a separately purchased IT Service Management Subscription product may provide</p>

	<p>Business Stakeholder Users with the right to update comments to incidents or requests on behalf of other Users.</p> <p>Customers with a separately purchased Customer Service Management, Financial Services Operations, Telecommunications Service Management, Public Sector Digital Services, Technology Provider Service Management, Healthcare & Life Sciences Service Management, or Manufacturing Commercial Operations Subscription product may provide Business Stakeholder Users with the right to create cases and update comments on behalf of their customers or service organizations. Customer may grant Business Stakeholder User rights to users that are either internal or external to Customer's organization.</p> <p>Customer is wholly responsible for Business Stakeholder Users' compliance with the terms of the Agreement and this ordering document, and all acts and omissions of such Users. Such Users will not have the right to take any legal action against ServiceNow under this Agreement or any ordering document.</p> <p>Customers with a separately purchased App Engine Subscription Product may provide Business Stakeholder Users with the right to create or update comments to records in an App Engine Custom Table.</p> <p>Use of Custom Tables with Business Stakeholder User rights requires: (i) use of the ServiceNow created approvals module; and (ii) creation of a read role on the Custom Table associated with the Business Stakeholder User role.</p>
<p>PROD15033 ServiceNow® Software Asset Management Professional</p>	<p>Included Applications: Software Asset Management; Asset Management; Software Spend Detection; Platform Analytics Advanced; Client Software Distribution; and Predictive Intelligence</p> <p>Includes entitlement for up to the number of Subscription Units purchased.</p> <p>A Subscription Unit is a unit of measure applied to Managed IT Resources using Defined Ratios. A list of Managed IT Resources, and Defined Ratios for a Subscription Unit, are set forth in the Software Asset Management - ServiceNow Subscription Unit Overview on www.servicenow.com/products/entitlements-packages.html and ARE EXPRESSLY DEEMED INCORPORATED HEREIN BY THIS REFERENCE. Customer may request printed copies of the documents incorporated herein by reference by emailing us at legal.request@servicenow.com.</p> <p>Platform Analytics Advanced use rights apply only to Software Asset Management Professional Applications and included Bundled Custom Tables.</p> <p>Client Software Distribution for limited use of uninstalling software through the Software Asset Management Application for license harvesting.</p> <p>Use of Software Spend Detection is governed by additional terms contained in the Software Spend Detection and Software Asset Management Content Service Addendum located here: https://www.servicenow.com/upgrade-schedules.html</p> <p>Bundled Custom Tables: Customer is granted the right to create or install up to 5 Custom Tables and to grant each User the right to access those Custom Tables as an Unrestricted User. An Unrestricted User is every User that is assigned a unique username and has a user profile in the Subscription Service designated as "active".</p> <p>Protocols and Spokes that are available in the Subscription Product are set forth in the then-current applicable Product Documentation. Use of Protocols and Spokes may require purchase of Integration Hub Transactions at an additional fee.</p>
<p>PROD00065 ServiceNow® Additional Non-Production Instance</p>	<p>Additional non-production 4TB storage limit instance in ServiceNow's data center.</p>

CONSENT AGENDA ITEM
BOARD MEETING
October 22, 2024

**TOPIC: APPROVE RATIFICATION OF PURCHASE OF CLOUD SECURITY
CONTENT FILTER SOFTWARE AND SUPPORT SERVICES**

BACKGROUND:

This software provides centralized management and reporting capabilities, allowing organizations to monitor and control internet usage. It's essential for maintaining robust web security, and the latest threat intelligence, and benefiting from ongoing improvements in threat detection, protection against malware, phishing attacks, and other cybersecurity risks and prevention. It ensures that FWISD is well-equipped to navigate the dynamic landscape of web-based threats. Term is March 8, 2024, through March 7, 2025.

STRATEGIC GOAL:

2 - Improve Operational Effectiveness and Efficiency

ALTERNATIVES:

1. Approve Ratification of Purchase of Cloud Security Content Filter Software and Support Services
2. Decline Ratification of Purchase of Cloud Security Content Filter Software and Support Services
3. Remand to Staff for Further Study

SUPERINTENDENT'S RECOMMENDATION:

Approve Ratification of Purchase of Cloud Security Content Filter Software and Support Services

<u>FUNDING SOURCE:</u>	<u>Additional Details</u>
General Fund	199-53-6399-423

COST:

\$448,632.38

VENDOR(S)/PROVIDER(S):

Carahsoft (iBoss)

PURCHASING MECHANISM:

Cooperative Agreement
DIR-TSO-4288

PARTICIPATING SCHOOL(S)/DEPARTMENT(S)/EDUCATIONAL ENTITY:

District-Wide

RATIONALE:

This software offers centralized device management, playing a critical role in ensuring device security, functionality, and compliance. It also keeps pace with the latest technological advancements and reporting capabilities, while enabling the District to monitor and control internet usage.

INFORMATION SOURCE:

Kellie Spencer, Deputy Superintendent, Operations

IBOSS PRICE QUOTATION
CARASOFT TECHNOLOGY CORP



CARASOFT TECHNOLOGY CORP
 11493 SUNSET HILLS RD | SUITE 100 | RESTON, VIRGINIA 20190
 PHONE (703) 871-8500 | FAX (703) 871-8505 | TOLL FREE (877) 878-7468
 WWW.CARASOFT.COM/IBOSS | IBOSS@CARASOFT.COM



TO: Patricia Wells
 Sr. Specialist - IT Budget & Procurement
 Fort Worth ISD
 7060 Camp Bowie Blvd
 Fort Worth, TX 76116 USA

FROM: Aubrey Callis
 Carahsoft Technology Corp.
 11493 Sunset Hills Rd.
 Suite 100
 Reston, Virginia 20190

EMAIL: patricia.wells@fwisd.org

EMAIL: Aubrey.Callis@carahsoft.com

PHONE: (817) 814-3000

PHONE: (571) 662-4788

FAX: (703) 871-8505

TERMS: DIR Contract No. DIR-TSO-4288
 Expiration Date: February 21, 2025
 FTIN: 52-2189693
 Shipping Point: FOB Destination
 Credit Cards: VISA/MasterCard/AMEX
 Remit To: Same as Above
 Payment Terms: Net 30 (On Approved Credit)
 Texas VID#: 1522189693700
 Sales Tax May Apply

QUOTE NO: 38127663
QUOTE DATE: 04/17/2024
QUOTE EXPIRES: 10/16/2024
RFQ NO:
SHIPPING: GROUND
TOTAL PRICE: \$448,632.38
TOTAL QUOTE: \$448,632.38

LINE NO.	PART NO.	DESCRIPTION	PRICING	QUOTE PRICE	QTY	EXTENDED PRICE
1	IB-28000GBCS-1YR	iboss Cloud Storage - 28000 GB - 1yr iboss Inc. - IB-28000GBCS-1YR Start Date: 03/08/2024 End Date: 03/07/2025	LIST: \$41,993.00 CONTR: \$31,074.82	\$10,802.10	TX DIR 1	\$10,802.10
2	iboss - ZT Advanced Package - K12 - 1	iboss Zero Trust Advanced Package for K-12 - 1 Year iboss Inc. - iboss - ZT Advanced Package - K12 - 1 Start Date: 03/08/2024 End Date: 03/07/2025	LIST: \$14,000.00 CONTR: \$10,360.00	\$4,613.7	TX DIR 75,000	\$346,027.50
3	iboss-Mission critical support - 1YR	iboss Mission Critical Support Subscription - 7x24x365 support - 1 Year iboss Inc. - iboss-Mission critical support - 1YR Start Date: 03/08/2024 End Date: 03/07/2025	LIST: \$250,000.00 CONTR: \$185,000.00	\$91,802.78	TX DIR 1	\$91,802.78

SUBTOTAL: \$448,632.38

TOTAL PRICE: \$448,632.38

TOTAL QUOTE: \$448,632.38

****To be paid in accordance with Schedule below. All payments, payment dates, and total amount due to Carahsoft must be documented, explicitly, on the Purchase Order. This offer is contingent on renewal of, at a minimum, the same level of service, subscription term, and product scope as modeled in the Quote line items specified above.****

Schedule:
 Base Year (2023): \$455,504.74
 Renewal Option Year 1 (2024): \$448,632.38

**** Shipping cost quoted is an estimated cost. All orders are FOB origination. Customer is responsible for any and all freight, taxes, and customs duties. ****

THE ENTITY IDENTIFIED ABOVE AS THE "BILL TO" PARTY ("PURCHASER") AGREES TO ACCEPT THIS QUOTE AND UNDERSTANDS AND AGREES THAT THIS QUOTE INCORPORATES BY REFERENCE AND SHALL BE GOVERNED BY (A) THE IBOSS TERMS OF SERVICE AGREEMENT LOCATED AT [HTTPS://WWW.IBOSS.COM/TERMS/](https://www.iboss.com/terms/), IN THE CASE OF END USER PURCHASERS; AND (B) THE DISTRIBUTOR OR RESELLER AGREEMENT, AS APPLICABLE, CURRENTLY IN EFFECT BETWEEN IBOSS AND PURCHASER, IN THE CASE OF IBOSS DISTRIBUTORS AND RESELLERS. TO THE EXTENT THE PRE-PRINTED TERMS ON A PURCHASE ORDER OR OTHER SIMILAR DOCUMENT CONTAIN ANY TERMS AND CONDITIONS THAT ARE IN ADDITION TO, INCONSISTENT WITH OR CONFLICT WITH THE TERMS AND CONDITIONS OF THIS QUOTE OR THE FOREGOING AGREEMENTS, SUCH TERMS SHALL BE VOID.

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IBOSS PRICE QUOTATION
CARASOFT TECHNOLOGY CORP



CARASOFT TECHNOLOGY CORP
11493 SUNSET HILLS RD | SUITE 100 | RESTON, VIRGINIA 20190
PHONE (703) 871-8500 | FAX (703) 871-8505 | TOLL FREE (877) 878-7468
WWW.CARASOFT.COM/IBOSS | IBOSS@CARASOFT.COM



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**CONSENT AGENDA ITEM
BOARD MEETING
October 22, 2024**

TOPIC: APPROVE RENEWAL OF NETCLOUD MOBILE ESSENTIALS FOR WI-FI ROUTERS FOR THE SCHOOL BUS WI-FI PROGRAM AND BACKUP ROUTERS

BACKGROUND:

Approval is requested to purchase renewal licenses for 204 school bus Routers from Phase One of the Bus Wi-Fi program. The Bus Wi-Fi program supports student learning by providing internet access for students while in route to and from school or to school-sponsored events. The equipment to support this school bus Wi-Fi program was purchased as part of an Emergency Connectivity Fund (ECF) application.

Licenses renewals are also needed for 34 Wi-Fi routers that are used to maintain connectivity at schools during internet outages. These licenses provide the district with the ability to manage the routers and provides extended warranty. The duration of the license is from November 30, 2024, to November 29, 2025.

STRATEGIC GOAL:

2 - Improve Operational Effectiveness and Efficiency

ALTERNATIVES:

1. Approve Renewal of Netcloud Mobile Essentials Licenses for Wi-Fi Routers for the School Bus Internet Connectivity Program and School Backup Routers
2. Decline to Approve Renewal of Netcloud Mobile Essentials Licenses for Wi-Fi Routers for the School Bus Internet Connectivity Program and School Backup Routers
3. Remand to Staff for Further Study

SUPERINTENDENT’S RECOMMENDATION:

Approve Renewal of Netcloud Mobile Essentials for Wi-Fi Routers for the School Bus Internet Connectivity Program and School Backup Routers

FUNDING SOURCE:

General Fund

Additional Details

199-53-6256-423

\$142,732.80

199-51-6256-423

\$16,248.60

COST:

\$158,981.40

VENDOR(S)/PROVIDER(S):

GTS Technology Solutions

PURCHASING MECHANISM:

Cooperative Agreement
DIR-CPO-4751

PARTICIPATING SCHOOL(S)/DEPARTMENT(S)/EDUCATIONAL ENTITY:

District-Wide

INFORMATION SOURCE:

Ramesh Krishnamurthy, Chief Technology Officer

Kellie Spencer, Deputy Superintendent, Operations



TECHNOLOGY SOLUTIONS

GTS Technology Solutions, Inc.
9211 Waterford Centre Blvd Suite 275
Austin, Texas 78758
Phone: 512.452.0651

QUOTE

Quote Number: Q-00105
Quoted Date: 08/05/2024
Expiration Date: 10/22/2024
Account Exec: Jeff Dawson
Inside Sales Rep: Hannah Brierty
hannah.brierty@gts-ts.com
(512) 681-6256

QUOTE FOR:

Fort Worth Independent School District

IBR1700s+E300's : DUE OCTOBER 2024

Table with 8 columns: LINE, ITEM, DESCRIPTION, SPECIFICATIONS, CONTRACT, QTY, PRICE, EXTENDED PRICE. Contains 2 rows of item details.

Prices do NOT include taxes, insurance, shipping, delivery, setup fees, or any cables or cabling services or material unless specifically listed above. If a customer requests expedited or special delivery, causes carrier delays or requests redelivery, customer will be responsible for any additional charges for these services directly billed by the carrier. All prices are subject to change without notice. Supply subject to availability. Dell maintains a strict zero-return policy. Therefore, purchases of incorrect quantity, specifications, items, or configurations are non-refundable and non-returnable. Please ensure that you have reviewed your quote thoroughly.
This quote does not include the applicable sales tax for our commercial customers

Summary table with 2 columns: Category (Sales Total, Freight & Misc, Tax Total, Total (USD)) and Amount (\$ 158,981.40, \$ 0.00, \$ 0.00, \$ 158,981.40).

**CONSENT AGENDA ITEM
BOARD MEETING
October 22, 2024**

TOPIC: **APPROVE CONTRACT FOR SCHOOL MAP UPDATES AND SCHOOL MAP GATEWAY FOR COORDINATION WITH LOCAL PUBLIC SAFETY AGENCIES**

BACKGROUND:

Fort Worth ISD currently maintains a plans archive for all schools representing approximately 12 million square feet of District facilities. Parts of this inventory are outdated or in need of reconciliation. Accurate floor plans are critical for space planning, building management, maintenance, and security. A refresh of this information will provide the District with a new uniform set of field-verified floor plans for all schools and a web-based platform to share building maps with local law enforcement agencies and first responders.

STRATEGIC GOAL:

2 - Improve Operational Effectiveness and Efficiency

ALTERNATIVES:

1. Approve Contract for School Map Updates and School Map Gateway for Coordination with Local Public Safety Agencies.
2. Decline to Approve Contract for School Map Updates and School Map Gateway for Coordination with Local Public Safety Agencies.
3. Remand to Staff for Further Study.

SUPERINTENDENT’S RECOMMENDATION:

Approve Contract for School Map Updates and School Map Gateway for Coordination with Local Public Safety Agencies.

FUNDING SOURCE:

Additional Detail

Special Revenue	429-52-6399-390.....\$381,980.00
	429-52-6299-390.....\$315,993.00

COST:

\$697,973.00

VENDOR(S)/PROVIDER(S):

Geo-Comm Inc

PURCHASING MECHANISM:

Cooperative Agreement
TIPS Contract #24020301

PARTICIPATING SCHOOL(S)/DEPARTMENT(S)/EDUCATIONAL ENTITY:

Facilities Planning
Safety and Security

RATIONALE:

Completion of the project will refresh the District's existing plans inventory and improve situational awareness by empowering emergency responders with an accurate visual representation of FWISD school buildings.

INFORMATION SOURCE:

Kellie J. Spencer, Deputy Superintendent, Operations
Karen Molinar, Deputy Superintendent, Administrative Services
Mike Naughton, Executive Director, Facility Planning & Rental

GeoComm School Safety Project Agreement

This Agreement is made by and between Forth Worth Independent School District (“Customer”) organized under the laws of the state of Texas and **Geo-Comm, Inc.** (“GeoComm”) a Minnesota corporation with its principal offices at 1100 West St. Germain Street, Suite 300, St. Cloud, MN, 56301.

GeoComm's certified staff of Emergency Number Professionals (ENPs), GIS Professionals (GISPs), and Project Management Professionals (PMPs) have a proven track record of delivering on GeoComm's services and solution implementation projects in 49 states nationwide and is willing to provide services to the Customer.

The parties agree to the following:

Section 1 – Scope of Work

Upon execution of Agreement, GeoComm will provide solutions and services as described in the exhibits.

Section 2 – Pricing and Payment Terms

The Customer will pay GeoComm \$697,973.00 plus applicable sales taxes* as further described in Exhibit A - Pricing.

Customer agrees to pay GeoComm on the following payment schedule:

- \$697,973.00 Invoiced net 30 upon contract signing

Annual recurring services begin upon contract execution.

**If entity is tax exempt please email tax exemption certificate to dhaus@geocomm.com.*

Section 3 – Standards of Work

GeoComm agrees that the performance of work described in this Agreement and pursuant to this Agreement shall be done in a professional manner and shall conform to employ the care and skill ordinarily used by members of GeoComm's profession.

Section 4 – Changes in the Work

The Customer may, at any time by written order, make changes within the general scope of the work including but not limited to, revisions of, additions to, or subtractions from, or portions of the work. If any change order causes an increase or decrease in the cost of or time required for the performance of any part of the work under this Agreement, an Amendment/Addendum will be done and signed by both parties.

Section 5 – Excusable Delays

Neither GeoComm nor the Customer shall be responsible for delays or lack of performance resulting from acts beyond the reasonable control of the party or parties.

Section 6 – Disclaimer of Warranties and Limitation of Liability

To the fullest extent permitted by applicable law, and notwithstanding any other provision of this Agreement, the total liability, in the aggregate, of GeoComm and GeoComm's officers, directors, partners, employees and consultants, and any of them, to the Customer and anyone claiming by or through the Customer, for any and all claims, losses, costs or damages, including attorneys' fees and costs of any nature whatsoever or expenses resulting from or in any way related to this Agreement, including the solutions and services delivered by GeoComm hereunder or the use thereof by Customer, shall not exceed the total compensation received by GeoComm in fees under this Agreement. It is intended that this limitation apply to any and all liability or cause of action however alleged or arising, unless otherwise prohibited by applicable law.

Except as specifically represented herein, the goods and services provided by GeoComm pursuant to this agreement are **“AS” IS” AND, TO THE EXTENT PERMITTED BY APPLICABLE LAW, WITHOUT ANY WARRANTY OR CONDITION, EXPRESS, IMPLIED OR STATUTORY, AND GEOCOMM SPECIFICALLY DISCLAIMS ANY IMPLIED WARRANTIES OF TITLE, MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, TITLE AND NON-INFRINGEMENT. GEOCOMM DISCLAIMS LIABILITY FOR ERRORS OR OMISSIONS IN CONTENT; ANY IMPLIED WARRANTY ARISING FROM COURSE OF DEALING OR USAGE OF TRADE; AND ANY OBLIGATION, LIABILITY, RIGHT, CLAIM OR REMEDY IN TORT, WHETHER OR NOT ARISING FROM NEGLIGENCE.**

Section 7 – Disclaimer of Patent License

Nothing contained in this Agreement shall be deemed to grant, either directly or by implication, estoppels or otherwise, any license under any patents or patent applications of GeoComm. Except, the Customer shall have the normal non-exclusive royalty-free license to use that is implied or otherwise arises by operation of law in the sale of a software license.

Section 8 – Software User Terms of Use

“GeoComm Software Authorized Users Terms of Use” found at www.geocomm.com/legal applies to this Agreement.

Section 9 – Termination

Either party, upon thirty (30) days written notice to the other party, may terminate an Agreement for violation of the terms and failure to cure any deficiency within a reasonable time after notice thereof. In the event of termination for just cause by the Customer, GeoComm shall refund all amounts received to that point. In the event of termination for just cause by GeoComm, the Customer shall forfeit any funds paid. If statutory funding is cancelled, the Customer may terminate agreement and shall only be liable for services provided prior to termination.

Section 10 – Relationship of Parties

The parties understand that GeoComm is an independent contractor and not an employee of the Customer. The Customer will not provide fringe benefits, including health insurance benefits, paid vacation, or any other employee benefit for the benefit of GeoComm as a function of this agreement.

Section 11 – Insurance

GeoComm has comprehensive general liability and workers compensation insurance for both personal injury and property damage with limits no less than those required under Customer State law. Minimum limits for GeoComm liability insurance shall be in the amount of \$2,000,000 for any number of claims arising out a single occurrence under a single limit or combined limit or excess umbrella general liability insurance policy.

GeoComm waives any rights to recover damages from the Customer for any injuries that GeoComm and/or its employees may sustain while performing services under this agreement that are in any way a result of the negligence of GeoComm or its employees or agents

Section 12 – Data Confidentiality

GeoComm agrees to review, examine, inspect or obtain Customer data only for the purposes described in this agreement, and to at all times hold such information confidential. The obligation to protect the confidentiality of confidential information disclosed to the other party shall extend for a period of seven (7) years following disclosure and shall survive early termination of this Agreement. All data, whether digital or hardcopy, provided to GeoComm by the Customer shall remain the legal property of the Customer, and shall not be distributed, sold or utilized by GeoComm for any purposes other than those defined in this Agreement, without the express permission of the Customer.

Section 13 – Records Retention and Availability

GeoComm agrees that the Customer, the State Auditor, or any of their duly authorized representatives at any time during normal business hours and as often as they may reasonably deem necessary shall have access to and the right to examine, audit, excerpt, and transcribe any books, documents, papers, records, etc., which are pertinent to the accounting practices and procedures of GeoComm and involve transactions relating to this Agreement. GeoComm agrees to maintain these records for a period of seven (7) years from the date of termination of this Agreement.

Section 14 – Notices

All notices under this agreement shall be mailed to the physical address listed below.

Fort Worth Independent School District, Texas

Mike Naughton, Exec. Director - Facilities Planning | Operations
7060 Camp Bowie Blvd.
Fort Worth, TX 76116
Phone: (817) 814-2063
Email: mike.naughton@fwisd.org

Geo-Comm, Inc.

Brian Jacobson, Chief Financial Officer
1100 West St. Germain Street, Suite 300
St. Cloud, MN 56301
Phone: (320) 240-0040
E-mail: bjacobson@geocomm.com

Section 15 – Entire Agreement

This Agreement contains the entire agreement of the parties and there are no other promises or conditions in any other agreement whether oral or written. This agreement supersedes any prior written or oral agreements between the parties.

Section 16 – Severability

If any provision of this Agreement shall be held to be invalid or unenforceable for any reason, the remaining provisions shall continue to be valid and enforceable. If a court finds that any provision of this agreement is invalid or unenforceable, but that by limiting such provision it becomes valid and enforceable, then such provision shall be deemed to be written, construed, and enforced as so limited.

Section 17 – Laws to be Observed

GeoComm will, at its expense, obtain all permits and licenses, pay all fees, and comply with all federal, state and local laws, ordinances, rules, regulations and orders applicable to GeoComm's personnel and performance of this Agreement. GeoComm has an Affirmative Action Plan in place to ensure nondiscrimination and fair hiring practices.

Section 18 - Applicable Law

If there is any dispute concerning this Agreement, the laws of the Customer's state will rule if required by customer's funding or legal policy, otherwise the State of Minnesota laws will apply.

Section 19- Subcontractors

GeoComm reserves the right to engage subcontractors for the fulfillment of services outlined in this agreement, provided the subcontractors meet the standards and qualifications agreed upon by both parties. GeoComm shall remain fully responsible for the performance and deliverables of any subcontractors engaged under this agreement.

Section 20 – Authorization of Both Parties

GeoComm	
Signature	
Print Name	
Date	

Customer	
Signature	
Print Name	
Purchase Order # (if required)	
Date	

Exhibit A – Pricing

GeoComm School Safety Solution

Description	TIPS Total
GeoComm School Safety Solution, Standard Subscription, TIPS Product # SS1: <ul style="list-style-type: none"> • One-Time School Map Build Service • GeoComm School Map Viewer Subscription (12-month subscription) • GeoComm School Map Data Manager Subscription (12-month subscription) 	\$381,980.00
Floor Plan Verification Services, TIPS Product # SS3: <ul style="list-style-type: none"> • Onsite map verification from a GeoComm GIS professional 	\$305,584.00
Floor Plan Creation Services and Verification Services, TIPS Product #SS4 <ul style="list-style-type: none"> • Services for when no resources are available for school safety map build 	\$10,409.00
Contract Total:	\$697,973.00
<p>Notes: Pricing is based on TIPS contract #240203.</p> <p>Pricing is based on 98% of schools in the Fort Worth ISD providing resources prior to the school safety map build. Changes in percentage of resources available will require an updated contract.</p> <p>Enrollment data is calculated using statistics from the National Center for Education Statistics (NCES).</p> <p>Pricing provided is based on GeoComm verifying 80% of project resources.</p> <p>Following initial term and including any advance renewal orders, pricing is subject to increases at the sole discretion of GeoComm annually as a result in changes in market conditions including the Consumer Price Index and inflation. Written notice of price increase would be provided at least 30 days prior to the start of each contract year.</p> <p>At the end of the contract term, an auto-renewal of another one-year term will occur unless a notification of nonrenewal has been given 30 days in advance</p>	

Exhibit B – Scope of Work

GeoComm School Safety Overview

GeoComm School Safety at the standard subscription level is a digital mapping solution which leverages the latest Esri ArcGIS technology to support faster response to school emergencies. GeoComm School Safety includes:

- GeoComm School Maps
 - Public Safety Points of Interest (POI)
 - Monthly Map Updates
 - Secure data sharing via GeoComm Public Safety Content Library
- GeoComm School Map Viewer
- GeoComm School Map Data Manager

GeoComm School Maps

GeoComm School Maps are GIS maps built using the ESRI Indoors schema for maximum interoperability, and while typically used in 2D views, the maps are built 3D Ready.

Features in the school map include:

- Interior room polygons identified by name/number, and color coded by use type
- Locations of elevators, escalators, stairs, and interior doors
- Additional point locations for emergency response such as Automated External Defibrillator (AED), fire extinguisher, fire riser, and security camera locations
- GIS Data attribution for points, lines, and polygons that includes address data formatted to comply with Next Generation 9-1-1 requirements.
- Additional data as required by local funding requirements.
- Building footprints, with exterior entrances and exits clearly defined

GeoComm School Maps are produced by converting floor plans, usually accessed via the building engineer, facilities department, or architect. These files are then processed through GeoComm Indoor Map Engine which uses technology protected with the following patents.

- SYSTEM AND METHODS FOR THREE-DIMENSIONAL VOLUMETRIC INDOOR LOCATION GEOCODING (US10,928,202)
- SYSTEM AND METHODS FOR LARGE SCALE AUTOMATED INDOOR MAP DATA GEOREFERENCING (US11,190,902)

These patented inventions enable GeoComm to produce high quality indoor maps of buildings such as schools quickly, and ensures the maps are compatible with new and emerging 9-1-1 caller location systems that now include indoor mapping and z-axis (vertical) measurements.

The GeoComm Indoor Map Engine supports processing the following file types when resources are available:

- DWG or other CAD based file (with additional files such as world files or other geographic location information)
- PDF files created from CAD or other engineering software that are drawn to scale and show all building lines/features to be digitized
- LiDAR scan outputs created through GeoComm's Floor Plan Creation Service.

School Maps can be updated via requests made via the School Map Data Manager, and updates to the map will be made monthly to ensure the latest data is available to first responders.

GeoComm School Map Data Manager

GeoComm School Map Data Manager is an easy-to-use drag-and-drop interface to provide new public safety points of interest, indicate required changes to the map, rename rooms, and upload new source materials.

Buildings change over time, and ensuring the sustainability of indoor mapping is of utmost importance. With the School Map Data Manager, the individuals closest to the changes will be able to quickly request changes that are efficiently made available to public safety, without requiring a new indoor map build or GeoComm to come back onsite.

Specific users who have access to the School Map Data Manager, and have the authority to request changes, are maintained by the School District to ensure secure access only to authorized users.

GeoComm School Map Viewer

GeoComm School Map Viewer is available to participating schools. This web-based application is used to view and interact with the School Map, which enables schools to take advantage of the GIS data in the School Map. Features in the standard version include the ability to query the map to view a particular school, query for room and point of interest location, and filter Points of Interest.

Users who have access to the School Map Viewer are maintained by the School District to ensure secure access only to authorized users.

On-Site Services

Floor Plan Verification Services

GeoComm will work on the school site to verify submitted floor plan data, and ensure the final map accurately reflects features in and around the building.

During verification, the most common items the team notes onsite include:

- Changes to entrance and exit labels.
- Room label changes.
- Notation of additional spaces.
- Small scale mobile LiDAR scans for multi-room remodels.
- Additional points of interest.

The full list of points of interest and building details to be collected onsite is listed below in the School Maps Specification section, and can be expanded to meet local grant requirements, as necessary. A few examples of items not typically included in the original floorplans being fire extinguishers and AED's.

Floor Plan Creation Services

GeoComm will use LiDAR scanning and other available technology to create an accurate floor plan that will be converted to an indoor map. During data collection, GeoComm uses photo attribution to identify Public Safety point of interest locations that will be applied to the map data.

System Onboarding & Data Delivery

Upon receiving an order, GeoComm's team will provide customer with a project initiation kit. This kit will outline the tasks that need to be completed to start generating School Maps.

Once the customer requirement for identifying GeoComm Indoor Map Gateway users have been provided to GeoComm, the floor plan submission process can begin. The Indoor Map Gateway is GeoComm's secure site for uploading plans into the Indoor Map Engine for data conversion. Requirements are available here:

www.geocomm.com/legal.

At the beginning of the project, the first tasks will include:

- GeoComm Indoor Map Gateway Configuration
 - Usernames and passwords
 - Upload instructions and instructional video access
- Coordination of Onsite Visits
 - GeoComm will coordinate with customer on Floor Plan Verification and Floor Plan Creation activities.
- GeoComm School Maps Creation
 - Valid files will be converted to an indoor maps GIS data
 - School Maps will be attributed with room number or name and public safety points of interest based on provided source files
 - Data integrity measures will be applied
 - On-going map update services will be available
 - GeoComm Public Safety Content Library and Data Delivery
 - School Maps will be published to the library and provided directly to you as a file geodatabase, MMPK or Esri Indoors geodatabase if requested
 - Access to indoor maps built by GeoComm will be via API access to GeoComm Public Safety Content Library in a GeoJSON or Vector tile format
 - A highlighted integration that provides secure indoor map access is through the RapidSOS Portal, a free software program available to Public Safety Answering Points (PSAPs), also known as 911 Centers, that serve communities across the United States.

School Maps Subscription Services

GeoComm School Maps subscriptions begins once the usernames and passwords are provided for the GeoComm Indoor Map Gateway.

For the term of your active subscriptions, GeoComm customer support and Terms of Use are outlined here: www.geocomm.com/legal. Customers own the data contained within the school map, and if customer participates in the Public Safety Content Library, they agree to license the data to GeoComm or authorized public safety 3rd party app providers for distribution to local first responders and public safety agencies.

GeoComm's ongoing support services include:

- Initial School Map changes based on feedback by the local authority(s)
- Hosting School Maps in the GeoComm Public Safety Content Library
- Creation of an updated map based on new floor plans or submissions via the School Map Data manager. (files uploaded must meet file requirements)
- Technical support for the School Map Viewer and the School Map Data Manager.

GeoComm School Maps subscription includes the following services:

- School Maps Features Updates
- File Updates
- Indoor Maps Data and Platform Updates
- Data Integrity Measures

A description of each service is provided below.

School Maps Features Updates

Customer may request changes to any of the following via the School Map Data Manager using a drag-and-drop function or by submitting updated source materials.

- Monthly changes to room labels and/or room names
- Monthly changes or additions to locations of public safety structures
- Monthly changes to structural features, including interior remodels.

File Updates

GeoComm can provide a variety of different file formats depending on the customer specific needs for viewing and use in existing public safety applications. The file formats delivered include:

- MMPK
- File geodatabase

Customer can print copies of the map, if desired, from the School Map Viewer.

Following the initial build, GeoComm will deliver an updated file on an up to quarterly basis if changes within the building have been made and additional file delivery has been contracted.

Indoor Maps Data and Platform Updates

GeoComm will perform data/platform updates to ensure high availability of the public safety grade Indoor Maps Data. Software and security updates will be regularly performed to ensure the data and platform remain highly available.

Data Integrity Measures

School Maps includes data integrity processes and procedures to ensure an accurate map is available to public safety. Data information is maintained and communicated to the primary contact for the building(s).

Indoor Maps Subscription Exclusions

School Maps services are limited to those described above. Subscriptions include relocation of internal walls and additions of new floor spaces but do not include a complete rebuild of a school or new school sites. When over 50% of an interior space is remodeled across an entire building, it is considered a complete rebuild and requires a year one subscription for those schools. Newly built schools would also require a new year one subscription to map.

School Map Specifications

The School Map available from GeoComm is built in a GIS format following the ESRI Indoors data model, which enables interoperability with mapping applications across public safety, supports multiple use cases, and is designed to be updated frequently as the buildings change.

Available Layers:

- Sites (polygon)
- Facilities (polygon)
- Levels (polygon)
- Walls (line)
- Rooms (Polygon)
- Points of Interest (Point)

The scope of the school map build consists of the following types of Points of Interest. When there are specific grant requirements to include additional data, GeoComm must be informed, and the requirements added to the contract.

- AEDs
- Electrical Shutoff
- Elevators
- Emergency Exits, with labels if available
- Exterior Entrance Locations, with labels if available
- Fire Alarm Control Panels
- Fire Department Connections (FDCs)
- Fire Extinguishers
- Fire Hydrant
- Fire Risers
- First Aid Kits
- Gas Main
- Hazardous Material Storage Locations
- Key Box
- Keycard Readers
- Restrooms
- Roof Access Points
- Security Camera Locations
- Stairs
- Water Shutoff Valve

GeoComm Deliverables

- General project support
- Project schedule
- Regular status reports and conference calls
- GeoComm School Safety Solution:
 - One-time School Map Build Service
 - School Map Viewer Subscription (12-month subscription)
 - School Map Data Manger Subscription (12-month subscription)
- One-time Floor Plan Verification Services – including onsite map verification from a GeoComm GIS professional
- One-time Floor Plan Creation Services – including creation and verification services when no resources are available for the map build (for 2% of schools within Fort Worth ISD)

Facilities List

GeoComm is committed to developing indoor maps of all buildings on the school grounds for the following schools within the Fort Worth Independent School District.

School Name	Street Address	City	State	Zip Code
A M Pate El	3800 Anglin Dr	Fort Worth	TX	76119
Alice Carlson Applied Lrn Ctr	3320 W Cantey St	Fort Worth	TX	76109
Alice D Contreras	4100 Lubbock Ave	Fort Worth	TX	76115
Applied Learning Acad	7060 Camp Bowie	Fort Worth	TX	76116
Arlington Heights H S	4501 W Fwy	Fort Worth	TX	76107
Atwood Mcdonald El	1850 Barron Ln	Fort Worth	TX	76112
Benbrook El	800 Mercedes St	Fort Worth	TX	76126
Benbrook Middle/High School	201 Overcrest	Fort Worth	TX	76126
Bill J Elliott El	2501 Cooks Ln	Fort Worth	TX	76120
Bonnie Brae	3504 Kimbo Rd	Fort Worth	TX	76111
Boulevard Heights	5100 El Campo	Fort Worth	TX	76107
Bruce Shulkey El	5533 Whitman Ave	Fort Worth	TX	76133
Burton Hill El	519 Burton Hill Rd	Fort Worth	TX	76114
Carroll Peak El	1201 E Jefferson Ave	Fort Worth	TX	76104
Carter Park El	1204 E Broadus Ave	Fort Worth	TX	76115
Carter-Riverside H S	3301 Yucca Ave	Fort Worth	TX	76111
Cesar Chavez Pri	3710 Deen Rd	Fort Worth	TX	76106
Charles Nash El	401 Samuels Ave	Fort Worth	TX	76102
Christene C Moss El	4108 Eastland St	Fort Worth	TX	76119
Clifford Davis El	4400 Campus Dr	Fort Worth	TX	76119
Como El	4000 Horne St	Fort Worth	TX	76107
Daggett El	958 Page Ave	Fort Worth	TX	76110
Daggett Middle	1108 Carlock St	Fort Worth	TX	76110
Daggett Montessori	801 W Jessamine	Fort Worth	TX	76110
David K Sellars El	4200 Dorsey St	Fort Worth	TX	76119
De Zavala El	1419 College Ave	Fort Worth	TX	76104
Diamond Hill El	2000 Dewey St	Fort Worth	TX	76106
Diamond Hill-Jarvis H S	1411 Maydell St	Fort Worth	TX	76106
Dolores Huerta El	3309 W Long Ave	Fort Worth	TX	76106
Dunbar H S	5700 Ramey Ave	Fort Worth	TX	76112
East Handley El	2617 Mims St	Fort Worth	TX	76112
Eastern Hills El	5917 Shelton St	Fort Worth	TX	76112
Eastern Hills H S	5701 Shelton St	Fort Worth	TX	76112

School Name	Street Address	City	State	Zip Code
Edward Briscoe El	2751 Yuma Ave	Fort Worth	TX	76104
Elder Middle	709 Nw 21st	Fort Worth	TX	76164
Forest Oak Middle	3221 Pecos St	Fort Worth	TX	76119
George Clarke El	3300 S Henderson St	Fort Worth	TX	76110
Glen Park El	3601 Pecos St	Fort Worth	TX	76119
Glencrest Building	4801 Eastline Dr	Fort Worth	TX	76119
Greenbriar El	1605 Grady Lee St	Fort Worth	TX	76134
Harlean Beal El	5615 Forest Hill Dr	Fort Worth	TX	76119
Hazel Harvey Peace El	7421 Trail Lake Dr	Fort Worth	TX	76133
Helbing El	3524 N Crump St	Fort Worth	TX	76106
Hubbard El	1333 W Spurgeon St	Fort Worth	TX	76115
Im Terrell Academy for Stem And Vpa	1900 Im Terrell Way	Fort Worth	TX	76102
Int'l Newcomer Academy	3813 Valentine St	Fort Worth	TX	76107
J Martin Jacquet Middle	2501 Stalcup Rd	Fort Worth	TX	76105
J T Stevens El	6161 Wrigley Way	Fort Worth	TX	76133
James Middle	1101 Nashville St	Fort Worth	TX	76105
Jean McClung Middle	3000 Forest Ave	Fort Worth	TX	76112
Jo Kelly Sp Ed	201 N Bailey Ave	Fort Worth	TX	76107
John T White El	7300 John T White Rd	Fort Worth	TX	76120
Kirkpatrick El	3229 Lincoln Ave	Fort Worth	TX	76106
Kirkpatrick Middle	3201 Refugio Ave	Fort Worth	TX	76106
Leonard Middle	8900 Chapin	Fort Worth	TX	76116
Lily B Clayton El	2000 Park Pl Ave	Fort Worth	TX	76110
Lowery Road	7600 Lowery Rd	Fort Worth	TX	76120
Luella Merrett El	7325 Kermit Ave	Fort Worth	TX	76116
M L Phillips El	3020 Bigham Blvd	Fort Worth	TX	76116
Manuel Jara El	2100 Lincoln Ave	Fort Worth	TX	76164
Maude I Logan El	2300 Dillard St	Fort Worth	TX	76105
Maudrie Walton El	5816 Rickenbacker St	Fort Worth	TX	76112
Mclean 6th Grade	3201 S Hills Ave	Fort Worth	TX	76109
Mclean Middle	3816 Stadium Dr	Fort Worth	TX	76109
McRae El	3316 Ave N	Fort Worth	TX	76105
Meacham Middle	3600 Weber St	Fort Worth	TX	76106
Meadowbrook El	4330 Meadowbrook Dr	Fort Worth	TX	76103
Meadowbrook Middle	2001 Ederville Rd	Fort Worth	TX	76103
Metro Opportunity	2801 Patino Rd	Fort Worth	TX	76112

School Name	Street Address	City	State	Zip Code
Mitchell Boulevard El	3601 Mitchell Blvd	Fort Worth	TX	76105
Monnig Middle	3136 Bigham Blvd	Fort Worth	TX	76116
Moore M H El	1809 Ne 36th St	Fort Worth	TX	76106
Morningside El	2601 Evans Ave	Fort Worth	TX	76104
Morningside Middle	2751 Mississippi Ave	Fort Worth	TX	76104
Natha Howell El	1324 Kings Hwy	Fort Worth	TX	76117
North Hi Mount El	3801 W Seventh St	Fort Worth	TX	76107
North Side H S	2211 Mckinley Ave	Fort Worth	TX	76164
O D Wyatt H S	2400 E Seminary Dr	Fort Worth	TX	76119
Oakhurst El	2700 Yucca Ave	Fort Worth	TX	76111
Oaklawn El	3220 Hardeman St	Fort Worth	TX	76119
Overton Park El	4865 Briarhaven Rd	Fort Worth	TX	76109
Paschal H S	3001 Forest Park Blvd	Fort Worth	TX	76110
Polytechnic H S	1300 Conner Ave	Fort Worth	TX	76105
Richard J Wilson El	900 W Fogg St	Fort Worth	TX	76110
Ridglea Hills El	6817 Cumberland Rd	Fort Worth	TX	76116
Riverside Applied Lrn Ctr	3600 Fossil Dr	Fort Worth	TX	76111
Riverside Middle	1600 Bolton St	Fort Worth	TX	76111
Rolling Hills El	7060 Camp Bowie Blvd	Fort Worth	TX	76116
Rosemont Middle	1501 W Seminary Dr	Fort Worth	TX	76115
Rufino Mendoza Sr El	1412 Denver Ave	Fort Worth	TX	76164
S S Dillow El	4000 Ave N	Fort Worth	TX	76105
Sagamore Hill El	701 S Hughes Ave	Fort Worth	TX	76103
Sam Rosen El	2613 Roosevelt Ave	Fort Worth	TX	76164
Seminary Hills Park El	5037 Townsend Dr	Fort Worth	TX	76115
South Hi Mount El	4101 Birchman Ave	Fort Worth	TX	76107
South Hills El	3009 Bilglade Rd	Fort Worth	TX	76133
South Hills H S	6101 McCart	Fort Worth	TX	76133
Southwest H S	4100 Altamesa Blvd	Fort Worth	TX	76133
Springdale El	3207 Hollis St	Fort Worth	TX	76111
Stripling Middle	2100 Clover Ln	Fort Worth	TX	76107
Success H S	4001 Littlepage St	Fort Worth	TX	76107
Sunrise - McMillan El	3409 Stalcup Rd	Fort Worth	TX	76119
T A Sims El	3500 Crenshaw Ave	Fort Worth	TX	76105
Tanglewood El	3060 Overton Park W	Fort Worth	TX	76109
Transition Ctr	5100 El Campo Ave	Fort Worth	TX	76107

School Name	Street Address	City	State	Zip Code
Trimble Technical H S	1003 W Cannon St	Fort Worth	TX	76104
Van Zandt-Guinn El	501 Missouri Ave	Fort Worth	TX	76104
Versia Williams El	901 Baurline St	Fort Worth	TX	76111
W J Turner El	3001 Azle Ave	Fort Worth	TX	76106
W M Green El	4612 David Strickland	Fort Worth	TX	76119
Washington Heights El	3215 N Houston St	Fort Worth	TX	76106
Waverly Park El	3604 Cimarron Tr	Fort Worth	TX	76116
Wedgwood 6th Gr Sch	4212 Belden Ave	Fort Worth	TX	76132
Wedgwood Middle	3909 Wilkie Way	Fort Worth	TX	76133
West Handley El	2749 Putnam	Fort Worth	TX	76112
Westcliff El	4300 Clay Ave	Fort Worth	TX	76109
Westcreek El	3401 Walton Ave	Fort Worth	TX	76133
Western Hills El	2805 Laredo Dr	Fort Worth	TX	76116
Western Hills H S	3600 Boston Ave	Fort Worth	TX	76116
Western Hills Pri	8300 Mojave Trl	Fort Worth	TX	76116
Westpark El	10117 Westpark Dr	Fort Worth	TX	76126
Woodway El	6701 Woodway Dr	Fort Worth	TX	76133
World Languages Institute	1066 W Magnolia Ave	Fort Worth	TX	76104
Worth Heights El	519 E Butler St	Fort Worth	TX	76110
Young Men's Leadership Academy	5100 Willie	Fort Worth	TX	76105
Young Women's Leadership Academy	1066 W Magnolia	Fort Worth	TX	76104

Exhibit C – Customer Responsibilities

It is requested that Customer provide the following general project support:

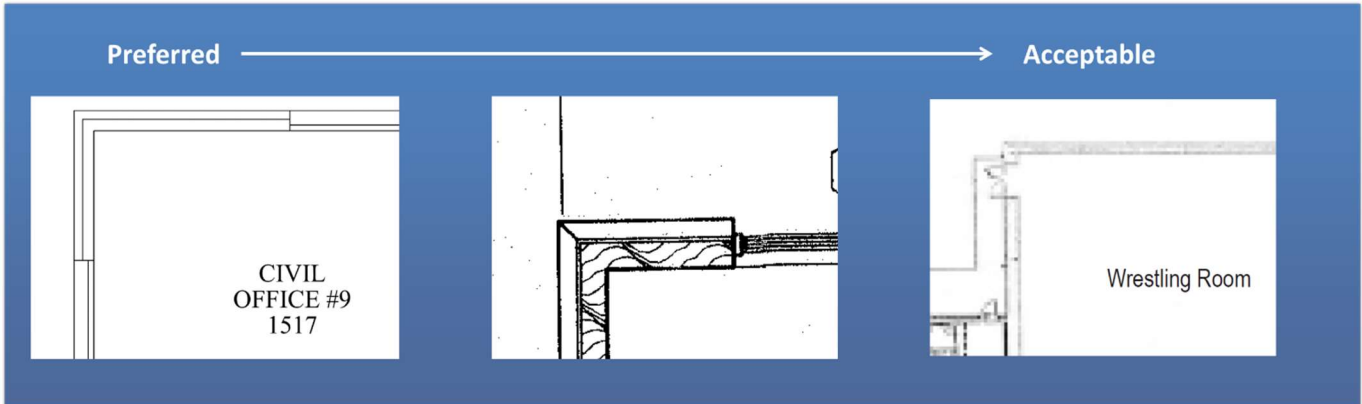
- Provide pertinent project information and documentation as requested
- Obtain needed resources from each site and provide to GeoComm
- Provide a single point of contact available for communication throughout the project

In addition to the general project support above, Customer will be responsible to provide the following project specific resources that meet requirements for each resource type:

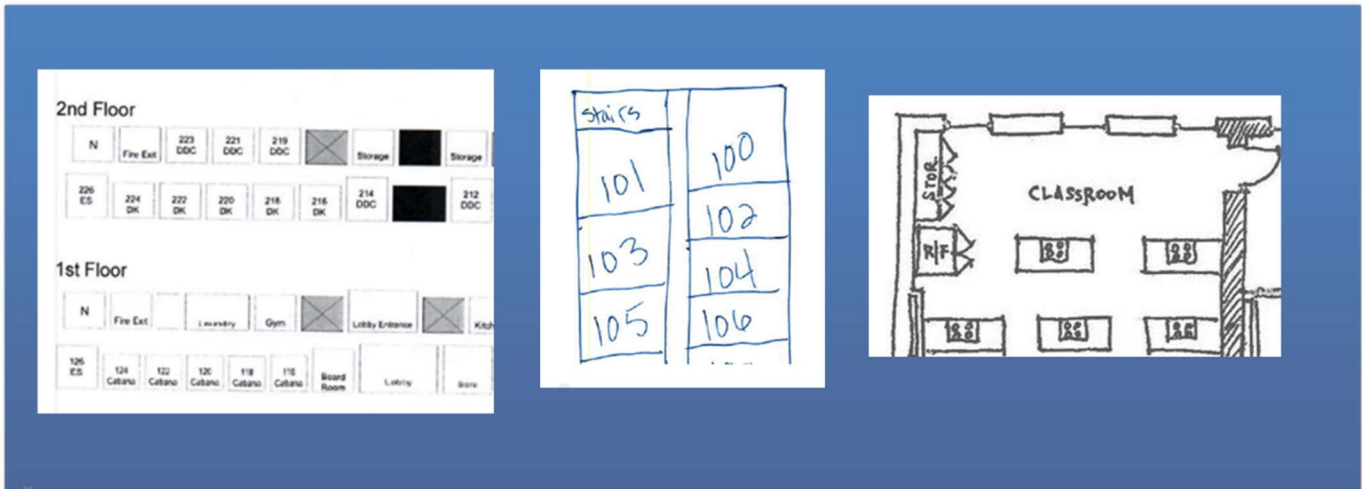
- Identify users for the Indoor Map Gateway and provide names and email addresses to GeoComm.
- Provide Source files meeting the following minimum requirements. Examples of acceptable and unacceptable source materials are copied below.
 - DWG or other AutoCAD based file
 - CAD drawings must include all levels and features to be included in the final build.
 - A CAD World File or Projection information should be provided if one exists; if not, the CAD DWG will be georeferenced to the best available aerial imagery for the building.
 - PDF files created from AutoCAD or other engineering software which are drawn to scale and show all building lines/features to be digitized.
 - Scanned PDF files or photos taken of floorplans are often not of high quality and are typically distorted, so they are not a preferred resource.
 - Source files are needed for every floor of the building that is to be included in the map deliverable, except for sites that require onsite scanning.
 - Source files should have labels for rooms and exits if you wish to have these included in the output. In the event labels are absent from a room in the PDF, and no additional resource is supplied, no label will be populated for the room. Those labels can be added later via the Map Data Manager. Absence of labels will not inhibit the build of the Indoor Map data.
 - PDF or CAD floor plans must have locations and labels of public safety features, such as AEDs, fire extinguishers, etc., at time of delivery to be included in the data conversion. If they are absent, those items can be added via the Map Data Manager.
 - If the image or source file is not suitable for processing, the source file will be returned. A few examples that could cause this include blurry or inaccurate images, or if the image is an artistic rendering. GeoComm may require a new or updated source file before the project commences, or a building may need to be scanned. Adding additional scanning will add costs to the project.
- The school district or private school system will have an admin portal to manage access to the School Map Viewer or School Map Data Manager, including permissions for identifying specific users that can request updates to the map.
- For all resources provided to GeoComm, Customer represents that they own and/or have a royalty-free, perpetual, irrevocable, worldwide, non-exclusive right and license to use, license, reproduce, modify, adapt, publish, translate, create derivative works from, and distribute.
- When scanning or onsite verification is selected, make staff available to schedule our visit, and accompany GeoComm staff while onsite.
- Review, understand, and agree to the Indoor Maps terms of service found here: <https://indoor.content.geocomm.cloud/termservice>

Examples of Acceptable and Unacceptable Source Materials

Acceptable Source Materials



Unacceptable Source Materials



**CONSENT AGENDA ITEM
BOARD MEETING
October 22, 2024**

**TOPIC: APPROVE EASEMENT AGREEMENT WITH ONCOR AT 11553
BENBROOK BOULEVARD**

BACKGROUND:

In 2019, FWISD purchased a 15-acre parcel of land at 11553 Benbrook Boulevard. ONCOR has requested an easement along the southern edge of the property for electrical utility line upgrades to accommodate residential growth and development in the area. This will benefit FWISD in that future projects at 11553 Benbrook Boulevard will have readily available access to adequate power.

STRATEGIC GOAL:

2 - Improve Operational Effectiveness and Efficiency

ALTERNATIVES:

1. Approve Easement Agreement with Oncor at 11553 Benbrook Boulevard.
2. Decline to Approve Easement Agreement with Oncor at 11553 Benbrook Boulevard.
3. Remand to Staff for Further Study

SUPERINTENDENT’S RECOMMENDATION:

Approve Easement Agreement with Oncor at 11553 Benbrook Boulevard.

FUNDING SOURCE: *Additional Details*

No Cost

COST:

Not a purchase

VENDOR(S)/PROVIDER(S):

Not Applicable

PURCHASING MECHANISM:

Not Applicable

PARTICIPATING SCHOOL(S)/DEPARTMENT(S)/EDUCATIONAL ENTITY:

District Operations

RATIONALE:

This easement will allow for utility upgrades to support ongoing residential development in the surrounding community. The FWISD property will benefit directly by gaining access to power for future development projects.

INFORMATION SOURCE:

Kellie Spencer, Deputy Superintendent, Operations

EASEMENT AND RIGHT OF WAY

THE STATE OF TEXAS §
 § KNOW ALL MEN BY THESE PRESENTS:
COUNTY OF TARRANT §

That **FORT WORTH INDEPENDENT SCHOOL DISTRICT**, hereinafter called "Grantor," whether one or more, for and in consideration of Ten and No/100 Dollars (\$10.00) and other valuable consideration to Grantor in hand paid by **Oncor Electric Delivery Company LLC**, a Delaware limited liability company, located at 1616 Woodall Rodgers Freeway, Dallas, Texas, 75202-1234, hereinafter referred to as "Grantee", has granted, sold and conveyed and by these presents does grant, sell and convey unto said Grantee, their successors and assigns, an easement and right-of-way for overhead and/or underground electric supply and communications facilities, consisting of a variable number of poles, guys, anchors, wires and cables, supporting structures, surface mounted equipment, transformers, switchgears, auto-transformers, conduits, manholes, vaults, and all necessary or desirable appurtenances over, under, through, across, and upon Grantor's land described as follows:

SEE EXHIBIT "A" ATTACHED

Grantor recognizes that the general course of said lines, or the metes and bounds as above described, is based on preliminary surveys only, and Grantor hereby agrees that the easement and right-of way and its general dimensions hereby granted shall apply to the actual location of said lines when constructed.

Together with the right of ingress and egress along and upon said easement and right-of-way and over and across Grantor's adjoining properties for the purpose of and with the right to construct, maintain, operate, repair, remove, replace, reconstruct, abandon in place, and to change the size and capacity of said facilities; the right to relocate said facilities in the same relative direction of said facilities; the right to relocate said facilities in the same relative position to any adjacent road if and as such road is widened in the future; the right to lease wire space for the purpose of permitting others to string or lay wire or cable along said facilities; the right to prevent excavation within the easement area; the right to prevent construction of, within the easement area, any and all buildings, structures or other obstructions which, in the sole judgment of Grantee, may endanger or interfere with the efficiency, safety, and/or convenient operation of said facilities and their appurtenances, and the right to trim or remove trees or shrubbery within, but not limited to, said easement area, including by use of herbicides or other similar chemicals approved by the U. S. Environmental Protection Agency, to the extent in the sole judgment of Grantee, as may be necessary to prevent possible interference with the operation of said facilities or to remove possible hazard thereto. Grantor shall not make changes in grade, elevation or contour of the land or impound water within the easement area as described above without prior written consent of Grantee.

Grantor reserves the right to use the land within the above described easement area for purposes not inconsistent with Grantee's use of such property, provided such use shall not, in the sole judgment of the Grantee, interfere with the exercise by the Grantee of the rights hereby granted.

TO HAVE AND TO HOLD the above described easement and right-of-way unto the said Grantee, its successors and assigns, until all of said electric lines and facilities shall be abandoned, and in that event said easement and right-of-way shall cease and all rights herein granted shall terminate and revert to Grantor or Grantor's heirs, successors or assigns; and Grantor hereby binds Grantor and Grantor's heirs, successors, assigns, and legal representatives, to warrant and forever defend the above described easement and right-of-way unto Grantee, its successors and assigns, against every person whomsoever lawfully claiming or to claim the same or any part thereof.

EXECUTED this _____ day of _____, 2024.

GRANTOR:

FORT WORTH INDEPENDENT SCHOOL DISTRICT

By: _____
Dr. Angelica M. Ramsey
Superintendent

STATE OF TEXAS §
 §
COUNTY OF TARRANT §

BEFORE ME, the undersigned authority, on this day personally appeared **Dr. Angelica M. Ramsey**, known to me to be the person whose name is subscribed to the foregoing instrument and acknowledged to me that he executed the same as the act and deed of **Fort Worth Independent School District**, as the **Superintendent** thereof, for the purposes and consideration therein expressed, in the capacity therein stated and he is authorized to do so.

GIVEN UNDER MY HAND AND SEAL OF OFFICE this _____ day of _____, A. D. 2024.

Notary Public in and for the State of Texas

EASEMENT EXHIBIT

CURVE TABLE					
CURVE	LENGTH	RADIUS	DELTA	CHORD BEARING	CHORD LENGTH
C1	15.76'	2804.81'	0°19'19"	N47°13'13"E	15.76'
C2	12.78'	495.00'	1°28'46"	S49°38'26"E	12.78'
C3	382.38'	2804.81'	7°48'40"	S43°09'14"W	382.09'

LINE TABLE		
LINE	DIRECTION	LENGTH
L1	N47°39'25"E	31.43'
L2	N00°18'46"W	24.26'
L3	N41°01'04"E	827.47'
L4	N39°54'13"E	453.71'
L5	S39°22'33"W	918.01'

CALLLED 13.989 ACRES
SPECIAL WARRANTY DEED
FORT WORTH INDEPENDENT
SCHOOL DISTRICT
DOC. NO. D219257699
O.P.R.T.C.T.
DATED: NOV. 8, 2019

**ONCOR ELECTRIC DELIVERY
COMPANY LLC EASEMENT**
0.644 ACRES (28,052 SQ. FT.)
1,290.41 FEET OR 78.21 RODS

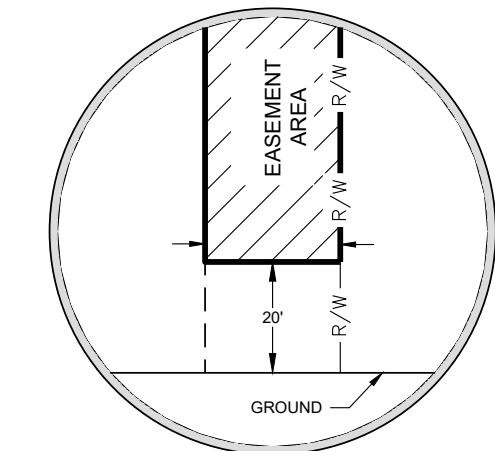
CALLLED 29.90 ACRES
SPECIAL WARRANTY DEED
THRESHOLD DEVELOPMENT
COMPANY
DOC. NO. D205344442
O.P.R.T.C.T.
DATED: NOV. 15, 2005

CALLLED 166.267 ACRES
SPECIAL WARRANTY DEED
PMB ROLLING V SOUTH
LAND LP
DOC. NO. D223038386
O.P.R.T.C.T.
DATED: MAR. 8, 2023

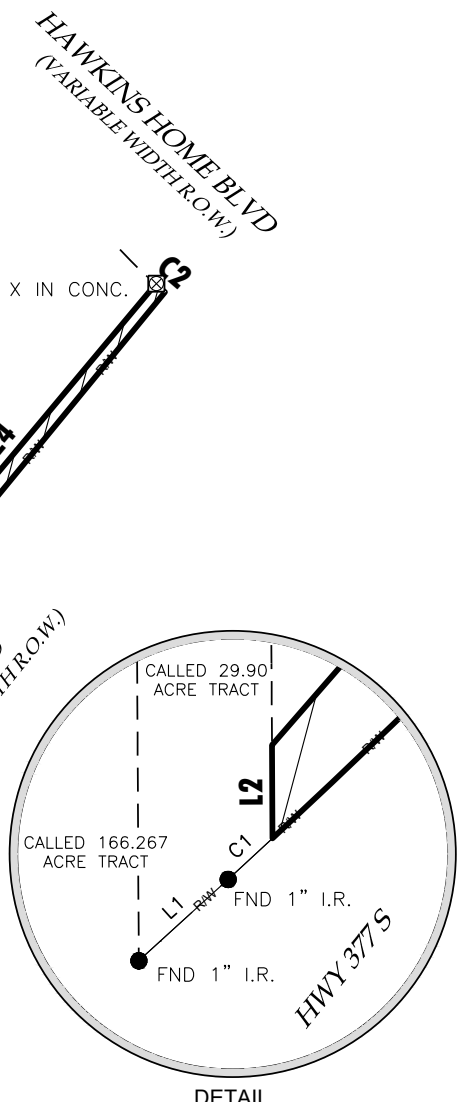
P.O.C.
LAT: 32.647024°
LONG: -97.503890°

P.O.B.
LAT: 32.647110°
LONG: -97.503776°

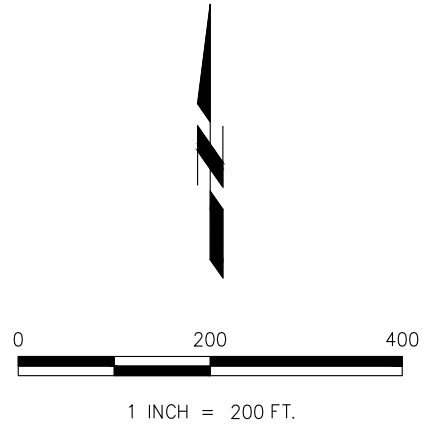
SEE DETAIL



**EASEMENT
PROFILE VIEW**



T&NO RR CO SURVEY
ABSTRACT NO. 1565
SECTION 3
TARRANT COUNTY, TEXAS



P072 SW 53661 EASEMENT
WO24583795
ONCOR ELECTRIC DELIVERY
COMPANY LLC EASEMENT

0.644 ACRES (28,052 SQ. FT.) IN
T&NO RR CO SURVEY, A-1565
SECTION 3
TARRANT COUNTY, TEXAS

LEGEND

- ADJACENT LINE
- SURVEY/ABSTRACT LINE
- R/W — RIGHT-OF-WAY LINE
- X — BARBED-WIRE FENCE
- IRON ROD FOUND
- ⊠ "X" CUT FOUND
- D.R.T.C.T. DEED RECORDS, TARRANT COUNTY, TEXAS
- O.P.R.T.C.T. OFFICIAL PUBLIC RECORDS, TARRANT COUNTY, TEXAS
- ▨ ONCOR ELECTRIC DELIVERY COMPANY LLC EASEMENT



www.landpoint.net
4100 INTERNATIONAL PLAZA
SUITE 240
FORT WORTH, TX 76109
(817)554-1805
TBPELS REG. NO. 10194220

EASEMENT EXHIBIT

LEGAL DESCRIPTION

Being a 0.644 acre (28,052 SQ. FT.) tract of land situated in the T&NO RR CO Survey, Abstract Number 1565, Section 3, Tarrant County, Texas, and being a part of a called 13.989 acre tract of land conveyed to Fort Worth Independent School District, by deed of record in Document Number D219257699, Official Public Records, Tarrant County, Texas (O.P.R.T.C.T.), and being more particularly described by metes and bounds as follows:

COMMENCING at a 1 inch iron rod found at the Southeast corner of a called 166.267 acre tract conveyed to PMB Rolling V South Land LP, by deed of record in Document Number D223038386, O.P.R.T.C.T., same being the Southwest corner of a called 29.90 acre tract of land conveyed to Threshold Development Company, by deed of record in Document Number D205344442, O.P.R.T.C.T.;

THENCE with the South line of said 29.90 acre tract and the common North Right-of-Way line of Highway 377 South (variable width Right-of-Way) the following courses and distances:

N47°39'25"E, a distance of 31.43 feet to a 1 inch iron rod found at the beginning of a curve to the left;

With said curve to the left, having an arc length of 15.76 feet, a radius of 2,804.81 feet, a delta angle of 00°19'19", a chord bearing N47°13'13"E, a distance of 15.76 feet to the Southwest corner of said 13.989 acre tract, same being the Southeast corner of said 29.90 acre tract, the end of said curve, for the POINT OF BEGINNING;

THENCE N00°18'46"W, with the West line of said 13.989 acre tract and the common East line of said 29.90 acre tract, a distance of 24.26 feet to a point for corner;

THENCE over and across said 13.989 acre tract the following courses and distances:

N41°01'04"E, a distance of 827.47 feet to a point for corner;

N39°54'13"E, a distance of 453.71 feet to an X Cut found in the East line of said 13.989 acre tract and the common West Right-of-Way line of Hawkins Home Boulevard (variable width Right-of-Way), for the beginning of a non-tangent curve to the left;

THENCE with said common line and said curve to the left, having an arc length of 12.78 feet, a radius of 495.00 feet, a delta angle of 01°28'46", a chord bearing S49°38'26"E, a distance of 12.78 feet to the Southeast corner of said 13.989 acre tract, the end of said curve;

THENCE with the South line of said 13.989 acre tract and the common North Right-of-Way line of Highway 377 South the following courses and distances:

S39°22'33"W, a distance of 918.01 feet to a 5/8 inch iron rod with cap stamped "Thompson RPLS 1237" found at the beginning of a curve to the right;

With said curve to the right, having an arc length of 382.38 feet, a radius of 2,804.81 feet, a delta angle of 07°48'40", a chord bearing S43°09'14"W, a distance of 382.09 feet to the POINT OF BEGINNING and containing 0.644 acres (28,052 SQ. FT.) of land, more or less.

Oncor Electric Delivery Company, LLC electric line having a length of 1,290.41 feet or 78.21 rods.

X:\2024\24-0865-1\Working\Plots and Field Notes\Plots\24-0865-1_P072 SW 53661 Easement_WO24583795_FT WORTH ISD.dwg



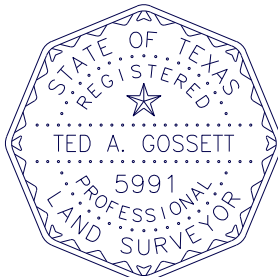
P072 SW 53661 EASEMENT
WO24583795
ONCOR ELECTRIC DELIVERY
COMPANY LLC EASEMENT

0.644 ACRES (28,052 SQ. FT.) IN
T&NO RR CO SURVEY, A-1565
SECTION 3
TARRANT COUNTY, TEXAS

I, Ted Allen Gossett, certify that this exhibit was prepared under my direct supervision from a survey made on the ground on 04/11/2024, that this plat correctly represents the facts found at the time of said survey.

Ted A. Gossett

Ted A. Gossett State of Texas R.P.L.S. No. 5991
07/03/2024



www.landpoint.net

4100 INTERNATIONAL PLAZA
SUITE 240
FORT WORTH, TX 76109
(817)554-1805
TBPELS REG. NO. 10194220

ACTION AGENDA ITEM
BOARD MEETING
October 22, 2024

TOPIC: **APPROVE AUTHORIZATION TO ENTER INTO A CONTRACT FOR JOB ORDER CONTRACT GENERAL CONTRACTING SERVICES FOR DIAMOND HILL-JARVIS HIGH SCHOOL UTILIZING PROGRAM CONTINGENCY FUNDS IN CONJUNCTION WITH THE 2017 CAPITAL IMPROVEMENT PROGRAM**

BACKGROUND:

On November 7, 2023, the Board of Education (BOE) approved the budget amendment transferring funds from construction projects to program contingency in conjunction with the 2017 Capital Improvement Program.

The football field at Diamond Hill-Jarvis High School does not have restroom facilities in proximity of the field. The former concession stand will be renovated into a restroom to provide students and visitors with restroom amenities for events and activities located at the football field.

A pool of JOB Order Contracting Vendors was reviewed, and one was selected from the TIPS Purchasing Cooperative to perform the work.

STRATEGIC GOAL:

2 - Improve Operational Effectiveness and Efficiency

ALTERNATIVES:

1. Approve the Authorization to Enter Into A Contract for Job Order Contact General Contracting Services for Diamond Hill-Jarvis High School in Conjunction with the 2017 Capital Improvement Program.
2. Decline to Authorization to Enter Into A Contract for Job Order Contact General Contracting Services for Diamond Hill-Jarvis High School in Conjunction with the 2017 Capital Improvement Program.
3. Remand to Staff for Further Study

SUPERINTENDENT’S RECOMMENDATION:

Approve the Authorization to Enter Into A Contract for Job Order Contact General Contracting Services for Diamond Hill-Jarvis High School in Conjunction with the 2017 Capital Improvement Program.

FUNDING SOURCE: *Additional Details*
CIP 2017 671-81-6629-000

COST:

Not to Exceed \$300,000.00

VENDOR(S)/PROVIDER(S):

SDB Contracting Services

PURCHASING MECHANISM:

Cooperative Agreement
TIPS RCSP 211001 Job Order Contracting

PARTICIPATING SCHOOL(S)/DEPARTMENT(S)/EDUCATIONAL ENTITY:

Capital Improvement Program
Diamond Hill-Jarvis High School

RATIONALE:

In accordance with Board Policy CV (LOCAL), the Superintendent selected job order contracting services as the project delivery/contract award method to be used for this project. The Contractor offering the base value, in accordance with Texas Government Code §2269.401, will be selected to enter into a contract to provide these construction services.

INFORMATION SOURCE:

Kellie Spencer, Deputy Superintendent, Operations

ACTION AGENDA ITEM
BOARD MEETING
October 22, 2024

TOPIC: **APPROVE AUTHORIZATION TO ENTER INTO A CONTRACT FOR JOB ORDER CONTRACT GENERAL CONTRACTING SERVICES FOR DIAMOND HILL-JARVIS HIGH SCHOOL UTILIZING PROGRAM CONTINGENCY FUNDS IN CONJUNCTION WITH THE 2017 CAPITAL IMPROVEMENT PROGRAM**

BACKGROUND:

On November 7, 2023, the Board of Education (BOE) approved the budget amendment transferring funds from construction projects to program contingency in conjunction with the 2017 Capital Improvement Program.

A Marquee at Diamond Hill-Jarvis High School is needed at the front of the school campus to provide signage for vital information and school announcements to inform parents and the community. A digital marquee will be installed at the front of the school.

A pool of JOB Order Contracting Vendors was reviewed, and one was selected from the TIPS Purchasing Cooperative to perform the work.

STRATEGIC GOAL:

2 - Improve Operational Effectiveness and Efficiency

ALTERNATIVES:

1. Approve the Authorization to Enter Into A Contract for Job Order Contact General Contracting Services for Diamond Hill-Jarvis High School in Conjunction with the 2017 Capital Improvement Program.
2. Decline to Authorization to Enter Into A Contract for Job Order Contact General Contracting Services for Diamond Hill-Jarvis High School in Conjunction with the 2017 Capital Improvement Program.
3. Remand to Staff for Further Study

SUPERINTENDENT’S RECOMMENDATION:

Approve the Authorization to Enter Into A Contract for Job Order Contact General Contracting Services for Diamond Hill-Jarvis High School in Conjunction with the 2017 Capital Improvement Program.

FUNDING SOURCE: *Additional Details*
CIP 2017 671-81-6629-000

COST:

Not to Exceed \$150,000.00

VENDOR(S)/PROVIDER(S):

SDB Contracting Services

PURCHASING MECHANISM:

Cooperative Agreement
TIPS RCSP 211001 Job Order Contracting

PARTICIPATING SCHOOL(S)/DEPARTMENT(S)/EDUCATIONAL ENTITY:

Capital Improvement Program
Diamond Hill-Jarvis High School

RATIONALE:

In accordance with Board Policy CV (LOCAL), the Superintendent selected job order contracting services as the project delivery/contract award method to be used for this project. The Contractor offering the base value, in accordance with Texas Government Code §2269.401, will be selected to enter into a contract to provide these construction services.

INFORMATION SOURCE:

Kellie Spencer, Deputy Superintendent, Operations

**ACTION AGENDA ITEM
BOARD MEETING
October 22, 2024**

TOPIC: APPROVAL OF DESIGNATION OF ALTERNATE MEMBER TO THE BOARD AUDIT COMMITTEE FROM APPROVED APPOINTMENTS

BACKGROUND:

Board action is needed to appoint Board members to the Board Audit Committee. Board Policy BDB (LOCAL) provides:

“The Board audit committee shall be composed of three Board members, upon nomination and vote of the Board. The chairperson shall be chosen by the committee members. A fourth Board member shall be approved by the Board to serve as an alternate member and shall have full voting rights in the absence of a member of the standing audit committee.”

On October 8, 2024, the Board took action to approve the following Trustee appointments to the Committee: Trustee Tobi Jackson, Trustee Anael Luebanos, Trustee Quinton Phillips, and Trustee Dr. Michael Ryan. The Board has not yet designated which of the approved Trustees will serve as the alternate member.

STRATEGIC GOAL:

2-Improve Operational Effectiveness and Efficiency

ALTERNATIVES:

1. Vote to designate the alternate member from the Trustees approved to fill the Board Audit Committee.
2. Remand to staff for further study.

ADMINISTRATION’S RECOMMENDATION:

Vote to designate the alternate member from the Trustees approved to fill the Board Audit Committee.

FUNDING SOURCE

Additional Details

No Cost

Not Applicable

COST:

Not Applicable

VENDOR:

Not Applicable

PURCHASING MECHANISM:

Not a purchase

PARTICIPATING SCHOOL/DEPARTMENTS:

Not Applicable

RATIONALE:

The Audit Committee assists the Board in fulfilling its oversight responsibilities for internal and external audits. The Designation of the alternate member is aligned with Board policy and allows for a fourth Trustee to step in to serve on the committee should the need arise.

INFORMATION SOURCE:

Dr. Karen Molinar, Deputy Superintendent, Administrative Services
Loretta Salvatore, Chief Internal Auditor

ACTION AGENDA ITEM
BOARD MEETING
October 22, 2024

TOPIC: APPOINT SCHOOL HEALTH ADVISORY COUNCIL MEMBERS

BACKGROUND:

In accordance with Texas Education Code (Sec. 28.004) the board of trustees shall appoint at least five members to the local school health advisory council (SHAC). In FWISD, board appointed members will serve a 2-year term. A majority of the members must be persons who are parents of students enrolled in the district and who are not employed by the district. One of those members shall serve as chair or co-chair of the council. The board of trustees may also appoint one or more persons from each of the following groups: classroom teachers employed by the district, school counselors, school administrators, district students, health care professionals, business community members, law enforcement, senior citizens, the clergy, nonprofit health organizations, and local domestic violence programs. Another critical goal of the SHAC is to have parent representation from all regions across the district and health expertise within the membership in order to meet the responsibilities of the SHAC as outlined in Texas Education Code. The duties and responsibilities of the SHAC include making recommendations on:

- Number of hours of instruction in health education
- Policies, Procedures, Strategies, and Curriculum to prevent physical health concerns that include obesity, cardiovascular disease, Type 2 diabetes, and mental health issues through the coordination of:
 - Health Education
 - Physical Education and Physical Activity
 - Nutrition services
 - Parental involvement
 - Instruction on substance abuse prevention
 - School Health Services
 - Comprehensive school counseling
 - Safe and healthy school environments
 - School employee wellness
- Appropriate grade levels and methods of instruction for human sexuality, opioid addiction and abuse, child abuse, family violence, dating violence, and sex trafficking
- Strategies for integrating and coordinating health throughout the district

In addition to the Texas Education Code SHAC appointment rules, trustees should also appoint SHAC members in accordance with the FWISD SHAC bylaws:

Article III: Membership

Section One: Membership Criteria. Membership of the SHAC will reflect the geographic, ethnic, gender, disability, economic diversity, and diverse populations of the district. Every effort will be made to ensure that the SHAC reflects all geographic areas of Fort Worth Independent School District (FWISD). The membership composition of the SHAC shall comply with the following:

a. The majority of the SHAC shall consist of parents, as defined in TEC. The SHAC will attempt to obtain representation from each of the service networks. SHAC members shall be selected on recommendations by other council members, board trustees, community members or school personnel.

b. The membership of the SHAC may also include other residents of the district such as: teachers, administrators, counselors, students, health care professionals, business community, law enforcement, senior citizens, clergy, nonprofit health organizations, and local domestic violence programs.

c. If desired, the Board of Trustees can vote to appoint a Board member to serve on the SHAC as a non-voting member but will not serve as the voice of the SHAC to the Board or as the voice of the Board to the SHAC.

Section Three: ... “Nominations for SHAC will open every 2 years (even year) and will be reviewed and appointed by the Board of Trustees based on the FWISD SHAC Bylaws and the Texas Education Code SHAC membership requirements.”

Nominations for SHAC were open and publicized through FWISD strategic communications from May 15 – June 30, 2024 resulting in 16 nominations. While not everyone may be eligible to serve on the School Health Advisory Council, it should be noted that in accordance with the Texas Education Code, all SHAC meetings are open to all, advertised in congruence with the TEC, and are recorded and posted on the Health and Physical Education website.

STRATEGIC GOAL:

1 - Increase Student Achievement

ALTERNATIVES:

1. Approve [Appoint School Health Advisory Council Members]
2. Decline to Approve [Appoint School Health Advisory Council Members]
3. Remand to Staff for Further Study

SUPERINTENDENT’S RECOMMENDATION:

Appoint [Appoint School Health Advisory Council Members]

FUNDING SOURCE: *Additional Details*

No Cost

COST:

No Cost.

VENDOR(S)/PROVIDER(S):

Not Applicable

PURCHASING MECHANISM:

Not a Purchase

PARTICIPATING SCHOOL(S)/DEPARTMENT(S)/EDUCATIONAL ENTITY:

Health and Physical Education/School Health Advisory Council

RATIONALE:

Currently there are 13 FWISD SHAC members. Nine members are parents who have at least one child attending school in FWISD. The other members make-up consists of 1 community member and 3 staff members. By law, SHAC membership should consist mostly of parents not employed by the school district. Not all of the regions in FWISD are represented in the current SHAC membership. The work of the SHAC has the potential to improve the health of our community and members are vital to meeting those duties and responsibilities listed in the Texas Education Code Section 28.004.

INFORMATION SOURCE:

Mohammed Choudhury, Deputy Superintendent, Learning and Leading

School Health Advisory Council Frequently Asked Questions (FAQ's)

1. What is a school health advisory council (SHAC)?

As defined by the Texas Department of State Health Services (DSHS), a SHAC is appointed by the school district to serve at the district level and to provide guidance to the district on coordinated school health programming and its impact on student health and learning. The group of individuals represent segments of the community. More information regarding SHACs can be found on the Texas Department of State Health Services(DSHS): [Texas DSHS SHAC](#)

2. Are school districts required to have a SHAC?

Yes. According to [TEC, 28.004](#) (a), the board of trustees of each school district shall establish a local SHAC to assist the district in ensuring that local community values are reflected in the district's health education instruction.

4. What are the membership requirements of a SHAC in Texas?

The [TEC, 28.004](#) (d), states that the board of trustees shall appoint at least five members to the local SHAC. **A majority of the members must be persons who are parents of students enrolled in the district and who are not employed by the district.** One of those members shall serve as chair or co-chair of the council. The board of trustees may also appoint one or more persons from each of the following groups or a representative from a group not listed below.

- Classroom teachers employed by the district
- School counselors employed by the district
- School administrators employed by the district
- District students
- Health care professionals licensed or certified to practice in this state, including medical or mental health professionals
- The business community
- Law enforcement
- Senior citizens
- The clergy
- Nonprofit health organizations
- Local domestic violence programs

5. What are the additional membership requirements of a SHAC in Fort Worth ISD as listed in the FWISD SHAC bylaws?

In addition to the membership requirements outlined by the TEC, 28.004 (d), the FWISD SHAC Bylaws lists the additional FWISD membership requirements:

Membership of the SHAC will reflect the geographic, ethnic, gender, disability, economic diversity, and diverse populations of the district. Every effort will be made to ensure that the SHAC reflects all geographic areas of Fort Worth Independent School District (FWISD). The membership composition of the SHAC shall comply with the following:

- a. The majority of the SHAC shall consist of parents, as defined in the TEC. The SHAC will attempt to obtain representation from each of the service networks. SHAC members shall be selected on recommendations by other council members, board trustees, community members or school personnel.
- b. The membership of the SHAC may also include other residents of the district such as: teachers, administrators, counselors, students, health care professionals, business community, law enforcement, senior citizens, clergy, nonprofit health organizations, and local domestic violence programs.
- c. If desired, the Board of Trustees can vote to appoint a Board member to serve on the SHAC as a non-voting member but will not serve as the voice of the SHAC to the Board or as the voice of the Board to the SHAC.

6. Who appoints the individuals who serve on the SHAC?

The TEC, §28.004(d), states that the board of trustees shall appoint at least five members to the local SHAC. In addition to the TEC, Article III (Membership), Sections 3 and 4 of the FWISD SHAC Bylaws outlines the following:

Should a SHAC member resign, be removed, or is unable to meet attendance rules creating a vacancy during the school year, SHAC members may nominate a member. Nominees will be screened/interviewed by SHAC officers to ensure compliance that a majority of the members must be persons who are parents of students enrolled in the district and who are not employed by the district. If a vacancy should become available at the end of a school year, the Board of Trustees will be advised and will vote to approve a replacement member who is nominated by the SHAC. **Nominations for SHAC will open every 2 years (even years) and will be reviewed and appointed by the Board of Trustees based on the FWISD SHAC Bylaws and the Texas Education Code SHAC membership requirements.**

No individual shall be nominated for or hold a position on the SHAC if that individual has a direct pecuniary interest in the recommendations of that committee and decisions to the Board of Trustees. Even the appearance of a conflict of interest should be avoided, if at all possible. A lone agenda item shall not be cause for the elimination of an individual's membership; however, any such individual shall refrain from participation in decisions and voting as to that issue.

The coordinator shall report any cases or possible causes of conflict of interest to the Coordinator of District Advisory Bodies and/or FWISD Leadership, who shall consult with the appointing Trustee or Superintendent, as applicable, for appropriate action. If a member is determined to have a conflict of interest, appropriate action may include:

- Required recusal from a particular agenda item or items;
- Required recusal from a particular agenda meeting or meetings; and
- Removal from the council.

7. Does the FWISD School Health Advisory Council have bylaws?

Yes, the FWISD School Health Advisory Council (SHAC) updated the SHAC bylaws during the 2023-2024 school year and are posted here: [SHAC Bylaws](#)

8. Is there a Texas School Health Advisory Guide where I can learn more about SHACs?

Yes, the Texas Department of State Health Services has a SHAC Guide for Texas School Districts in both English and Spanish that can be found on their website here: [Texas SHAC Guide](#)

9. How many times is a SHAC required to meet?

TEC, §28.004(d-1), requires that a SHAC must meet at least four times each year.

ACTION AGENDA ITEM
BOARD MEETING
October 22, 2024

TOPIC: **APPROVE PURCHASE OF INSURANCE FOR STUDENT MACBOOK AIR DEVICES**

BACKGROUND:

The Board had previously approved the purchase of MacBooks for students to use during the school year. This request for insurance coverage will ensure each student always has access to a working device for the 2024-2025 school year with coverage dates of 11/01/2024 through 10/31/2025.

STRATEGIC GOAL:

2 - Improve Operational Effectiveness and Efficiency

ALTERNATIVES:

1. Approve Purchase of Insurance for Student MacBook Air Devices
2. Decline to Approve Purchase of Insurance for Student MacBook Air Devices
3. Remand to Staff for Further Study

SUPERINTENDENT’S RECOMMENDATION:

Approve Purchase of Insurance for Student MacBook Air Devices

<u>FUNDING SOURCE:</u>	<u>Additional Details</u>
General Fund	199-53-6429-423

COST:

\$1,320,840

VENDOR(S)/PROVIDER(S):

CTS Mobility

PURCHASING MECHANISM:

Cooperative Agreement
DIR-CPO-5089

PARTICIPATING SCHOOL(S)/DEPARTMENT(S)/EDUCATIONAL ENTITY:

District-wide

RATIONALE:

To continue providing working devices to all students' district-wide

INFORMATION SOURCE:

Kellie Spencer, Deputy Superintendent, Operations
Ramesh Krishnamurthy, Chief Technology Officer



WE HAVE A QUOTE FOR YOU

20240415-161552635

Fort Worth ISD

Quote # EST31520

BILL TO:

Fort Worth ISD
7060 Camp Bowie Blvd
Fort Worth TX 76116
United States

SHIP TO

Fort Worth ISD
7060 Camp Bowie Blvd
Fort Worth TX 76116
United States

Please scroll down and review quote details before signing

CTS Mobility

Fort Worth ISD

Signature: _____

Signature: _____

Name: _____

Name: _____

Title: _____

Date: _____

Date: _____

Software and Licenses

Description	Unit Price	Qty	Amount
CTS-Macbook-Air-Claims AKKO - Coverage: (A) Accidental Damage, Cracked Screen (B) Liquid Damage (D) Theft (E) Loss \$0 Deductible per Claim Powered by AKKO. \$48.9	\$48.92	27000	\$1,320,840.00

Shipping

Description	Unit Price	Qty	Amount
Shipping FedEx Ground	\$0.00	1	\$0.00

Notes

<https://getakko.com/group-terms DIR-CPO-5089 DIR discount - 20% in pricing>

start date to begin Nov 1, 2024 – Oct 31, 2025

20240415-161552635

Prepared by:
CTS Mobility
Martin Gleason
mgleason@ctsmobility.com

Prepared for:
Fort Worth ISD
Fort Worth ISD
7060 Camp Bowie Blvd
Fort Worth TX 76116
United States
(817) 814-3000
neil.bolton@fwisd.org

Quote Information:
Quote: EST31520
Delivery Date:
Expiration Date: 11/30/2024

Quote Summary

Subtotal:	\$1,320,840.00
Tax Total:	\$0.00
Ship Cost:	\$0.00
Total:	\$1,320,840.00

1. By signing this document, Customer authorizes CTS to complete the transaction and obligates customer to all charges detailed in the quotation above.
2. Taxes and Other Related Charges. If any federal, state, local or foreign tax, fee, assessment or other charge, including the federal Universal Service Fund ("USF") charge, is required by law to be collected (each, a "Tax"), including but not limited to any such applicable to Customer products and services, CTS shall bill such Tax to Customer. CTS shall remit the Taxes that are received as required by law and shall administer any Customer Tax exemptions. Any 3rd party billing arrangement shall be subject to prevailing terms for tax purposes and in compliance with governing law for Federal, State, & Local jurisdictions.
3. No Returns on Special Orders, Software, Freight Charges as well as all types of Cradlepoint and Apple Products and Services.
4. Return Merchandise Authorization - Regardless of the product or product type, no return will be accepted, unless the buyer has previously obtained a Return Merchandise Authorization (RMA) number. RMA's are provided through the CTS Mobility RMA Department: Upon receiving RMA the customer has Seven (7) days from issuance to return the product(s) Returns made after the Seven (7) day period and or those received without a valid RMA number will be considered "UNAUTHORIZED." All returns or exchange must be complete. This includes original box, manuals, and accessories that were enclosed. Furthermore, CTS Mobility reserves the right to refuse any returns deemed "unauthorized." RMA number can be obtained by emailing a request to help@ctsmobility.com.
5. Any abandoned property will become property of CTS Mobility, Ltd. In accordance with the laws of the State of Texas. All such property will be considered rendered and surrendered without fault to CTS and CTS will be held harmless from any litigation or additional penalty. Any Customer owned assets whether physical or digital (i.e. software, licenses) will be considered abandoned if a) the asset remains at CTS for greater than 45 days where a) there is no agreement in place for the storage and or maintenance of said assets at CTS or b) an agreement expires and assets are not transferred to Customer within the 45 day window. Parties shall use all reasonable best efforts to arrange for the transfer of such assets in compliance with this abandonment clause. All fees for transporting such assets if applicable shall be the responsibility of the Customer.
6. For sales with special pricing and hardware discounts contingent upon network activation, failure to activate on qualifying plan will result in Customer being charged full MSRP for hardware. This includes any difference between price paid and MSRP up to the full price of the hardware if provided free of charge.

7. For support contracts with re-occurring billing on all services. Failure to meet contract terms (i.e. 12 months, 24 months), will be subject to a termination fee of up to the full value of the service contract and subject to damages and/or losses. A valid statement of work or service contract will take precedence over this term.

8. CTS is not responsible for network issues arising due to network outages or other factors outside of CTS control.

9. IN NO EVENT WILL SELLER BE LIABLE FOR CONSEQUENTIAL DAMAGES EVEN IF CUSTOMER HAS NOT BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. SELLER GRANTS NO WARRANTIES, EITHER EXPRESS OR IMPLIED HEREIN, INCLUDING ALL IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE, AND THIS STATED EXPRESS WARRANTY IS IN LIEU OF ALL LIABILITIES OR OBLIGATIONS OF SELLER FOR DAMAGES INCLUDING BUT NOT LIMITED TO, CONSEQUENTIAL DAMAGES OCCURRING OUT OF OR IN CONNECTION WITH THE USE OR PERFORMANCE OF ANY GOODS SOLD HEREUNDER. Seller specifically does not warrant the accuracy of sufficiency of any advice or recommendations given to Buyer in connection with the sale of goods hereunder.

10. Standard Terms and Conditions are expressly understood and acknowledged that the Standard Terms and Conditions attached hereto are incorporated herein by reference, deemed a part of this Agreement and are binding and enforceable provisions of this Agreement. References to "this Agreement" or the use of the term "hereof" shall refer to this Agreement and the Standard Terms and Conditions above, taken as a whole.

11. Order of Precedence upon signing this quote is as follows: CTS SOW, CTS Terms & Conditions (including MSA), Amendment to CTS Scope of Work, CTS Quote.

12. ACCEPTANCE OF CONTRACT/TERMS AND CONDITIONS – This Contract integrates, merges, and supersedes any prior offers, negotiations, and agreements concerning the subject matter hereof and constitutes the entire agreement between the parties.

CONSENT AGENDA ITEM
BOARD MEETING
November 12, 2024

TOPIC: **APPROVE PURCHASE OF SUPPLEMENTAL STUDENT DEVICES**

BACKGROUND:

To support the District’s student device program, it is necessary for the District to have supplemental devices on hand to ensure each student has access to a working device. This request will ensure that students District-wide will have an uninterrupted learning process throughout the school year. These devices will include cases and warranty protection.

STRATEGIC GOAL:

1 - Increase Student Achievement

ALTERNATIVES:

1. Approve Purchase of Supplemental Student Devices
2. Decline to Approve Purchase of Supplemental Student Devices
3. Remand to Staff for Further Study

SUPERINTENDENT’S RECOMMENDATION:

Approve Purchase of Supplemental Student Devices

FUNDING SOURCE: *Additional Details*
TRE 198-11-6396-423

COST:

Not to Exceed \$2,900,000

VENDOR(S)/PROVIDER(S):

CDW Government, Inc.

PURCHASING MECHANISM:

Cooperative Agreement

Sourcewell #121923

PARTICIPATING SCHOOL(S)/DEPARTMENT(S)/EDUCATIONAL ENTITY:

District-wide

RATIONALE:

Approval of the purchase of these supplemental student devices providing a continuous learning experience and faster access to devices.

INFORMATION SOURCE:

Ramesh Krishnamurthy, Chief Technology Officer
Kellie Spencer, Deputy Superintendent, Operations



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QUOTE CONFIRMATION

NEIL BOLTON,

Thank you for considering CDW•G for your technology needs. The details of your quote are below. **If you are an eProcurement or single sign on customer, please log into your system to access the CDW site.** You can search for your quote to retrieve and transfer back into your system for processing.

For all other customers, click below to convert your quote to an order.

Convert Quote to Order

QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
PCXK891	10/4/2024	LVO 6500	926086	\$1,982,500.00

IMPORTANT - PLEASE READ

Special Instructions: 60 days Expiration

QUOTE DETAILS

ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
Lenovo 100e Chromebook Gen 4 - 11.6" - MediaTek Kompanio 520 - 8 GB RAM - 6 Mfg. Part#: 82W0000PUS Contract: Sourcewell 121923- Fort Worth ISD - Chromebook (121923)	6500	7887705	\$230.00	\$1,495,000.00
UZBL CASE+ PG 3T2 Mfg. Part#: UZB-PG325 UZBL Protective Shell Case + Product Guarantee ADP Warranty, 3-Year Term at \$250 Benefit Level Case is included in the ADP Contract: Sourcewell 121923- Fort Worth ISD (121923)	6500	7937244	\$45.00	\$292,500.00
Google Chrome Education Upgrade Mfg. Part#: CROS-SW-DIS-EDU-NEW Electronic distribution - NO MEDIA Contract: Sourcewell 121923- Fort Worth ISD - Chromebook (121923)	6500	5988499	\$30.00	\$195,000.00
DEVICE SERVICES GEF10 Mfg. Part#: GEF10 Electronic distribution - NO MEDIA Contract: Sourcewell 121923- Fort Worth ISD (121923)	6500	7856161	\$0.00	\$0.00
CHROME WHITE GLOVE PREMIUM GEP99 Mfg. Part#: GEP99 Electronic distribution - NO MEDIA Contract: Sourcewell 121923- Fort Worth ISD (121923)	6500	7853950	\$0.00	\$0.00

SUBTOTAL	\$1,982,500.00
SHIPPING	\$0.00
SALES TAX	\$0.00
GRAND TOTAL	\$1,982,500.00

PURCHASER BILLING INFO	DELIVER TO
Billing Address: FORT WORTH INDEPENDENT SCHOOL DIST ACCTS PAYABLE 7060 CAMP BOWIE BLVD FORT WORTH, TX 76116-7119 Phone: (817) 814-2120 Payment Terms: NET 30 Days-Govt/Ed	Shipping Address: FORT WORTH INDEPENDENT SCHOOL DIST 7060 CAMP BOWIE BLVD FORT WORTH, TX 76116-7119 Phone: (817) 814-2120 Shipping Method: UPS Ground
	Please remit payments to: CDW Government 75 Remittance Drive Suite 1515 Chicago, IL 60675-1515



Sales Contact Info

K12 North Texas Account Team - Mike & Eric | (866) 301-5739 | k12northtexas@cdwg.com

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Products & Services 

ACTION AGENDA ITEM
BOARD MEETING
October 22, 2024

TOPIC: APPROVE INCREASE TO PREVIOUSLY APPROVED ARCHITECTURAL SERVICES, ENGINEERING SERVICES, AND PROFESSIONAL SERVICES AMOUNT FOR FOREST OAK 6TH GRADE RELOCATION PROJECT IN CONJUNCTION WITH THE 2021 CAPITAL IMPROVEMENT PROGRAM

BACKGROUND:

On December 14, 2021, the Board of Education approved the qualification of firms and authorized the Capital Improvement Staff to negotiate and award contracts for Architectural, Engineering, and Professional Services for the 2021 Capital Improvement Program.

On February 27, 2024, the Board of Education approved a not to exceed budget for additional architectural services necessary for the added scope of relocating the Forest Oak 6th Grade campus to the Forest Oak Middle School site to provide continuity of services to those students.

On March 26, 2024, the Board of Education approved entering into a Job Order Contract for the Forest Oak 6th Grade Relocation Project. As a result of the construction contract amount, the Architect contract must be amended, and the Architect not-to-exceed amount must be adjusted.

Campus	Architect	Current NTE	New NTE
Forest Oak 6 th Grade Relocation Project	Perkins & Will, Inc.	\$343,125	\$428,906.25

STRATEGIC GOAL:

2 - Improve Operational Effectiveness and Efficiency

ALTERNATIVES:

1. Approve Increase to Previously Approved Architectural Services, Engineering Services, and Professional Services Amount for Forest Oak 6th Grade Relocation Project In Conjunction With The 2021 Capital Improvement Program.
2. Decline to Approve Increase to Previously Approved Architectural Services, Engineering Services, and Professional Services Amount for Forest Oak 6th Grade Relocation Project In Conjunction With The 2021 Capital Improvement Program.
3. Remand to Staff for Further Study

SUPERINTENDENT’S RECOMMENDATION:

Approve Increase to Previously Approved Architectural Services, Engineering Services, and Professional Services Amount for Forest Oak 6th Grade Relocation Project In Conjunction With The 2021 Capital Improvement Program.

FUNDING SOURCE: *Additional Details*

CIP 2021661-81-6629-045

COST:

Not To Exceed \$428,906.25

VENDOR(S)/PROVIDER(S):

Perkins & Will, Inc.

PURCHASING MECHANISM:

Competitive Solicitation
Bid Number RFQ 22-041
Number of Bids/Proposals Received: 50
Number of Compliant Bid/Proposals: 50
HUB Firms: 22
Non HUB Firms: 28

PARTICIPATING SCHOOL(S)/DEPARTMENT(S)/EDUCATIONAL ENTITY:

Capital Improvement Program
TEA# 045 Forest Oak 6th Grade

RATIONALE:

The compensation for the architect is based on the cost of construction.

INFORMATION SOURCE:

Kellie Spencer, Deputy Superintendent, Operations