Fort Worth Independent School District

District Improvement Plan

2025-2026

Accountability Rating: C

Board Approval Date: September 23, 2025
Public Presentation Date: September 23, 2025

Mission Statement

Preparing ALL students for success in college, career, and community leadership.

Vision

Igniting in every child a passion for learning.

Value Statement

Student Achievement

Stakeholder Collaboration

Leadership Development

Respect for Diversity

Equity in Access

Perseverance and Commitment

Continuous Improvement

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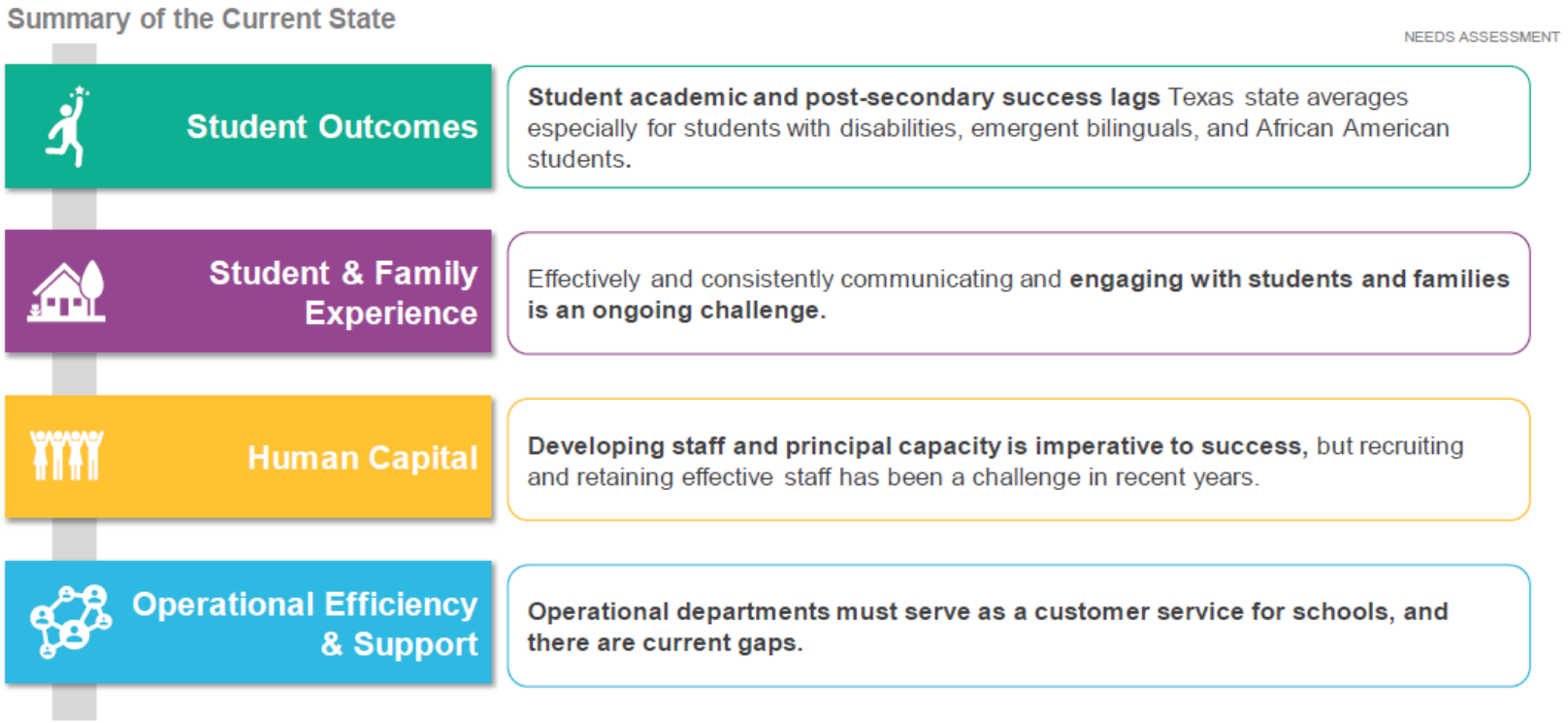
Comprehensive Needs Assessment

Revised/Approved: September 8, 2025

Needs Assessment Overview

Needs Assessment Overview Summary



Demographics

Demographics Summary

Fort Worth ISD Community

The city of Fort Worth is one of the fastest-growing cities in the United States of America. Fort Worth ISD serves a diverse student population. Several collective impact groups work collaboratively to support the needs of Fort Worth students and families. In Fort Worth, the school district, community, and individuals come together to listen and learn with the goal of improving student outcomes in every school in every zip code.

The Fort Worth ISD is controlled locally through a Board of Education Trustees elected by voters within each district. Nine Trustees serve as single-member district representatives. All of the Trustees serve four-year terms without pay. The Board of Education conducts the school program in accordance with the state constitution and the standards set by the Texas Education Agency. A policy-making body, the board delegates the day-to-day administration of the schools to the Superintendent and the professional staff.

Major responsibilities of the Board:

- to govern and oversee the management of the school district
- to levy and collect taxes
- to set the policies for the FWISD
- to develop and improve the educational system
- to secure adequate financing
- to select the superintendent of schools
- to foster good community relations

Fort Worth ISD Board of Trustees			
Dr. Camille Rodriguez	District 1	Term Expires 2029	
Tobi Jackson	District 2	Term Expires 2027	First Vice President
Quinton "Q" Phillips	District 3	Term Expires 2027	
Wallace Bridges	District 4	Term Expires 2029	
Kevin Lynch	District 5	Term Expires 2027	
Anne Darr	District 6	Term Expires 2027	
Dr. Michael Ryan	District 7	Term Expires 2029	Second Vice President
Anael Luebanos	District 8	Term Expires 2029	Secretary
Roxanne Martinez	District 9	Term Expires 2029	President

Fort Worth ISD Students and Staff

Fort Worth ISD serves a diverse student population with talented staff that are committed to improving outcomes for all students in Fort Worth ISD.

Total Students (2024-2025 Fall PEIMS)	**71,407**	**Total Staff**	**9,375**
Students by Grade Level		**Staff Information**	
Early Childhood (EE - Pre-K)	4,711	Administrative Support	1,857 - 19.81%
Elementary (Grades K - 5)	29,673	Teacher	4,644 - 49.54%
Middle School (Grades 6 - 8)	13,661	Educational Aide	721 - 7.69%
High School (Grades 9 - 12)	22,362	Auxiliary	2,153 - 22.97%
Students by Race/Ethnicity		**Staff by Race/Ethnicity**	
Black / African American	13,173 - 18.71%	Black / African American	27.2%
Hispanic / Latino	46,579 - 66.16%	Hispanic / Latino	37.4%
White	7,892 - 11.21%	White	32.2%
American Indian / Alaskan Native	78 - 0.11%	American Indian / Alaskan	0.3%
Asian	1,191 - 1.69%	Asian	1.5%
Native Hawaiian / Pacific Islander	30 - 0.04%	Pacific Islander / Hawaiian	0.1%
Two or More Races	1,463 - 2.08%	Two or More Races	1.2%
Student Groups		**Teacher Years of Experience**	
Female	34,475 - 48.97%	Beginning	4.8%
Male	35,932 - 51.03%	1 - 5 Years	25.6%
Economically Disadvantaged	58,435 - 83.00%	6 - 10 Years	20.3%
Emergent Bilingual	29,631 - 42.09%	11 - 20 Years	29.2%
Gifted and Talented	9,350 - 13.28%	Over 20 Years	20.2%
Special Education	10,069 - 14.30%	Teaching Staff Average Base Pay	
Student Mobility Rate	18.37%	Teacher Retention Rate	74.6%

Data Source: OnPoint Fall 2024-2025 PEIMS Reports

Demographics Strengths

The city of Fort Worth is one of the fastest-growing cities in the United States of America. Business and community partnerships are leveraged to support student-centered decision making to ensure that students, teachers, and families receive the support they deserve, and together, we will build a stronger district. The Fort Worth community has a shared vision

for students that includes high academic achievement, success after graduation, and life readiness.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The number of students living within Fort Worth ISD boundaries that choose to attend schools in adjacent school districts and charter schools has increased.
Root Cause: Family demand for high-quality, innovative learning environments and persistent academic achievement gaps.

Student Learning

Student Learning Summary

Student Academic Excellence

FWISD is committed to effective, differentiated, core academic instruction focused on the following areas:

- Early literacy and numeracy in the early grades to lay a strong foundation for all subjects and grades
- Accelerated academic growth for African American students
- Accelerated academic growth for Emergent Bilingual students
- Supports for students with disabilities to ensure equitable opportunities
- Academic growth for all students in grades 3-8 Math and Reading
- Post-secondary readiness at all grade levels to ensure success in college and career pathways
- Provide a school culture and climate that fosters and promotes accelerated academic growth

Student Academic Excellence Goals

1.1 Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for English Language Arts and Reading (ELAR) on the annual state performance measurement from 32% to 50% by 2029.

38% of grade 3 students scored at "meets grade level or above" on STAAR Reading for 2024-2025

32% African American
33% Hispanic
72% White
63% American Indian
48% Asian
53% Two or More Races
22% Special Ed
31% Economically Disadvantaged
27% Emergent Bilingual (Current)

1.2 Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 31% to 50% by 2029.

35% of grade 3 students scored at "meets grade level or above" on STAAR Mathematics for 2024-2025

22% African American
32% Hispanic
67% White
50% American Indian
40% Asian
42% Two or More Races
24% Special Ed
28% Economically Disadvantaged
30% Emergent Bilingual (Current)

1.3 Increase the percentage of grade 6-8 students reaching the "Meets Grade Level" standard for ELAR on the annual state performance measurement from 31% to 50% by 2029.

39% of grade 6-8 students scored at "meets grade level or above" on STAAR ELAR for 2024-2025

- 31% African American
- 36% Hispanic
- 66% White
- 43% American Indian
- 42% Asian
- 78% Pacific Islander
- 51% Two or More Races
- 21% Special Ed
- 33% Economically Disadvantaged
- 27% Emergent Bilingual (Current)

1.4 Increase the percentage of grade 6-8 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from 20% to 50% by 2029.

30% of grade 6-8 students scored at "meets grade level or above" on STAAR Math for 2024-2025

- 20% African American
- 28% Hispanic
- 55% White
- 31% American Indian
- 32% Asian
- 70% Pacific Islander
- 36% Two or More Races
- 20% Special Ed
- 25% Economically Disadvantaged
- 23% Emergent Bilingual (Current)

1.5 Increase the percentage of students reaching the "Meets Grade Level" standard for Algebra I EOC, English I EOC, and Biology EOC by the end of 9th grade on the annual state performance measurement from 17% to 45% by 2029.

19% of students reached "meets grade level or above" for Algebra I EOC, English I EOC, and Biology EOC by the end of 9th grade for 2024-2025

- 10% African American
- 18% Hispanic
- 39% White
- 36% American Indian
- 28% Asian
- 27% Two or More Races
- 3% Special Ed
- 15% Economically Disadvantaged
- 11% Emergent Bilingual (Current)

1.6 Increase the percent of graduates earning a College, Career, and Military (CCMR) indicator from 81% to 91% by 2029.

86% of graduates earning a College, Career, and Military (CCMR) indicator for 2024-2025 (Class of 2024)

80% African American
84% Hispanic
89% White
75% American Indian
92% Asian
84% Two or More Races
73% Special Ed
83% Economically Disadvantaged
81% Emergent Bilingual (Current)

1.7 Reduce disproportionality (inequality) in identification of African American (AA) students in discipline reports to be representative of FWISD population from 17 points to 3 points by 2029.

13.9 point disproportionality in identification of African American (AA) students in discipline reports to be representative of FWISD population for 2024-2025

Student Groups	Percentage of Students with Disciplinary Incidents	Percentage of Students Enrolled	Disproportionality
American Indian or Alaska Native	0.2%	0.1%	0.1
Asian	1.1%	1.8%	0.7
Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0
Black or African American	34.0%	20.1%	13.9
Hispanic/Latino	55.9%	64.3%	8.4
White	7.2%	11.7%	4.5
Two or More Races	1.9%	2.2%	0.3
Special Education Students	17.7%	16.2%	1.5

1.8 Reduce the percentage of schools that are rated D or F from 44% to 0% by 2029.

31% of schools were rated D or F for 2024-2025

Rating	Number of Schools	Percentage of Schools
A	17	14%
B	28	22%
C	41	33%
D	28	22%
F	11	9%

Data Sources: FWISD STAAR Preliminary Reports; TEA Accountability Reports; OnPoint Disciplinary Student and Incident Analysis in 2024-2025 for All Campuses Report

Student Learning Strengths

STAAR Grades 3-8 Performance

- District increased in 38 out of 45 achievement areas in 3rd - 8th grade, 4 areas with no changes and 3 areas with small declines.
- Students in 3rd and 4th grade increased at all performance levels in Reading and Math with increases ranging from 2-7% points. Most notably, this includes a 6%-point increase in 3rd grade Reading.
- Students in 5th grade increased at all performance levels in Science and at the Meets and Masters levels in Reading.
- Middle School Reading saw increases across all grades and all performance levels, with the largest being a 7%-point increase in 7th grade at the Approaches grade level or higher.
- Students in 8th grade Science increased in all performance levels with an 8%-point increase at the Approaches grade level.

STAAR End of Course (EOC) Performance

- Performance at the Masters level increased across all EOC tests.
- Biology scores at the Meets grade level increased 12%-points.

State Accountability

- Districtwide, 63 schools gained at least one state accountability letter grade or maintained an A rating.
- Reduced the number of F-rated schools by more than half, from 31 in 2024 to 11 in 2025.
- Districtwide, 42% of campuses increased one or more state accountability letter grade ratings from the prior year.
- Districtwide, 86% of campuses increased or maintained their prior year state accountability letter grade rating.

College Career and Military Readiness (CCMR)

- The percentage of Fort Worth ISD graduates that met the criteria for College, Career, or Military Readiness (CCMR) increased from 63% (class of 2022) to 81% (class of 2023) to 86% (class of 2024).
- The percentage of Fort Worth ISD graduates (86%) that met the criteria for CCMR was higher than the state (82%) for the class of 2024.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student academic and post-secondary success lags Texas state averages especially for students with disabilities, emergent bilinguals, and African American students.
Root Cause: Lack of consistent planning and implementation of research-based instructional practices that are aligned to state standards, rigorous, and meet the specific needs of each learner.

District Processes & Programs

District Processes & Programs Summary

Academic Frameworks

The Fort Wort ISD Instructional Framework provides direction for consistent planning and the use of research-based teaching practices to improve student achievement. The redesigned Instructional Framework is a new, evidence-based model anchored in high-quality instructional materials (HQIM), lesson internalization, demonstrations of learning (DOLs), and structured re-teach components. Beginning in the 2025–2026 school year, this framework is being implemented districtwide across all grade levels and core content areas, supported by redesigned Instructional Planning Calendars (IPCs) and aligned progress monitoring systems. FWISD's new Instructional Framework is rooted in managed instruction, ensuring that HQIM is delivered with fidelity across the system. This ensures that every classroom delivers high-quality instruction with consistency, regardless of a student's zip code. It establishes a clear, districtwide standard for what instructional excellence looks like and creates coherence across all schools in service of student success.

Professional Learning Community

A professional learning community (PLC) is a school or district-wide philosophy that fosters a culture of collaboration, continuous improvement, and shared responsibility for student learning. It is not just a series of meetings, but a fundamental way of operating that permeates all aspects of the educational system. The Fort Worth ISD is committed to the implementation of professional learning communities on all campuses with fidelity to ensure high-quality teacher collaboration.

Theory of Action

If we, . . .

1. establish a common understanding of excellent instruction;
2. continuously engage stakeholders around a shared instructional vision;
3. support educators in implementing a rigorous, high-quality, standards-based curriculum with excellent pedagogy;
4. ensure alignment of policies, systems, resources and practices to the instructional vision.

Then, Fort Worth ISD will be the destination school district where students are engaged, thriving, and succeeding academically.

District Processes & Programs Strengths

Lone Star Governance

Effective governance is the foundation for sustained system transformation. In order to achieve bold student achievement goals, the Fort Worth ISD Board of Education is committed to a model of governance that ensures decisions remain student-centered and that progress toward outcomes is continuously monitored. The Lone Star Governance (LSG) framework provides a clear, research-based pathway for boards to align their time, behaviors, and policies to student outcomes. By grounding the board's work in LSG, Fort Worth ISD ensures that governance is not a barrier but a lever for accelerating achievement.

Problem Statements Identifying District Processes & Programs Needs

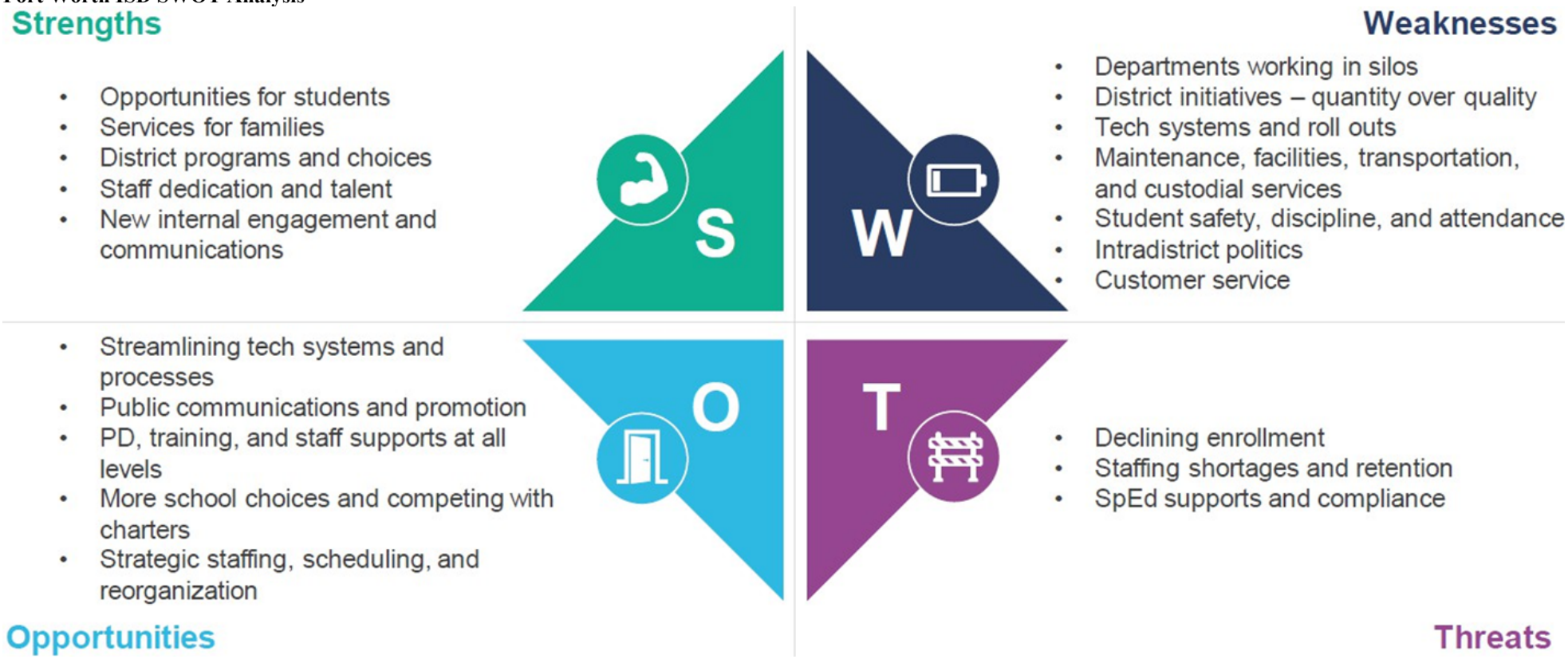
Problem Statement 1: Every Fort Worth ISD employee is expected to support teaching and learning for both students and staff. Creating a culture that clearly and pervasively

reflects our primary purpose for existing (to educate all students) is an ongoing challenge.
Root Cause: Lack of district-wide culture and work practices that support all schools and puts student needs above adult convenience.

Perceptions

Perceptions Summary

Fort Worth ISD SWOT Analysis



Perceptions Strengths

Fort Worth ISD Strategic Plan 2024-2029

Guided by input from our community stakeholders, Fort Worth ISD crafted and adopted a plan that reflects what matters most to our community. The strategic plan serves as our roadmap to ensure that our actions are aligned to the mission. The Fort Worth ISD Strategic Plan has four key priorities:

1) Student Academic Excellence;
2) Student and Family Engagement;
3) Employee Effectiveness and Retention; and
4) Operational Alignment and Efficiency.

Most importantly, these priorities reflect our commitment to putting students first in every decision we make.

https://www.fwisd.org/about/strategic-plan

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The number of students living within Fort Worth ISD boundaries that choose to attend schools in adjacent school districts and charter schools has increased.
Root Cause: Family demand for high-quality, innovative learning environments and persistent academic achievement gaps.

Priority Problem Statements

Problem Statement 1: Student academic and post-secondary success lags Texas state averages especially for students with disabilities, emergent bilinguals, and African American students.

Root Cause 1: Lack of consistent planning and implementation of research-based instructional practices that are aligned to state standards, rigorous, and meet the specific needs of each learner.

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity,

gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Priorities

Revised/Approved: September 8, 2025

Priority 1: Student Academic Excellence

Goal 1: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for English Language Arts and Reading (ELAR) on the annual state performance measurement.

HB3 Priority

Evaluation Data Sources: Annual state performance measurements include STAAR English, STAAR Spanish, STAAR Alternate 2 and STAAR End of Course (EOC) test versions.

Strategy 1: Design and implement a Pre-K-12 District Literacy Plan. Incorporate best practices for improving achievement and closing gaps for all student groups.

Strategy 2: Redirect and allocate funds to support a literacy-focused organizational model. The model will include staffing, instruction, creative time allocation, differentiated curriculum and experiences, as well as differentiated compensation.

Strategy 3: Implement a lab classroom model to provide opportunities for educators to share and learn effective instructional practices.

Priority 1: Student Academic Excellence

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement.

HB3 Priority

Evaluation Data Sources: Annual state performance measurements include STAAR English, STAAR Spanish, STAAR Alternate 2 and STAAR End of Course (EOC) test versions.

Strategy 1: Develop and implement a tiered data system that targets resources and instructional support for students, educators, grade levels, and schools based on their specific needs.

Priority 1: Student Academic Excellence

Goal 3: Increase the percentage of grade 6-8 students reaching the "Meets Grade Level" standard for ELAR on the annual state performance measurement.

Evaluation Data Sources: Annual state performance measurements include STAAR English, STAAR Spanish, STAAR Alternate 2 and STAAR End of Course (EOC) test versions.

Strategy 1: Design and implement a Pre-K-12 District Literacy Plan. Incorporate best practices for improving achievement and closing gaps for all student groups.

Strategy 2: Redirect and allocate funds to support a literacy-focused organizational model. The model will include staffing, instruction, creative time allocation, differentiated curriculum and experiences, as well as differentiated compensation.

Strategy 3: Implement a lab classroom model to provide opportunities for educators to share and learn effective instructional practices.

Priority 1: Student Academic Excellence

Goal 4: Increase the percentage of grade 6-8 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement.

Evaluation Data Sources: Annual state performance measurements include STAAR English, STAAR Spanish, STAAR Alternate 2 and STAAR End of Course (EOC) test versions.

Strategy 1: Implement a lab classroom model to provide opportunities for educators to share and learn effective instructional practices.

Strategy 2: Develop and implement a tiered data system that targets resources and instructional support for students, educators, grade levels, and schools based on their specific needs.

Priority 1: Student Academic Excellence

Goal 5: Increase the percentage of students reaching the "Meets Grade Level" standard for Algebra I EOC, English I EOC, and Biology EOC by the end of 9th grade on the annual state performance measurement.

Evaluation Data Sources: Annual state performance measurements include STAAR English, STAAR Spanish, STAAR Alternate 2 and STAAR End of Course (EOC) test versions.

Strategy 1: Implement a lab classroom model to provide opportunities for educators to share and learn effective instructional practices.

Strategy 2: Develop and implement a tiered data system that targets resources and instructional support for students, educators, grade levels, and schools based on their specific needs.

Priority 1: Student Academic Excellence

Goal 6: Increase the percent of graduates earning a College, Career, and Military (CCMR) indicator.

HB3 Priority

Evaluation Data Sources: CCMR Indicator as defined by the state accountability manual.

Strategy 1: Leverage community resources to enhance core reform initiatives.

Priority 1: Student Academic Excellence

Goal 7: Reduce disproportionality (inequality) in identification of African American (AA) students in discipline reports to be representative of FWISD population.

Evaluation Data Sources: Disciplinary infractions incurred by AA students compared to the AA percentage of enrollment, measured annually by infractions coded in Focus (Student Information System).

Strategy 1: Implement district-wide student behavior expectations along with a student messaging campaign.

Priority 1: Student Academic Excellence

Goal 8: Reduce the number of schools that are rated D or F.

Evaluation Data Sources: Annual state accountability system school ratings.

Strategy 1: Study and implement school reform models that have successfully closed achievement gaps for student groups in peer urban districts.

Strategy 2: Implement a lab classroom model to provide opportunities for educators to share and learn effective instructional practices.

Strategy 3: Develop and implement a tiered data system that targets resources and instructional support for students, educators, grade levels, and schools based on their specific needs.

District Advisory Committee

Committee Role	Name	Position
Elementary School Teacher	Lori Blakley	Staff Elected
Elementary School Teacher	Dr. Rachel Madison	Staff Elected
Elementary School Teacher	Stephanie Clay Morgan	Staff Elected
Elementary School Teacher	Maria Vega	Staff Elected
Elementary School Teacher	Ayesha Rushdan	Staff Elected
Middle School Teacher	Alyson Pollak	Staff Elected
High School Teacher	Ryan Eyres	Staff Elected
High School Teacher	Troy Mazarello	Staff Elected
High School Teacher	Scott Blanco-Davis	Staff Elected
High School Teacher	Danielle Muriset	Staff Elected
At-Large, Non-Teaching	Christee Allison	Staff Elected
Middle School Administrator	Joycelyn Moore	Staff Elected
Elementary School Parent	Dante Williams	Board Appointed
Middle School Parent	Mia Moss	Board Appointed
Middle School Parent	Jonathan Weisiger	Board Appointed
Middle School Parent	Haley Zamarripa	Board Appointed
High School Parent	Veronica Rios	Board Appointed
Special Education Parent	Stephanie McCartney	Board Appointed
Program/School of Choice Parent	Erin Lynds	Board Appointed
Program/School of Choice Parent	Kimberly Scott	Board Appointed
Community Representative	Molly Hyry	Board Appointed
Community Representative	Estella Williams	Board Appointed
Business Representative	Justin McLaughlin	Board Appointed
Business Representative	Randy Thurman	Board Appointed

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
    - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
    - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention			Lisa Inzar	9/11/2025
Child Abuse and Neglect			Lisa Inzar	9/11/2025
Coordinated Health Program			Lisa Inzar	9/11/2025
Decision-Making and Planning Policy Evaluation			Lisa Inzar	9/11/2025
Disciplinary Alternative Education Program (DAEP)			Lisa Inzar	9/11/2025
Dropout Prevention			Lisa Inzar	9/11/2025
Dyslexia Treatment Program			Lisa Inzar	9/11/2025
Title I, Part C Migrant			Lisa Inzar	9/11/2025
Pregnancy Related Services			Lisa Inzar	9/11/2025
Post-Secondary Preparedness			Lisa Inzar	9/11/2025
Recruiting Teachers and Paraprofessionals			Lisa Inzar	9/11/2025
Student Welfare: Crisis Intervention Programs and Training			Lisa Inzar	9/11/2025
Student Welfare: Discipline/Conflict/Violence Management			Lisa Inzar	9/11/2025
Technology Integration			Lisa Inzar	9/11/2025
Job Description for Peace Officers, Resource Officers & Security Personnel			Lisa Inzar	9/11/2025

Policy Documents & Addendums

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Bullying is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, sexual orientation, gender identity and expression, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation. The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action Bullying	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address

	the conduct. The District may notify law enforcement in certain circumstances.
Discipline	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action. The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
Corrective Action	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
Transfers	The principal or designee shall refer to FDB for transfer provisions.
Counseling	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
Improper Conduct	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Note: This regulation addresses procedures for reporting a bullying, including cyberbullying, incident and investigation of reports of bullying of District students. For procedures regarding transfer of a student who is a victim of bullying or who engaged in bullying, see FDB. For provisions regarding discrimination and harassment involving District students, including sex-based discrimination such as sexual harassment, see FFH. Note that FFI should be used in conjunction with FFH for certain prohibited conduct.

Reporting a Bullying Incident

Bullying, including cyberbullying, is defined in FFI(LEGAL). A student who believes that he or she has experienced bullying, including cyberbullying, or that another student has, or that other students have, experienced bullying is encouraged to report the incident, in accordance with District policy. A student may report an incident of bullying anonymously.

Student Report

The method(s) for a student to report bullying anonymously will be the following:

- Access the Friends for Life website[1]; or
- Call (817) 469-8477

One can also download the Campus Crime Stoppers and Life (CCS FFL) of Tarrant County app.

Employee Report

An employee will adhere to the requirements of District policy in reporting an alleged bullying incident.

Report Format

The report may be made orally or in writing by completing the Incident Report form. If the report is made orally, the principal or designee will document the allegations in writing and record the date and circumstances of the interview on a form designated by the District, as applicable.

The parent of the alleged victim will be notified of the incident of bullying on or before the third business day after the incident is reported. The alleged bully's parent will be notified within a reasonable amount of time after the incident.

Investigative Procedures

The principal or designee must determine whether the allegations, if proven, would constitute prohibited conduct under FFH. If so, the principal or designee must refer the report for processing under the policies and procedures at FFH. If not, the principal or designee, herein referred to as the investigator, will proceed under this policy following the guidelines below, as appropriate.

General Considerations

The investigator must maintain confidentiality to the extent possible and as required by law and should advise the complainant that limited disclosure may be necessary to complete a thorough investigation.

If a student desires to be accompanied by a parent or friend during his or her interview, the District will consider the request and determine whether the presence of a parent or friend in the interview will help or hinder the investigation process. If the student's request is granted, the District will adhere to all applicable laws, policies, and associated procedures to protect the privacy of all students involved.

Guidelines

In conducting the investigation, the investigator will:

1. If appropriate, take action to protect the student and to prevent bullying during the investigation. If the District determines that a serious risk to the student's physical safety exists, the principal or designee may contact law enforcement directly. [See GRAA for classes of offenses for which the District is required to contact law enforcement]
2. Secure any evidence.
3. If the investigator did not receive the initial complaint, interview the complainant first, proceeding chronologically through the allegations and advise the complainant that the District does not tolerate bullying. If the complainant is a student, help the student feel secure about presenting allegations of wrongdoing. Ask the names of any witnesses who might confirm the complainant's version of the events. Also ask if the complainant is aware of or able to provide evidence that supports his or her version of the events. Assure the complainant of protection from retaliation.
4. Interview the alleged victim if that person is not also the complainant and explain how the investigation process will work. Advise the alleged victim that the District does not tolerate bullying and help the student feel secure about presenting allegations of wrongdoing. Ask the names of any witnesses who might confirm the alleged victim's version of the events. Also ask if the alleged victim is aware of or able to provide evidence that supports his or her version of the events. Assure the alleged victim of protection from retaliation.
5. Interview the alleged bully and explain how the investigation process will work. The alleged bully will be presented with each allegation and provided an opportunity to respond. Ask the names of any witnesses who might confirm the alleged

bully's version of the events. Also ask if the alleged bully is aware of or able to provide evidence that supports his or her version of the events. Advise the alleged bully that retaliation against the victim, the complainant, or any witnesses is strictly prohibited by District policy.

6. Interview any witnesses. Help a student witness feel secure and assure him or her of protection from retaliation. Ask the names of any additional witnesses who might have information about the alleged incident(s).

7. Do not divulge information regarding the identity of the alleged victim, alleged bully, complainant, or witnesses unnecessarily when interviewing other witnesses.

8. If necessary, interview the alleged bully, alleged victim, and any witnesses again to address any new information discovered during the course of the investigation.

9. Maintain detailed notes of all interviews. Notes will be read to the person being interviewed to verify details and to ensure accuracy. In addition, the interviewer may audio record the interview with permission of the person being interviewed.

10. Document all efforts made to investigate the alleged bullying. Gather all relevant evidence.

Resolution of the Complaint

The investigator will prepare a written report of the investigation, which will include a determination of whether bullying occurred, and, if so, whether the victim used reasonable self-defense. The investigator will notify the parties to the complaint of the resolution.

Disciplinary Action

If upon completion of the investigation the investigator determines that disciplinary action against a student is warranted, the investigator will proceed with the appropriate course of action, in accordance with the District's Student Code of Conduct.

After an investigation is complete, the principal or designee may report to law enforcement if the principal has reasonable grounds to believe that a student has engaged in harassment using electronic communication or assault.

In accordance with law, a school counselor may not be designated as the person to report to law enforcement because a counselor's duties include serving as an impartial, nonreporting conciliator.

Counseling Options

If the students involved have not yet been notified, the District will notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct	If upon completion of the investigation the investigator determines that the alleged incident does not rise to the level of bullying, the District will proceed in accordance with the Student Code of Conduct or any other appropriate corrective action.
Notice to Superintendent	Within ten District business days of the completion of an investigation, the principal will submit the Investigation Report and any appropriate materials associated with the investigation to the Superintendent or designee.
Notice to Parents	If an incident of bullying is confirmed, the investigator will promptly notify the parents of the victim and of the student who engaged in bullying. The investigator must document that notice was provided to parents on the Investigation Report.
Notice of Right to Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Reporting Child Abuse	In accordance with law, if the District has reason to believe that a child has been or may be abused or neglected, the District must contact a local or state law enforcement agency or Child Protective Services (CPS). [See FFG]
Follow-Up	After concluding the investigation, the District should periodically follow up with the complainant or other persons involved in the incident(s), as appropriate.

[1] Friends for Life website: https://www.p3campus.com/tipform.aspx?ID=510

Definitions

The following definitions shall be used for purposes of this policy:

1. "School day" begins at midnight and ends 30 minutes after the official school day ends.
2. "Competitive foods" shall include foods compliant with federal rules for Smart Snacks, sold by someone other than the District's child nutrition services wherever reimbursable meals are sold.
3. "District central athletic sites" shall include noncampus locations designated by the District athletics department and hosting District-supported events.

Purpose

The District shall advance student health by:

1. Educating children and providing an environment that supports children in making healthy choices and decisions;
2. Striving to reduce disease and infection and promoting the general wellness of all students by providing comprehensive kindergarten-grade 12 health education;
3. Providing quality physical education and opportunities for physical activity;
4. Following nutritional best practices;
5. Fostering a safe and supportive learning environment for all students; and
6. Engaging and collaborating with relevant community health partners to address student wellness.

Development, Implementation, and Review of Guidelines and Goals

The District shall develop and implement a local wellness plan to be reviewed and approved annually by the Superintendent, the Board, and the local school health advisory council (SHAC). An individual designated by the Superintendent shall chair the District wellness committee to develop a local wellness plan, with nutrition guidelines and wellness goals, using evidence-based strategies and techniques.

The SHAC shall advise the Board on the development of the local wellness plan.

The SHAC shall permit participation by parents, students, representatives of the District's nutrition services department, physical education teachers, school health professionals, Board members, school administrators, and members of the public.

Wellness Plan

The Superintendent shall promote a wellness environment conducive to healthy choices in school-based activities, nutrition, and physical activity.

The local wellness plan shall, at a minimum, address:

1. Strategies for soliciting involvement by and input from persons interested in the wellness plan and policy;
2. Objectives, benchmarks, and activities for implementing the wellness goals;
3. Methods for measuring implementation of the wellness goals;
4. The manner of communicating applicable information about the District's wellness policy and plan to the public;
5. Alternative reward options for schools to offer students other than food; and
6. Participation of a local wellness coordinator from each school to establish a campus wellness team to evaluate the school health climate and participate in annual District-wide wellness events.

Nutrition Guidelines

The District's nutrition guidelines for reimbursable school meals and all other foods and beverages sold, made available, or marketed to students during the school day shall be designed to promote student health and reduce childhood obesity and shall be at least as restrictive as federal regulations and guidance, except when the District allows an exemption for fundraising activities as authorized by state and federal rules. [See CO and FJ]

In addition to legal requirements, the District shall:

1. Operate all child nutrition programs with school food service staff who are properly qualified under current professional standards;
2. Establish guidelines for food and beverages available to any student during the regular school day, including through any vending machines;
3. Ensure that all vending machines that are accessible to students during the regular school day contain only items compliant with federal rules for Smart Snacks, and ensure that vending machines not compliant with Smart Snacks rules remain turned off during the regular school day;
4. Encourage students, staff, and families to make healthy food and beverage choices based on current dietary guidelines for Americans, and strive to increase student participation in

breakfast and lunch programs through marketing and providing nutrition education on the benefits of eating a healthy meal;

5. Provide sufficient scheduled time for students to eat meals in facilities that are clean, safe, and comfortable;

6. Adhere to Smart Snacks nutrition standards for all food and beverages available for purchase by any student during the school day, including items available through any fundraiser and items for consumption available in vending machines that are accessible to students;

   a. In elementary schools, there shall be no competitive food during the school day.

   b. In middle schools, there shall be no competitive food until 30 minutes after the last lunch period, and all sales must be compliant with Smart Snacks rules.

   c. In high schools, there shall be no sales during lunch where school meals are being purchased or eaten, and all sales must be compliant with Smart Snacks rules.

7. Ensure that any fundraiser taking place during the school day involving food meant for immediate consumption is compliant with Smart Snacks rules, unless the campus uses one of the campus's designated exemption days for the fundraiser;

8. Provide a school breakfast free of cost to all economically eligible schools, and promote the expansion of the Breakfast in the Classroom Program;

9. Prohibit the sale of carbonated, sweetened beverages, including diet sodas, during the school day on school grounds, with the exception of District central athletic sites;

10. Prohibit the use of deep-fat fryers in the school cafeterias; and

11. Adhere to a maximum of three exemption days per campus per school year, with advance notice of the exemption dates to the District's child nutrition services and health services departments.

Wellness Goals

Nutrition Promotion and Comprehensive Health Education

The District shall implement, in accordance with law, a coordinated school health program that shall include, but not be limited to, instruction on mental and emotional health; violence and injury prevention; tobacco, alcohol, and other drug use prevention; nutrition and physical activity; and reproductive health. [See EHAA] The District's nutrition promotion activities shall encourage participation

in the National School Lunch Program, the Breakfast in the Classroom Program, and any other supplemental food and nutrition programs offered by the District.

In addition, the District establishes the following goals for nutrition promotion and comprehensive health education:

1. The District's food service staff, teachers, and other personnel shall consistently promote healthy nutrition messages in cafeterias, classrooms, and other appropriate settings.
2. The District shall share educational nutrition information with families and the general public to promote healthy nutrition choices and positively influence the health of students.
3. The District shall make all reasonable efforts to ensure that food and beverage advertisements accessible to students during the school day contain only products that meet the federal guidelines for meals and competitive foods.
4. The District shall deliver nutrition education that fosters the adoption and maintenance of healthy eating behaviors;
5. The District shall provide professional development so that teachers and staff responsible for delivering the nutrition and health education programs are adequately prepared to effectively deliver the program.
6. In conjunction with the coordinated health program, the District shall provide and support a standards-based, evidence-informed or evidence-based, comprehensive health curriculum in kindergarten-grade 12.
7. The District's comprehensive health curriculum shall include asthma and dental education. The high school health curriculum shall also include educational instruction on cardiopulmonary resuscitation (CPR), the use of an automated external defibrillator (AED), and parenting and paternity awareness (PAPA).
8. The District shall provide sufficient time for health instruction in kindergarten-grade 12, with minimal interruption. Any presentations from outside presenters shall be preapproved by the health and physical education department.

Physical Education and Activity

The District shall implement, in accordance with state law, a standards-based physical education program with a written curriculum and shall offer at least the required amount of physical activity for all grades. [See BDF, EHAA, EHAB, and EHAC]

The District shall require 135 minutes per week of physical education in elementary school, 225 minutes every two weeks in grade 6, a total of 2 semester credits in grades 7 and 8, and 2 semester credits in high school.

The District establishes the following goals for physical education and physical activity:

1. Students shall spend at least 50 percent of their physical education class time engaged in moderate to vigorous physical activity.
2. The high school physical education curriculum shall focus on lifestyle-focused activities, including lifetime fitness, wellness goal setting, and recreational activities.
3. All elementary schools shall provide 30 minutes of recess in their campus schedules. Secondary schools shall make efforts to provide time for students to be physically active before and after school and during lunch. Weather permitting, students should be allowed to go outside during this time.
4. Where space and supervision allows, the District shall encourage all schools to provide physical activity options before and after school.
5. The District shall encourage schools and teachers to provide brief physical activity breaks at least every 60 minutes of instructional time. The District shall provide appropriate professional development on integrating physical activity breaks into the academic curriculum where appropriate.
6. Neither physical education nor physical activity shall be withheld from students or assigned to students as a punishment.
7. The District shall encourage students, parents, staff, and community members to use the District's recreational facilities, such as tracks, playgrounds, and the like, that are available outside of the school day. [See GKD]
8. The District shall provide an environment that fosters safe, enjoyable, and developmentally appropriate fitness activities for all students, including those who are not participating in physical education classes or competitive sports.

School-Based Activities

The District establishes the following goals to create an environment conducive to healthful eating and physical activity and to promote and express a consistent wellness message through other school-based activities:

1. The District shall promote wellness for students, families, and school staff at suitable school activities.

2. The District shall promote wellness for students and their families at suitable District and campus events.

3. The District shall provide students and the community with positive, encouraging messages about healthy lifestyle practices.

The District cares about the well-being of staff members and understands the influence that staff actions have on all student health behaviors. All staff should promote a school environment supportive of healthy behaviors. Adults are encouraged to model good health behaviors, especially on school property and at school-sponsored meetings and events. Schools are encouraged to support staff wellness initiatives.

Safe and Supportive Environment

The District shall create for all students and staff a safe and supportive school environment that is culturally proficient and inclusive and provides skill-based education and access to support services. Students shall learn to value healthy relationships and environments, possess the necessary knowledge and skills to use safe health practices, and access resources and services to support their personal health (including community health resources and school-based health centers).

Prevention- and intervention-based work shall address and integrate social health, emotional health, mental health, behavioral health, physical health, suicide prevention, violence prevention, and a safe and inclusive climate for lesbian, gay, bisexual, and transgender students. These efforts shall create a safe and supportive learning environment that optimizes academic outcomes for all students.

To ensure food safety and the security of our students, no outside food or beverages shall be provided to a student during the lunch period by anyone other than the student's own parent or guardian or another authorized adult.

To support food safety and the security of our students, for the purposes of celebrating birthdays and other special occasions, a parent or guardian shall be allowed to bring only prepackaged, store-bought items, in the original packaging, for the consumption by students other than his or her own child. Such celebrations shall not occur during lunch time.

Implementation

The Superintendent shall appoint a designee to oversee implementation of this policy. The designee shall develop the local wellness plan, with appropriate administrative procedures to establish re-

sponsibilities, set annual performance measures, and furnish annual reports to the Superintendent regarding implementation of the plan. This policy shall be reviewed annually by the SHAC and the Board.

Evaluation

The District shall comply with federal requirements for evaluating this policy and the local wellness plan, as well as the District's and each campus's level of compliance with the policy and plan.

Annually, the District shall assess and prepare a report of each campus's progress toward meeting the goals established in this policy and in the local wellness plan, including a summary of each campus's major activities and events.

Public Notification

The District shall inform and update the public about the content and implementation of the wellness policy, including posting on its website a copy of the wellness policy and the local wellness plan, as well as a copy of the annual report.

Records Retention

The District shall retain all appropriate records associated with the wellness policy in accordance with law and the District's records management program. [See CPC and FFA(LEGAL)]

CAMPUS-LEVEL REVIEW

Following notice of an incident that could be a violation of the Student Code of Conduct, a principal or other appropriate administrator, within three days following knowledge of the alleged incident, shall:

1. Advise the student of the conduct or offense with which he or she is charged.
2. Permit the student the opportunity to explain his or her version of the incident.
3. Assign the student back to class, to in-house suspension, or unsupervised home-based instruction.
4. Investigate and decide on the appropriate action.
5. Contact the student discipline and placement office if the incident warrants a central office conference or hearing.
6. Notify the student and the student's parent(s) or guardian(s) of the time, date, and location for the conference or hearing.

CENTRAL OFFICE CONFERENCE OR HEARING RULES AND PROCEDURES

The central hearing officer shall conduct an informal conference or hearing as soon as possible after an offense occurs that may result in a student's suspension or being removed for placement in a disciplinary alternative education program (DAEP). When possible, this conference or hearing shall be held within three days of the time of the offense.

During the informal conference or hearing, the following procedure shall be followed:

1. The student shall be advised of the conduct or offense with which he or she is charged.
2. The student shall be permitted the opportunity to explain his or her version of the incident.
3. The student shall be permitted to have adult or legal representation. The District may also be represented by an employee or legal counsel.
4. The student shall be permitted to call witnesses on the student's behalf. A student witness must have the written permission of his or her parent or guardian to testify at a central office conference.
5. Written statements from witnesses or parties may be introduced as evidence.
6. No formal rules of evidence shall be observed, but direct hearsay testimony shall be discouraged and accorded little

weight. Each party in turn, beginning with the District shall be permitted to develop or defend the charge, present witnesses and evidence, and request appropriate action of the central hearing officer.

7. The central hearing officer shall remain impartial and assist the parties in developing all the facts and evidence in order to present a full account of the incident.

RECORD

All conferences or hearings shall be electronically recorded or a stenographic record made to preserve a verbatim transcript of the conferences or hearings for appeal purposes.

CENTRAL OFFICE CONFERENCE OR HEARING STANDARDS

The central office conferences or hearings shall be held “de novo,” and the central hearing officer shall not be bound by the findings or conclusions of any prior hearing, conference, procedure, or decision.

The central hearing officer shall render a decision based upon a consideration of the preponderance of the credible evidence offered.

STUDENT’S RIGHTS TO APPEAL

A student or a student’s parent or guardian may appeal, in writing, a DAEP placement to the Superintendent, who is the Board’s designee.

LEVEL II

A student’s parent or guardian may appeal, in writing, a Level II DAEP placement to a Hearing Panel appointed by the Superintendent. This written appeal must be delivered to the office of legal services within five working days after receiving notification of the DAEP placement.

SUPERINTENDENT’S HEARING PANEL PROCEDURES

The Superintendent delegates all fact-finding authority to a Hearing Panel appointed by the Superintendent for hearing an appeal of a placement in a DAEP for Level II only and to establish a written record for review.

The Superintendent’s Hearing Panel shall conduct an informal proceeding no later than ten working days after receipt of the written request for an appeal. At this informal proceeding, the following procedures shall be followed:

1. The parent or guardian of the student shall be notified and requested to attend and participate in the proceeding.

2. The student shall be permitted the opportunity to explain his or her version of the incident.

3. The student shall be permitted to have adult or legal representation. An employee or legal counsel may also represent the District.

4. The student shall be permitted to call witnesses on the student's behalf. A student witness must have the written permission of his or her parent or guardian to testify before the Hearing Panel.

5. Written statements from witnesses and parties may be introduced as evidence.

6. No formal rules of evidence shall be observed, but direct hearsay testimony shall be discouraged and accorded little weight. Each party in turn, beginning with the student or parent/guardian, shall be permitted to develop or rebut the evidence, present witnesses and evidence, and recommend appropriate action to the Hearing Panel.

7. The Hearing Panel shall remain impartial and assist the parties in developing all of the facts and evidence in order to present a full account of the incident and shall render a decision in the matter.

8. The Hearing Panel shall render a decision that determines whether the student violated the Student Code of Conduct and the proper duration of placement in a DAEP.

9. The decision of the panel may be announced to the participants, but written notice of the decision shall be rendered to all parties within five working days following the proceeding.

RECORD

All proceedings shall be electronically recorded or a stenographic record made to preserve a verbatim transcript of the hearing for appeal purposes.

OPEN-CLOSED HEARINGS

The student charged with a violation of Board policy or the Student Code of Conduct may choose for the proceeding before the Hearing Panel to be open or closed. Closed proceedings shall be attended only by the parties, representatives, parent or guardian of a student, proceeding personnel, and a stenographer, if required.

FINAL APPEAL

A student or a student's parent or guardian may request that the Superintendent, who is the Board's designee, review the record of the Hearing Panel proceedings. This written request must be delivered to the Superintendent's office within five working days after receiving notification of the Hearing Panel's decision. The Superintendent may also investigate and request additional information that was not presented at the original conference or hearing or the proceeding before the Hearing Panel.

If after the review the Superintendent determines that the reasons given in support of the DAEP placement are sound and substantiated, the Superintendent or designee shall issue a written notice

within five working days of the conclusion of the review to inform the parent or guardian of his or her decision to sustain the placement.

However, if the conclusion of the investigation or review of additional information reveals that the consequence was not sufficient, the Superintendent may take any action deemed appropriate to modify or overturn the placement, and the Superintendent or designee shall issue a written notice to inform the parent or guardian of his or her decision.

Any decision of the Superintendent under this policy is final and may not be appealed.

GENERAL

Nothing in this policy shall be construed to require proof beyond a reasonable doubt at the conference or hearing or Hearing Panel level. The actions contemplated herein are not penal in nature and are merely administrative determinations.

From the time of the decision of the central hearing officer to place a student in a DAEP, the student shall enroll in the DAEP. Even if an appeal is made by the student, parent, or guardian, the student shall remain in the DAEP until a final decision is made.

The Board shall approve and periodically review the District's vision, mission, and goals to improve student performance. The vision, mission, goals, and the approved District and campus objectives shall be mutually supportive and shall support the state goals and objectives under Education Code, Chapter 4. [See AE]

District Improvement Planning Process

The District's planning process to improve student performance includes the development of the District's educational goals, the legal requirements for the District and campus improvement plans, all pertinent federal planning requirements, and administrative procedures. The Board shall approve the process under which the educational goals are developed and shall ensure that input is gathered from the District-level committee. [See BQA]

Parent and Family Engagement Plan

The Board shall ensure that the District and campus improvement plans, as applicable, address all elements required by federal law for receipt of Title I, Part A funds, including elements pertaining to parent and family engagement. The District-level and campus-level committees shall involve parents and family members of District students in the development of such plans and in the process for campus review and improvement of student academic achievement and campus performance. [See EHBD]

Administrative Procedures and Reports

The Board shall ensure that administrative procedures are developed in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization; adequately reflect the District's planning process; and include implementation guidelines, time frames, and necessary resources. The District-level and campus-level committees shall be involved in the development of these procedures. [See BQA and BQB]

The Superintendent shall report periodically to the Board on the status of the planning process, including a review of the related administrative procedures, any revisions to improve the process, and progress on implementation of identified strategies.

Evaluation

The Board shall ensure that data are gathered and criteria are developed to undertake the required biennial evaluation to ensure that policies, procedures, and staff development activities related to planning and decision-making are effectively structured to positively impact student performance.

Additional Local Criteria for Compensatory Education Services

In addition to applying state criteria, the District shall classify as at-risk of dropping out of school any student enrolled in the District's prekindergarten program.

As permitted by law and in accordance with the limitations in law, the District shall provide compensatory education services to such students. [See EHBC(LEGAL)]

Dyslexia and Related Disorders

The District shall comply with all applicable state rules regarding students with dyslexia and related disorders, including the "Dyslexia Handbook" and the provision of dyslexia instruction for students with dyslexia or a related disorder as determined by the student's admission, review, and dismissal committee.

In accordance with administrative procedures, the District shall provide regular training opportunities for teachers of students with dyslexia that include new research and practices for educating students with dyslexia.

Title I, Part C – Texas Migratory Education Program (TX-MEP)
Priority for Service (PFS) Action Plan Template
for Migratory Students

CS

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a **required** program activity for Title I, Part C. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The *Priority for Service Report* on Texas – New Generation System (TX-NGS) must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service (PFS) Criteria	
Grades 3-12, **Ungraded (UG) or** **Out of School (OS)**	• Who have made a qualifying move within the previous 1-year period; **AND** • Have received a grade level of "approaches or not meet" on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	• Who have made a qualifying move within the previous 1-year period; **AND** • Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; **OR** • Students in grades K-2 or students in grade 3 who have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.
Pre-K ages 3-5 (Not in Kindergarten)	• Who have made a qualifying move within the previous 1-year period; **AND** • Students whose data in TX-NGS shows ***No Other Preschool Support***.

The **PFS Action Plan** template is provided by TEA to assist districts in documenting efforts that are being conducted on behalf of Priority for Service students.

The **PFS Action Plan** template includes:
(1) the required components included in the ESSA Consolidated Federal Grant Application (Part 2 – Priority for Service);
(2) the Program Specific Provisions and Assurances on Priority for Service; and
(3) provides districts an opportunity to list additional activities for each component.

NOTE: *This document is available on the TMEP Portal.*

Region:	District Number:	Priority for Service (PFS) Action Plan	Completed By:
11	220905		Gabriela Martinez
District Name:		School Year	Date:
Fort Worth Independent School District		2025-2026	September 15, 2025

Requirements - ESSA Consolidated Federal Grant Application – Part 2 – Priority for Services (PS3103)

- *Each district's PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.*
- *Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., "MEP PFS Action Plan Section"). The action plan elements **should not be integrated** with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).*
- *On a monthly basis, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.*

Requirements - Program-Specific Provisions and Assurances

The LEA PFS Action Plan must include the following required strategies on:

- *Monitoring the progress of eligible migratory students who are PFS.*
- *Communicating the progress and determine needs of eligible migratory who are PFS.*
- *Providing services to eligible migratory students who are PFS.*

PFS Action Plan Completion Date: *Before First Day of School*

LEA Assurance LEA assures that all requirements and strategies for Priority For Services (PFS) students are identified in the LEA PFS Action Plan stated below.		ESC Assurance ESC assures that all requirements and strategies have been included in the LEA PFS Action Plan and that the ESC has reviewed and provided technical assistance as appropriate.	
LEA Staff Signature	Jesimie Rodriguez	**ESC Reviewer Signature**	Aurelia Arita (Sep 24, 2025 11:21:50 CDT)
Date	09/15/2025	**Date Review Complete**	09/24/2025

School Year:	2025-2026	PFS Action Plan
Region:	District Number:	District Name:
11	220905	Fort Worth Independent School District

PFS Action Plan must include the Goals and Objectives of how the LEA will provide services to eligible migratory students who are PFS.

Goal(s):	Objective(s):
Goal 1: By May 2026, 90% of PFS students identified as performing below grade level in reading or math will demonstrate academic growth as measured by district benchmark assessments or STAAR performance. **Goal 2:** By June 2026, 100% of PFS students and their families will receive at least two direct contacts focused on academic progress, high school graduation, or postsecondary planning, as documented in program records.	**Objective 1.1:** Within 30 days of enrollment, 100% of PFS students will have an individualized support plan developed in coordination with campus staff, based on academic records, teacher input, and assessment data. **Objective 2.1:** By May 2026, host a minimum of two-family engagement events specifically targeting PFS families to share strategies for supporting academic success and connecting with available services. **Objective 2.2:** By April 2026, ensure that 100% of PFS students in grades 8–12 receive a documented graduation plan review and, if needed, referrals to TxCAN, MSIX services, or Out-of-School Youth (OSY) support.

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School Year:	2025-2026	PFS Action Plan
Region:	District Number:	District Name:
11	220905	Fort Worth Independent School District

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Monitoring the progress of eligible migratory students who are PFS.			
▪ **Monthly**, run TX-NGS Priority for Service (PFS) reports to identify eligible migratory children and youth who require priority access to MEP services**.**	By the last working Friday of every month.	ESC TxNGS Specialist	● PFS reports from NGS uploaded to LEA OneDrive Folders
▪ **Before the first day of school**, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	August 13th –Sept. 15th	LEA MEP Contact	**The plan will be reviewed and signed by an ESC MEP staff member**
Additional Activities			
▪ **The district will review each PFS student's grade progress report, attendance and discipline report to address any concerns with school staff.**	**Quarterly**	**Migrant Coordinator**	**Copy of Reports**

School Year:	2025-2026	PFS Action Plan
Region:	District Number:	District Name:
11	220905	Fort Worth Independent School District

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Communicating the progress and determine needs of eligible migratory students who are PFS.			
▪ **During the academic calendar**, the Title I, Part C Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports.	August – July	LEA MEP contact ESC MEP contact	● MEP Update ● TX-NGS Monthly Report ● Project Smart Data (as applicable)
▪ **During the academic calendar**, the Title I, Part C Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria.	August- July	LEA MEP contact	● Contact Log
▪ **During the academic calendar**, the district's Title I, Part C Coordinator or MEP staff will make individualized virtual, home and /or community visits to update parents on the academic progress of their children.	2 times per semester	LEA MEP contact ESC MEP contact (as needed)	● Priority for Students Progress Review Form ● Attendance Records ● Contact Log
Additional Activities			
▪ **MEP staff will meet with elementary to make sure PFS students are on track for promotion to the next grade level.** ▪ ▪ **MEP staff will meet with High School staff to make sure PFS students are on track for graduation**	**August- July**	**LEA MEP contact and assigned counselor**	**PFS Progress Review Forms, Sign in Sheets**

School Year:	2025-2026	PFS Action Plan
Region:	District Number:	District Name:
11	220905	Fort Worth Independent School District

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Providing services to eligible migratory students who are PFS.			
▪ **The district's Title I, Part C Coordinator or MEP staff will** use the PFS reports to give priority placement to these students in migratory education program activities.	August-July	LEA MEP contact	● PFS Student Report ● Participation in MEP Activities ● Project Smart Participation Report
▪ **The district's Title I, Part C Coordinator or MEP staff** will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	August-July	LEA MEP Contact ESC MEP Contact	● PFS Progress Review Form ● LEA PFS Action Plan
▪ **The district's Title I, Part C Coordinator or MEP staff will** determine what federal, state, or local programs serve PFS students.	August-July	LEA MEP Contact	**PFS student review forms** **Communications Log**
Additional Activities			
▪ **The Migrant Coordinator will collaborate with the campus to provide additional instructional support as needed for PFS students such as, but not limited to:** ▪ **Tutoring** ▪ **Summer School Enrichment Activities** ▪ **School Supplies** ▪ **Community food donations and holiday gifts**	**August-July**	**Migrant Coordinator and Campus Contact**	**Activity log** **School Supply Distribution Form** **Sign in Sheets**

Pregnant students have the right to continue their education during pregnancy [see FB] and may choose to exercise that right by:

1. Remaining in the regular school program.
2. Participating in any other special program the District may provide for pregnant students. [See EHBC and EHBD]

The student may also choose to request a leave of absence. Such request shall be accompanied by a licensed physician's certification that the leave is a medical necessity. Students who avail themselves of this option are exempt from compulsory attendance during the period certified by the physician as necessary for the leave of absence.

Courses in the foundation and enrichment curriculum in grades 6-12 must be provided in a manner that allows all grade promotion and high school graduation requirements to be met in a timely manner. A district is not required to offer a specific course in the foundation and enrichment curriculum except as specified in 19 Administrative Code 74.3. *19 TAC 74.3(c)*

Grades 6-8

A district that offers grades 6-8 must provide instruction in the required curriculum as specified in 19 Administrative Code 74.1, relating to essential knowledge and skills. A district must ensure that sufficient time is provided for teachers to teach and for students to learn English language arts, mathematics, science, social studies, at least one of the four disciplines in fine arts (art, dance, music, theatre), health, physical education, technology applications, and to the extent possible, languages other than English. The school district may provide instruction in a variety of arrangements and settings, including mixed-age programs designed to permit flexible learning arrangements for developmentally appropriate instruction for all student populations to support student attainment of course and grade level standards. *19 TAC 74.3(a)(1)*

Physical Activity Requirements

A district shall require students in grades 6-8 to participate in moderate or vigorous daily physical activity for at least 30 minutes for at least four semesters during those grade levels as part of the district's physical education curriculum.

A district may as an alternative require a student enrolled in a grade level for which the district uses block scheduling to participate in moderate or vigorous physical activity for at least 225 minutes during each period of two school weeks.

Exemptions

A district must provide an exemption for:

1. A student who is unable to participate in the required physical activity because of illness or disability; and
2. A student who participates in an extracurricular activity with a moderate or vigorous physical activity component that is considered a structured activity and meets the requirements for extracurricular activity as defined at 19 Administrative Code 76.1001.

A district may allow an exemption for a student on a middle or junior high school campus participating in a school-related activity or an activity sponsored by a private league or club only if that activity meets each of the following requirements:

1. The activity must be structured;
2. The board must certify the activity; and

3. The student must provide proof of participation in the activity.

A "structured activity" is an activity that meets, at a minimum, each of the following requirements:

1. The activity is based on the grade appropriate movement, physical activity and health, and social development strands of the essential knowledge and skills for physical education specified in 19 Administrative Code Chapter 116; and

2. The activity is organized and monitored by school personnel or by appropriately trained instructors who are part of a program that has been certified by the board.

Education Code 28.002(l)-(l-1); 19 TAC 103.1003

Fine Arts Requirement

The school district must ensure that, beginning with students who enter grade 6 in the 2010-11 school year, each student completes one Texas Essential Knowledge and Skills-based fine arts course in grade 6, grade 7, or grade 8. *Education Code 28.002(c-1); 19 TAC 74.3(a)(2)*

A district shall offer and maintain evidence that students have the opportunity to take courses in at least three of the four disciplines in fine arts. The requirement to offer three of the four disciplines in fine arts may be reduced to two by the commissioner of education upon application of a school district with a total middle school enrollment of less than 250 students. *19 TAC 74.3(a)(3)*

Instruction in High School, College, and Career Preparation

Each district shall provide instruction to students in grade 7 or 8 in preparing for high school, college, and a career. The instruction must include information regarding:

1. The creation of a high school personal graduation plan under Education Code 28.02121;

2. The distinguished level of achievement described by Education Code 28.025(b-15);

3. Each endorsement described by Education Code 28.025(c-1);

4. College readiness standards; and

5. Potential career choices and the education needed to enter those careers.

A district may provide the instruction as part of an existing course in the required curriculum; provide the instruction as part of an existing career and technology course designated by the State Board

of Education (SBOE) as appropriate for that purpose; or establish a new elective course through which to provide the instruction.

Education Code 28.016

Middle School Advanced Math Program

A district shall develop a middle school advanced mathematics program for students in grades 6-8 to enable students to enroll in Algebra I in grade 8.

Required Local Measure

A district shall identify a local measure for use in determining student eligibility for automatic enrollment in a middle school advanced mathematics program.

Automatic Enrollment

A district shall automatically enroll in a middle school advanced mathematics program each grade 6 student whose performance was either:

1. In the 60th percentile or higher on statewide scores for the grade 5 mathematics state assessment instrument; or
2. In the top 40 percent on a local measure that includes the student's grade 5 class ranking or a demonstrated proficiency in the student's grade 5 mathematics coursework.

No Results

A local measure shall be used to determine enrollment of grade 6 students for whom there are no results on the state grade 5 mathematics assessment.

Public Notice

A district shall make public the criteria for automatic enrollment in a middle school advanced mathematics program, including any criteria for a local measure, before the start of each school year.

Parent Notice

A district shall provide a written notice to the parent or guardian of each student entering grade 6 who will be automatically enrolled in a middle school advanced mathematics program. The written notification shall be provided no later than 14 days before the first day of instruction for the school year. The required notice shall include a description of:

1. The purpose of the program;
2. The middle school advanced mathematics program offered by the district, including an overview of the content addressed at each grade level;
3. Resources offered to support student success;
4. The right of the parent or guardian to opt their child out of the middle school advanced mathematics program; and
5. The process for a parent or guardian to opt their child out of the program and any associated deadlines.

Opt Out

The parent or guardian of a student who will be automatically enrolled in a middle school advanced mathematics program may opt the student out of automatic enrollment in an advanced mathematics program.

A district shall obtain written approval from the parent or guardian to remove a student from the middle school advanced mathematics program.

Annual Report

A district shall annually report to the Texas Education Agency (TEA) data related to student enrollment and performance in the middle school advanced mathematics program in a manner and time to be determined by TEA.

Other Process

These provisions do not prohibit a district from establishing a process to initially enroll grade 7 or 8 students in a middle school advanced mathematics program.

19 TAC 74.2101; Education Code 28.029

High School Courses at Earlier Grades

A district may offer courses designated for grades 9-12 in earlier grade levels. *19 TAC 74.26(b)*

Grades 9-12 Course Offerings

A district that offers grades 9-12 shall provide instruction in the required curriculum as specified in 19 Administrative Code 74.1. A district shall ensure that sufficient time is provided for teachers to teach and for students to learn the subjects in the required curriculum. *19 TAC 74.3(b)(1)*

A district shall offer the courses listed below in grades 9-12 and shall maintain evidence that students have the opportunity to take these courses:

1. English language arts — English I, II, III, IV, and at least one additional advanced English course.
2. Mathematics — Algebra I, Algebra II, Geometry, Precalculus, and Mathematical Models with Applications.
3. Science — Integrated Physics and Chemistry, Biology, Chemistry, Physics, and at least two additional science courses selected from Aquatic Science, Astronomy, Earth and Space Science, Environmental Systems, Advanced Animal Science, Advanced Biotechnology, Advanced Plant and Soil Science, Anatomy and Physiology, Engineering Design and Problem Solving, Food Science, Forensic Science, Medical Microbiology, Pathophysiology, Scientific Research and Design, and Principles of Engineering.
    a. The requirement to offer two additional courses may be reduced to one by the commissioner upon application of

a district with a total high school enrollment of less than 500 students.

b. Science courses shall include at least 40 percent hands-on laboratory investigations and field work using appropriate scientific inquiry.

4. Social studies — United States History Studies Since 1877, World History Studies, United States Government, World Geography Studies, Personal Financial Literacy, Economics with Emphasis on the Free Enterprise System and Its Benefits, and Personal Financial Literacy and Economics. The requirement to offer both Economics with Emphasis on the Free Enterprise System and Its Benefits and Personal Financial Literacy and Economics may be reduced to one by the commissioner upon application of a district with a total high school enrollment of less than 500 students.

5. Physical education — at least two courses selected from:

   a. Lifetime Fitness and Wellness Pursuits;

   b. Lifetime Recreation and Outdoor Pursuits; or

   c. Skill-Based Lifetime Activities.

6. Fine arts — courses selected from at least two of the four fine arts areas (art, music, theatre, and dance) as follows:

   a. Art I, II, III, IV;

   b. Music I, II, III, IV;

   c. Theatre I, II, III, IV; or

   d. Dance I, II, III, IV.

7. Career and technical education [see EEL] — three or more career and technical education courses for four or more credits with at least one advanced course aligned with a specified number of Texas Education Agency (TEA)-designated programs of study determined by enrollment as follows:

   a. One program of study for a district with fewer than 500 students enrolled in high school;

   b. Two programs of study for a district with 501-1,000 students enrolled in high school;

   c. Three programs of study for a district with 1,001-2,000 students enrolled in high school;

d. Four programs of study for a district with 1,001-5,000 students enrolled in high school;

e. Five programs of study for a district with 5,001-10,000 students enrolled in high school; and

f. Six programs of study for a district with more than 10,000 students enrolled in high school.

8. Languages other than English — Levels I, II, and III or higher of the same language.

9. Computer science — one course selected from Fundamentals of Computer Science, Computer Science I, or Advanced Placement (AP) Computer Science Principles.

10. Speech — Communication Applications.

19 TAC 74.3(b)(2)

A district must provide each student the opportunity each year to select courses in which he or she intends to participate from a list that includes all courses listed above. If a district will not offer all required courses every year, but intends to offer particular courses only every other year, it must notify all enrolled students of that fact.

A district shall teach any course a student is specifically required to take for high school graduation at least once in any two consecutive school years. For a subject that has an end-of-course assessment, a district shall either teach the course every year or use alternate delivery systems, as described in 19 Administrative Code Chapter 74, Subchapter C, to enable students to earn credit for the course and shall maintain evidence thereof.

19 TAC 74.3(b)(4)

A district may offer additional courses from the complete list of courses approved by the SBOE to satisfy graduation requirements. *19 TAC 74.3(b)(3)*

A district may allow a student to enroll concurrently in Algebra I and geometry. *Education Code 28.025(b-6)*

Personal Financial Literacy

Each district shall provide an elective course in personal financial literacy that meets the requirements for a one-half elective credit, using materials approved by the SBOE. The instruction in personal financial literacy must include instruction on completing the application for federal student aid provided by the Department of Education. In fulfilling the requirement to provide financial literacy instruction, a district may use an existing state, federal, private, or

nonprofit program that provides students without charge the described instruction. *Education Code 28.0021(b)*

Applied Courses

A school district may offer the foundation curriculum in an applied manner. The courses delivered in an applied manner must cover the essential knowledge and skills, and the student shall be administered the applicable end-of-course assessment instrument. *Education Code 28.025(b-4)*

Research Writing Component

For students entering grade 9 beginning with the 2007-08 school year, districts must ensure that one or more courses offered in the required curriculum for the Recommended and Advanced/ Distinguished Achievement High School Programs include a research writing component. *19 TAC 74.3(b)(5)*

Parenting Awareness Program

A district shall use the parenting and paternity awareness program developed by the SBOE in its high school health curriculum.

High School

Middle and Junior High School

A district may use the program in the district's middle or junior high school curriculum.

Program Requirements

Implementation of this requirement shall comply with the requirement that the board establish a local school health advisory council to assist the district in ensuring that local community values are reflected in the district's health education instruction.

A district may add elements at its discretion but must include the following areas of instruction:

1. Parenting skills and responsibilities, including child support;
2. Relationship skills, including money management, communication, and marriage preparation; and
3. Skills relating to the prevention of family violence, only if the district's middle, junior high, or high schools do not have a family violence program.

At the discretion of the district, a teacher may modify the suggested sequence and pace of the program at any grade level.

Local Programs and Materials

A district may develop or adopt research-based programs and curriculum materials for use in conjunction with the program developed by the SBOE. The programs and curriculum materials may provide instruction in:

1. Child development;
2. Parenting skills, including child abuse and neglect prevention; and

3. Assertiveness skills to prevent teenage pregnancy, abusive relationships, and family violence.

Parent Permission

A student under 14 years of age may not participate in the program without the permission of the student's parent or person standing in parental relation to the student.

Education Code 28.002(p); 19 TAC 74.35(a)

Alcohol Awareness Instruction

A district shall incorporate instruction in the dangers, causes, consequences, signs, symptoms, and treatment of binge drinking and alcohol poisoning into any course meeting a requirement for a health education credit.

A district shall choose an evidence-based alcohol awareness program to use in the district's middle school, junior high school, and high school health curriculum from a list of programs approved by the commissioner for this purpose.

"Evidence-based alcohol awareness program" means a program, practice, or strategy that has been proven to effectively prevent or delay alcohol use among students, as determined by evaluations that use valid and reliable measures and that are published in peer-reviewed journals.

Education Code 28.002(r); 19 TAC 74.35(b)

Fentanyl Abuse and Drug Poisoning Instruction

A district shall annually provide research-based instruction related to fentanyl abuse prevention and drug poisoning awareness to students in grades 6 through 12.

The instruction must include:

1. Suicide prevention;
2. Prevention of the abuse of and addiction to fentanyl;
3. Awareness of local school and community resources and any processes involved in accessing those resources; and
4. Health education that includes information about substance use and abuse, including youth substance use and abuse.

The required instruction may be provided by an entity or an employee or agent of an entity that is:

1. A public or private institution of higher education;
2. A library;
3. A community service organization;
4. A religious organization;

5. A local public health agency; or

6. An organization employing mental health professionals.

Education Code 38.040

CPR and AED Instruction

A district shall provide instruction to students in grades 7-12 in cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED). The instruction may be provided as a part of any course. A student shall receive the instruction at least once before graduation.

CPR instruction must include training in cardiopulmonary resuscitation techniques and the use of an AED that has been developed by the American Heart Association or the American Red Cross or using nationally recognized, evidence-based guidelines for emergency cardiovascular care and incorporating psychomotor skills to support the instruction.

A district may use emergency medical technicians, paramedics, police officers, firefighters, representatives of the American Heart Association or the American Red Cross, teachers, other school employees, or other similarly qualified individuals to provide instruction and training. Instruction is not required to result in CPR or AED certification. If instruction is intended to result in certification, the course instructor must be authorized to provide the instruction by the American Heart Association, the American Red Cross, or a similar nationally recognized association. If the instruction is not intended to result in certification, an instructor of this training is not required to be certified in CPR.

Waivers for Students with Disabilities

A district may waive this requirement for a student who, due to a disability, is unable to complete the instruction. The determination regarding a student's ability to complete the CPR or AED requirements must be made by:

1. The student's admission, review, and dismissal (ARD) committee if the student receives special education services under Education Code Chapter 29, Subchapter A; or

2. The committee established for the student under Section 504, if the student does not receive special education services, but is covered by Section 504.

Applicability

The requirement to receive instruction in CPR applies to any student who entered grade 7 in the 2010-11 school year and thereafter. The requirement to receive instruction in the use of an AED

applies to any student who entered grade 7 in the 2024-25 school year and thereafter.

Education Code 28.0023(c)-(e), (g); 19 TAC 74.38

Donations

A district may accept from TEA donations the agency receives under Education Code 7.026 for use in providing instruction to students in the principles and techniques of CPR and the use of an AED. A district may accept other donations, including donations of equipment, for use in providing CPR instruction and the use of an AED. *Education Code 29.903*

Proper Interaction with a Peace Officer

For any student entering grade 9 in the 2018-19 school year and thereafter, a district shall provide instruction in one or more courses to students in grades 9-12 on proper interaction with peace officers during traffic stops and other in-person encounters. The required instruction may be provided as part of any course or courses and must be provided to each student at least once before graduation from high school.

The instruction must include all the information required by 19 Administrative Code 74.39(b). A district shall use materials developed through a memorandum of understanding among the Texas Commission on Law Enforcement, the SBOE, and TEA. A district may tailor the instruction developed under this section as appropriate for the district's community. In tailoring the instruction, the district shall solicit input from local law enforcement agencies, driver training schools, and the community.

A district shall clearly indicate on the transcript or academic achievement record the year in which the instruction was provided to the student.

19 TAC 74.39; Education Code 28.012

Driving With Disability Program

For information regarding the required notice for students who are receiving special education services or who are covered by Section 504, see EHBAD.

Professional Learning Program

The District is committed to providing a high quality professional learning program that meets all federal and state requirements and is consistent with the Board's goals. All professional learning will use a variety of delivery models to meet the needs of the individual and the District.

The District's professional learning program supports professional growth for all employees, based on diagnosed needs or professional goals as they relate to Board, campus, and program goals. The program's purpose will ensure professional growth for improving job performance and organizational development, resulting in improved student achievement.

Professional Learning Services

The teachers and staff will be able to earn continuing professional education credit through participation in professional learning.

Professional learning services will serve as a clearinghouse to ensure that:

1. Professional learning providers are authorized through the Texas Education Agency (TEA);
2. The District's commitment to quality implementation, alignment, and furthering of District initiatives through professional learning are achieved; and
3. Alignment of expenditures ensures efficiency, eliminates redundancy, and complies with District, state, and federal regulations.

Professional learning refers to any professional learning endeavor that teachers and staff participate in to further develop and deepen their knowledge and competency level.

The Superintendent or designee will develop guidelines to ensure that the learning and implementation of a comprehensive professional learning program is consistent with this regulation.

Principal Programs

Principal-provided professional learning programs must be in accordance with District objectives, policies and procedures of the State Board of Education (SBOE), and rules and regulations of TEA.

Annual Requirements

All currently employed, certified, degreed personnel will be required to complete a minimum number of professional learning hours in accordance with their respective certification guidelines. All personnel will be required to complete specific professional learning according to their job responsibilities and identified areas of growth from their job performance evaluation.

Required CPE Hours

The appropriate number of clock-hours of continuing professional education (CPE) must be completed during each five-year renewal period. One semester credit hour earned at an accredited institution of higher education is equivalent to 15 CPE clock-hours. At least 80 percent of the CPE activities must be directly related to the certificate being renewed and must focus on the standards required for the initial issuance of the certificates, including:

1. Content area knowledge and skills;
2. Professional ethics and standards of conduct;
3. Professional development, which should encompass topics such as the following:
    a. District and campus priorities and objectives;
    b. Child development, including research on how children learn;
    c. Classroom management;
    d. Applicable federal and state laws;
    e. Diversity and special needs of student populations;
    f. Increasing and maintaining parental involvement;
    g. Integration of technology into educational practices;
    h. Ensuring that students read on or above grade level;
    i. Diagnosing and removing obstacles to student achievement; and
    j. Instructional practices.

Classroom Teacher Certificate

An individual who holds a classroom teacher certificate that is renewed on or after June 1, 2019, must complete CPE activities directly related to each of the topics listed above. Not more than 25 percent of the CPE activities for an individual who holds a classroom teacher certificate will include instruction in the following topics regarding:

1. Collecting and analyzing information that will improve effectiveness in the classroom;
2. Recognizing early warning indicators that a student may be at risk of dropping out of school;
3. Digital learning, digital teaching, and integrating technology into classroom instruction;
4. Educating diverse student populations, including:

a. Students with disabilities, including mental health disorders;

b. Students who are educationally disadvantaged;

c. Students of limited English proficiency; and

d. Students at risk of dropping out of school; and

5. Understanding appropriate relationships, boundaries, and communications between educators and students.

Principal Certificate

An individual who holds a principal certificate that is renewed on or after June 1, 2019, must complete CPE activities directly related to each of the topics listed below. Not more than 25 percent of the CPE activities for an individual who holds a principal certificate will include instruction in the following topics regarding:

1. Collecting and analyzing information;

2. Effective and efficient management, including:

a. Collecting and analyzing information;

b. Making decisions and managing time; and

c. Supervising student discipline and managing behavior;

3. Recognizing early warning indicators that a student may be at risk of dropping out of school;

4. Digital learning, digital teaching, and integrating technology into campus curriculum and instruction; and

5. Educating diverse student populations, including:

a. Students with disabilities, including mental health disorders;

b. Students who are educationally disadvantaged;

c. Students of limited English proficiency; and

d. Students at risk of dropping out of school; and

6. Preventing, recognizing, and reporting any sexual conduct between an educator and student that is prohibited under the Texas Penal Code, Section 21.12, or for which reporting is required under the Texas Education Code, Section 21.006.

School Counselor Certificate

An individual who holds a school counselor certificate that is renewed on or after June 1, 2019, must complete CPE activities directly related to each of the topics listed below. Not more than 25 percent of the CPE activities for an individual who holds a school

counselor certificate will include instruction in the following topics regarding:

1. Assisting students in developing high school graduation plans;
2. Implementing dropout prevention strategies; and
3. Informing students concerning college admissions, including:
    a. College financial aid resources and application procedures; and
    b. Career opportunities.

Identifying Activities	Each educator is encouraged to identify CPE activities based on results of his or her annual appraisal. [See DNA(REGULATION)]
Educators Teaching Students with Dyslexia	The required CPE for educators who teach students with dyslexia must include training regarding new research and practices in educating students with dyslexia. The required training may be satisfied through an online course approved by TEA staff.
Multiple Classes of Certification	An educator eligible to renew multiple classes of certificates issued during the same renewal period may satisfy the requirements through participation in any of the topics listed in this section. For any class of certificate issued for less than the full five-year period, an educator must complete a prorated number of the required CPE clock-hours. Educators must complete a minimum of one-fifth of the additional CPE clock-hours for each full calendar year that the additional class of certificate is valid.
Mental Health First Aid Training	An educator may fulfill up to 12 clock-hours of required CPE activities by participating in a mental health first-aid training program offered by a local mental health authority under the Texas Health and Safety Code, Section 1001.203. The number of clock-hours of CPE an educator may fulfill under this subsection may not exceed the number of clock-hours the educator actually spends participating in a mental health first-aid training program.
AED Training	An educator may receive credit toward CPE requirements for completion of an instructional course on the use of an automated external defibrillator (AED) that meets the guidelines for AED training approved under Texas Health and Safety Code, Section 779.002, in accordance with the Texas Education Code, Section 21.0541.
Suicide Prevention Training	An educator may receive credit toward CPE requirements for completion of suicide prevention training that meets the guidelines for suicide prevention training approved under the Texas Education Code, Section 21.451.

Grief and Trauma Training	Continuing education requirements for a classroom teacher and principal may include instruction regarding how grief and trauma affect student learning and behavior and how evidence-based, grief-informed, and trauma-informed strategies support the academic success of students affected by grief and trauma.
Technology Training	An educator may receive credit toward CPE requirements for completion of education courses that: 1. Use technology to increase the educator's digital literacy; and 2. Assist the educator in the use of digital technology in learning activities that improve teaching, assessment, and instructional practices.
Annual Evaluation	The extent to which an employee completes the annual professional learning requirements will be reflected in his or her annual evaluation and the performance appraisal system, as applicable. All documentation for annual evaluations will be stored in the District professional learning management system.
Awarding Credit	Awarding of professional learning credit will be in accordance with the guidelines outlined above. Professional learning credit will be housed in the District professional learning management system and will be in compliance with District and state regulations. Completion of requirements may be documented by the following: 1. A certificate or documentation of attendance; or 2. Written documentation of proficiency or completion. Additionally, District employees will complete required annual compliance training.
Calendar Year	The professional learning calendar year will begin on the day following the last day of classroom instruction of each school year and end on the final day of classroom instruction of the subsequent school year. Annual professional learning requirements may be prorated based on an employee’s start date.
General Guidelines	The process for acquiring credit for professional learning activities and the number of days required for employees in the different employment categories will be in accordance with District guidelines. Travel to and from activities will not be included as professional learning. An employee will not use personal leave days to attend professional learning activities for exchange days, nor will personal leave days be used in lieu of attending professional learning activities.

Beginning Teacher Induction Program

A “beginning teacher” will be defined as having less than one full year of experience. All beginning teachers must successfully complete the District-sponsored beginning teacher induction program.

Each teacher in the beginning teacher induction program must complete a specific number of professional learning activities during the first year of employment. All teachers in the program with zero years of creditable teaching experience will also be assigned a mentor.

Program to Address Child Sexual Abuse, Trafficking, and Maltreatment

The District's program to address child sexual abuse, trafficking, and other maltreatment of children, as included in the District improvement plan and the student handbook, shall include:

1. Methods for increasing staff, student, and parent awareness regarding these issues, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Age-appropriate, research-based antivictimization programs for students;
3. Actions that a child who is a victim should take to obtain assistance and intervention; and
4. Available counseling options for affected students.

Training

The District shall provide training to employees as required by law and District policy. Training shall address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities. [See DMA]

[See BBD for Board member training requirements and BJCB for Superintendent continuing education requirements.]

Reporting Child Abuse and Neglect

Any person who has reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect has a legal responsibility, under state law, to immediately report the suspected abuse or neglect to an appropriate authority.

As defined in state law, child abuse and neglect include both sex and labor trafficking of a child.

The following individuals have an additional legal obligation to submit a written or oral report within 48 hours of learning of the facts giving rise to the suspicion of abuse or neglect:

1. Any District employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect.
2. A professional who has reasonable cause to believe that a child has been or may be abused or neglected or may have been a victim of indecency with a child. A professional is anyone licensed or certified by the state who has direct contact with children in the normal course of duties for which the individual is licensed or certified.

A person is required to make a report if the person has reasonable cause to believe that an adult was a victim of abuse or neglect as a

child and the person determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person.

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

Oral Reports

As required by law, an oral report made to the Texas Department of Family and Protective Services (DFPS) is recorded.

Restrictions on Reporting

In accordance with law, an employee is prohibited from using or threatening to use a parent's refusal to consent to administration of a psychotropic drug or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

Making a Report

Reports may be made to any of the following:

1. A state or local law enforcement agency;
2. The Child Protective Services (CPS) division of DFPS at 800-252-5400 or the Texas Abuse Hotline website[1];
3. A local CPS office; or
4. If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility. As defined by law, a person responsible for the care, custody, or welfare of a child includes school personnel and volunteers and day-care workers. [See FFG(LEGAL)]

An individual does not fulfill his or her responsibilities under the law by only reporting suspicion of abuse or neglect to a campus principal, school counselor, or another District staff member. Furthermore, the District is prohibited from requiring an employee to first report his or her suspicion to a District or campus administrator.

In accordance with law, an individual must provide their name and telephone number when making a report. If the individual making the report is a school employee, agent, or contractor, they must also provide their business address and profession.

Confidentiality

The identity of a person making a report of suspected child abuse or neglect shall be kept confidential and disclosed only in accordance with the law and the rules of the investigating agency.

Immunity

A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.

Failing to Report Suspected Child Abuse or Neglect

By failing to report suspicion of child abuse or neglect, an employee:

1. May be placing a child at risk of continued abuse or neglect;
2. Violates the law and may be subject to legal penalties, including criminal sanctions for knowingly failing to make a required report;
3. Violates Board policy and may be subject to disciplinary action, including possible termination of employment; and
4. May have his or her certification from the State Board for Educator Certification suspended, revoked, or canceled in accordance with 19 Administrative Code Chapter 249.

It is a criminal offense to coerce someone into suppressing or failing to report child abuse or neglect.

Responsibilities Regarding Investigations

In accordance with law, District officials shall be prohibited from:

1. Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect;
2. Requiring that a parent or school employee be present during the interview; or
3. Coercing someone into suppressing or failing to report child abuse or neglect.

District personnel shall cooperate fully and without parental consent, if necessary, with an investigation of reported child abuse or neglect. [See GKA]

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[1] Texas Abuse Hotline website: http://www.txabusehotline.org

Threat Assessment and Safe and Supportive Team

In compliance with law, the Superintendent shall ensure that a multidisciplinary threat assessment and safe and supportive team is established to serve each campus. The Superintendent shall appoint team members. The team shall be responsible for developing and implementing a safe and supportive school program at each campus served by the team and shall support the District in implementing its multi-hazard emergency operations plan.

Training

Each team shall complete training provided by an approved provider on evidence-based threat assessment programs.

Student Reports

Each campus shall establish a clear procedure for a student to report concerning behavior exhibited by another student for assessment by the team or other appropriate District employee.

Employee Confidentiality

A District employee who reports a potential threat may elect for the employee's identity to remain confidential and not be subject to disclosure under the state's public information law. The employee's identity shall only be revealed when necessary for the team, the District, or law enforcement to investigate the reported threat.

The District shall maintain a record of the identity of a District employee who elects for the employee's identity to remain confidential.

Imminent Threats or Emergencies

A member of the team or any District employee may act immediately to prevent an imminent threat or respond to an emergency, including contacting law enforcement directly.

Threat Assessment Process

The District shall develop procedures as recommended by the Texas School Safety Center. In accordance with those procedures, the threat assessment and safe and supportive team shall conduct threat assessments using a process that includes:

1. Identifying individuals, based on referrals, tips, or observations, whose behavior has raised concerns due to threats of violence or exhibition of behavior that is harmful, threatening, or violent.
2. Conducting an individualized assessment based on reasonably available information to determine whether the individual poses a threat of violence or poses a risk of harm to self or others and the level of risk.
3. Implementing appropriate intervention and monitoring strategies, if the team determines an individual poses a threat of harm to self or others. These strategies may include referral of a student for a mental health assessment and escalation procedures as appropriate.

For a student or other individual the team determines poses a serious risk of violence to self or others, the team shall immediately report to the Superintendent, who shall immediately attempt to contact the student's parent or guardian. Additionally, the Superintendent shall coordinate with law enforcement authorities as necessary and take other appropriate action in accordance with the District's multihazard emergency operations plan.

For a student the team identifies as at risk of suicide, the team shall follow the District's suicide prevention program.

For a student the team identifies as having a substance abuse issue, the team shall follow the District's substance abuse program.

For a student whose conduct may constitute a violation of the District's Student Code of Conduct, the team shall make a referral to the campus behavior coordinator or other appropriate administrator to consider disciplinary action.

As appropriate, the team may refer a student:

1. To a local mental health authority or health-care provider for evaluation or treatment; or
2. For a full individualized and initial evaluation for special education services.

The team shall not provide any mental health-care services, except as permitted by law.

Guidance to School Community

The team shall provide guidance to students and District employees on recognizing harmful, threatening, or violent behavior that may pose a threat to another person, the campus, or the community and methods to report such behavior to the team, including through anonymous reporting.

Reports

The team shall provide reports to the Texas Education Agency as required by law.

Student Code of Conduct

The District's rules of discipline are maintained in the Board-adopted Student Code of Conduct and are established to support an environment conducive to teaching and learning.

Rules of conduct and discipline shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, or national origin.

When approved, the District Student Code of Conduct shall constitute an extension of Board policy. Violation of conduct provisions contained in this document shall result in disciplinary action.

At the beginning of the school year and throughout the school year as necessary, the Student Code of Conduct shall be:

1. Posted and prominently displayed at each campus or made available for review in the principal's office, as required by law; and
2. Made available on the District's website and/or as a hard copy to students, parents, teachers, administrators, and others upon request.

At the beginning of the school year, principals or designees shall give verbal instruction on the District Student Code of Conduct to all students.

Revisions

Revisions to the Student Code of Conduct approved by the Board during the year shall be made available promptly to students and parents, teachers, administrators, and others. Such revisions shall become effective upon distribution.

Acknowledgment

Each student and parent, upon receipt of the District Student Code of Conduct or any revision, shall sign a statement that they have received and read it. A principal shall document any parent's refusal to sign.

Extracurricular Standards of Behavior

With the approval of the principal and the appropriate chief of schools or designee, sponsors and coaches of extracurricular activities may develop and enforce standards of behavior that are higher than the District-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off school property.

A student shall be informed of any extracurricular behavior standards at the beginning of each school year or when the student first begins participation in the activity. A student and his or her parent shall sign and return to the sponsor or coach a statement that they

have read the extracurricular behavior standards and consent to them as a condition of participation in the activity.

Standards of behavior for an extracurricular activity are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in independent disciplinary actions.

A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation of extracurricular standards of behavior for an activity or for violation of the Student Code of Conduct.

Campus Rules and Regulations

Principals and site-based decision-making teams, consistent with District policy, may develop campus rules and regulations as part of a campus student handbook. These rules and regulations shall be approved by the appropriate chief of schools.

The District Student Code of Conduct and campus rules and regulations shall be binding and enforceable upon all students and parents, whether or not they are acknowledged.

"Parent" Defined

Throughout the Student Code of Conduct and discipline policies, the term "parent" includes a parent, legal guardian, or other person having lawful control of the child.

General Discipline Guidelines

A District employee shall adhere to the following general guidelines when imposing discipline:

1. A student shall be disciplined when necessary to improve the student's behavior, to maintain order, or to protect other students, school employees, or property.
2. A student shall be treated fairly and equitably. Discipline shall be based on an assessment of the circumstances of each case. Factors to consider shall include:
    a. The seriousness of the offense;
    b. The student's age;
    c. The frequency of misconduct;
    d. The student's attitude;
    e. The potential effect of the misconduct on the school environment;
    f. Requirements of Chapter 37 of the Education Code; and
    g. The Student Code of Conduct adopted by the Board.

3. Before a student under 18 is assigned to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Corporal Punishment

The Board prohibits the use of corporal punishment in the District. Students shall not be spanked, paddled, or subjected to other physical force as a means of discipline for violations of the Student Code of Conduct.

Physical Restraint

Within the scope of an employee's duties, a District employee may physically restrain a student if the employee reasonably believes restraint is necessary in order to:

1. Protect a person, including the person using physical restraint, from physical injury;
2. Obtain possession of a weapon or other dangerous object;
3. Remove a student refusing a lawful command of a school employee from a specific location, including a classroom or other school property, in order to restore order or to impose disciplinary measures;
4. Control an irrational student; or
5. Protect property from serious damage.

A District employee may restrain a student with a disability who receives special education services only in accordance with law. [See FOF(LEGAL)]

Video and Audio Monitoring

Video and audio recording equipment shall be used for safety purposes to monitor student behavior with the approval of the Superintendent or chief of operations.

Notice

The District shall post signs notifying students and parents about the District's use of video and audio recording equipment. Students shall not be notified when the equipment is turned on.

Use of Recordings

District staff and law enforcement officials shall review recordings as needed, and evidence of student misconduct shall be documented. A student found to be in violation of the District's Student Code of Conduct shall be subject to appropriate discipline.

Access to Recordings

Recordings shall remain in the custody of the District and shall be maintained as required by law. A parent of a student who wishes to view a video recording in response to disciplinary action taken against the student may request such access under the procedures set out by law. [See FL(LEGAL)]

Supervision The schools are not responsible for the supervision of students who arrive at school before the designated time in the morning or who are not involved in a supervised activity and remain after the designated time in the afternoon. The principal shall notify students and parents of the time before and after school when the students are not supervised. This shall not affect the authority of a principal or teacher to discipline students for violations of the Student Code of Conduct before and after school.

Disciplinary Records Records pertaining to student discipline shall be maintained by teachers and principals in accordance with the requirements of law. Such records shall include date and time of the offense, a descriptive statement of the infraction, and the action taken. These records shall be maintained for at least two years. [See FL]

Reversal of Decisions Should a decision by a teacher or administrator be reversed by the next administrative level, the individual who alters the decision shall notify in writing all persons affected by the ruling within seven working days.

Criminal Offenses The District shall report to the proper authority for disposition any suspected violation of any criminal statute as prescribed in the Texas Penal Code or municipal ordinance by any individuals (including students) over whom the District has jurisdiction. Any such reporting by school officials shall be in addition to any disciplinary actions imposed by District or campus officials.

General Security – Acceptable Use Policy

Policy Title	Acceptable Use Policy
Policy Category	IT – Security Policy
Policy Owner	Information Technology
Policy Approver(s)	Chief Technology Officer or Designee
Related Policies	Student Code of Conduct; Employee Handbook
Related Procedures	N/A
Effective Date	July 15, 2025

Purpose

The Superintendent or designee shall implement, monitor, and evaluate electronic media resources for instructional and administrative purposes.

Access to the Districts' electronic communications systems which may include computers, software, communication tools (email, chat), access to internal networks (intranet), and access to external networks (internet) is a privilege, not a right. Fort Worth ISD requires that these systems be used in a responsible way, ethically, and in compliance with all legislation and other Fort Worth Independent School District (District) policies. [See Board Policy CQ]

All users shall be required to acknowledge receipt and understanding of all administrative regulations governing the use of the system and shall agree in writing to comply with such regulations and guidelines. Noncompliance with applicable regulations and guidelines may result in suspension or terminations of privileges and other disciplinary action consistent with District Policies. [See Board Policies DH and CQ, and the Student Code of Conduct]

Scope

This policy is applicable to all District stakeholders including full-time, part-time, and temporary employees, contractors, students, and interns. The requirements defined in this policy are applicable to all data, systems, and services owned and/or managed by the District.

Electronic mail transmissions and other use of the electronic communication system by students and employees shall not be considered confidential and may be monitored at any time by designated District staff.

Definitions

- **Shadow IT:** The acquisition and use of information technology systems and/or services within the organization that has not been approved by the IT Department. Oftentimes, the IT Department is not even aware of these solutions being implemented.
- **Malware:** A program that is inserted into a system, usually covertly, with the intent of compromising the confidentiality, integrity, or availability of the victim's data, applications, or operating system, or of otherwise annoying or disrupting the victim.
- **Social engineering:** The "con game"; the art of manipulating end-users into providing confidential or personal information. One example is "phishing," where hackers pretend to be trusted organizations such as banks, company suppliers, IT staff, or mobile carriers to get your personal information such as credit card details or confidential corporate information.
- **Removable media:** Any type of storage device that can be removed from a computer while the system is running. Examples include USB flash/thumb drives, memory cards, CDs/DVDs, external hard drives, or mobile devices used for storage purposes such as smartphones. While there are business purposes for these devices, they are also known to be common sources of malware infections and susceptible to loss or theft, leading to breaches of sensitive information.
- **Service Desk:** The Fort Worth Independent School District internal service desk support team can be reached by phone at (817) 814-4357.

Policy

A. Acceptable Use of Assets

Assets include, but are not limited to, physical equipment, such as desktop computers, servers, printers, laptops, telephones, mobile devices, and removable media (such as USB flash drives), as well as systems and services, such as the organizational network, internet, voicemail, and more. Organizational data is also considered to be an asset. All devices and systems are property of the District, and all use must be in accordance with established policies, standards, and guidelines.

1. The District allows limited use of the network, systems, and devices for personal reasons (personal correspondences, online banking, etc.), but personal use must not be abused. Personal use is acceptable provided it is limited to the following considerations:
    a) It does not have a negative impact on overall productivity.
    b) It does not cause additional expense to the District.
    c) It does not compromise the District in any way.
    d) It does not disrupt the network performance in any way.
    e) It does not, in any way, contradict any other District policies, standards, and/or guidelines.
2. District assets and systems may not be used for illegal or unlawful purposes, including copyright infringement, obscenity, personal gain, libel, slander, fraud, defamation, plagiarism, intimidation, forgery, impersonation, illegal gambling, soliciting for pyramid schemes, and computer tampering (e.g., spreading computer viruses).
3. Users should not access and/or purchase technology, devices, applications, or services that are not formally authorized and approved by IT. (This circumvention of the IT Department is known as Shadow IT.)
4. IT assets, such as laptops and mobile devices, are intended to be used only by the people to whom they have been issued. If an unauthorized person is using the device, the use should be monitored to ensure that no sensitive data is accessed by the unauthorized party. The person to whom the device was issued is ultimately responsible for any actions performed with the device.

5. Users will protect District IT assets, keeping them physically and logically secured and under the control of the user, including but not limited to:
    a) Locking down laptops with a locking cable or storing them in a locked drawer or cabinet when leaving them in the office.
    b) Ensuring the workstation is locked (screen/keyboard) whenever walking away from it.
6. Access to District systems and devices is controlled through individual accounts and passwords. Users are responsible for not sharing the password for that account with others.
7. As applicable, you must comply with the District's record management program, the Texas Open Meetings Act, the Public Information Act, the Family Educational Rights and Privacy Act (FERPA), including retention and confidentiality of student and District records, and campaign laws.

B. Electronic Communication, Internet Use and Security

The use of District communication and internet systems and services (including email, social media, cloud application services, and internal applications) is provided to perform regular daily tasks. The use is a privilege, not a right, and therefore must be used with respect, common sense, and in accordance with the following requirements:

1. Multifactor Authentication (MFA) must be used for all District accounts. District supported MFA methods include mobile application authenticator, email, and mobile phone call. District employees are responsible for maintaining their MFA devices and methods.

2. Staff and teachers are expected to use this AI platform responsibly, in accordance with district policies, applicable laws, and ethical standards. AI tools may be leveraged to support lesson planning, professional tasks, and student engagement; however, staff must ensure these tools are not used to make decisions that bypass required human judgment or to handle sensitive student data beyond approved use cases. All use must maintain academic integrity, protect confidential information, and align with the District's educational goals and data governance standards. Students are expected to use these tools responsibly, follow teacher guidelines, and never submit AI-generated work as solely their own without proper acknowledgment, in line with academic honesty expectations.

3. The email systems and other messaging services used at the District are owned by the District and are therefore its property. This gives the District the right to monitor all email traffic passing through its email system. This monitoring may include, but is not limited to, inadvertent reading by IT staff during the normal course of managing the email system, review by the HR and legal team during the email discovery phase of litigation, and observation by management in cases of suspected abuse or employee inefficiency.

4. The District often delivers official communications via email. As a result, employees of the District with email accounts are expected to check their email in a consistent and timely manner so that they are aware of important District announcements and updates, as well as for fulfilling business and role-oriented tasks.

5. Electronic communication and the internet must not be used for illegal or unlawful purposes, including, but not limited to, copyright infringement, obscenity, libel, slander, fraud, defamation, plagiarism, harassment (including offensive and/or insulting content), discrimination, intimidation, forgery, impersonation, illegal gambling, soliciting for illegal pyramid schemes, and computer tampering (e.g., spreading computer viruses).

6. District communication platforms and the internet are not to be used for purposes that could be reasonably expected to strain storage or bandwidth (e.g., emailing large attachments instead of pointing to a location on a shared drive). Individual use of resources will not interfere with others' use of the District email system and services.

7. Users are prohibited from using accounts that do not belong to them and are prohibited from using platforms to impersonate others.

    a) Users are not to give the impression that they are representing or providing opinions on behalf of the District unless otherwise authorized.

8. Users shall not open message attachments or click on hyperlinks sent from unknown or unsigned sources through any platform (email, instant message, social media, etc.). Attachments/links are the primary source of malware and social engineering and should be treated with utmost caution.

9. The District prohibits the use of email or other messaging platforms for mass unsolicited mailings, chain letters, and competitive commercial activity unless preapproved by the District. Any allegations of misuse should be promptly reported to the Service Desk. If you receive an offensive or suspicious email, do not forward, delete, or reply to the message. Instead, report it directly to Service Desk.

10. Email users are responsible for mailbox management, including organization and cleaning. If a user subscribes to a mailing list, he or she must be aware of how to unsubscribe from the list and is responsible for doing so if their current email address changes.

11. Archival and backup copies of email messages may exist, despite end-user deletion, in compliance with District's Records Retention Policy.

12. Email access will be terminated when the user terminates their association with the District, unless other arrangements are made. The District is under no obligation to store or forward the contents of an individual's email inbox/outbox after the term of their relationship has ceased.

13. Users shall not send sensitive information that is not appropriately protected (encrypted). (Appropriate means of protection include but are not limited to OneDrive or encrypted attachments through email.)

    a) Users shall take extra precautions when transmitting District, client, and/or other regulated information via electronic communications. Sensitive material should be marked and encrypted appropriately. Keep in mind that all email messages sent outside of the District become the property of the receiver.

14. Users are not permitted to automatically forward emails received by their District account to an external email address or another messaging system.

15. THE DISTRICT ASSUMES NO LIABILITY FOR DIRECT AND/OR INDIRECT DAMAGES ARISING FROM THE USER'S USE OF THE DISTRICT'S EMAIL SYSTEM AND SERVICES. USERS ARE SOLELY RESPONSIBLE FOR THE CONTENT THEY DISSEMINATE. THE DISTRICT IS NOT RESPONSIBLE FOR ANY THIRD-PARTY CLAIM, DEMAND, OR DAMAGE ARISING OUT OF THE DISTRICT'S EMAIL SYSTEMS OR SERVICES.

16. Email users are expected to remember that email sent from the District's email accounts reflect on the District. Email users must comply with normal standards of professional and personal courtesy and conduct.

17. Users shall not attempt to bypass the District's web filter using any technologies, VPN, proxies or third-party browsers. Attempts to do so violate the acceptable use policy and all a User's privileges may be revoked as a result of such a violation.

18. In addition to existing terms of service, guidelines, and other requirements established by third-party technology providers to maintain the ongoing use of their platforms and services, the District reserves the right to draft and enforce its own policies and regulations regarding the use of third-party technology platforms and services within the District."

C. Security Unacceptable Uses

The IT Department will manage security policies, network, application, and data access centrally using whatever technology solutions are deemed suitable. Any attempt to contravene or bypass security will be deemed an intrusion attempt and will be subject to disciplinary action. The following restrictions and requirements are enforced at the District to establish and maintain the confidentiality, integrity, and availability of systems and data:

1. Users must not introduce malicious programs into the network or a system (e.g., viruses, worms, Trojan horses, email bombs, etc.).
    a) Users must not introduce or contribute to security breaches or disruptions of network communication. Security breaches include, but are not limited to, accessing data of which the user is not an intended recipient or logging into a system or account that the user is not expressly authorized to access unless these actions are within the scope of regular duties. For the purposes of this section, "disruption" includes, but is not limited to, network sniffing, ping floods, packet spoofing, denial of service, and forged routing information for malicious purposes.

2. Port scanning or security scanning is expressly prohibited unless prior authorization is granted in writing by the Chief Information Officer.

3. Users must not execute any form of network monitoring that will intercept data not intended for the user's host unless this activity is a part of the users' daily activities.

4. Users must not circumvent user authentication or security of any host, network, or account.

5. Users must not introduce honeypots, honeynets, or similar technology on the corporate network.

6. No servers (i.e., running web or FTP services from user workstations) or devices that actively listen for network traffic are allowed to be put on the corporate network without prior written authorization by the Chief Information Officer.

7. Users must not interfere with or deny service to any user (for example, denial of service attack).

D. Ownership and Privacy Issues

The systems are the District's property as well as, for access and security purposes, the information they contain. We respect our users' right to privacy; however, we grant access to our systems for business and educational use. Users must not expect that information contained in these systems is private. The District reserves the right, from time to time, for legal, or otherwise valid reasons, to read, monitor, control, and access user files and messages created, saved, transmitted, or received. In the event of intercepted illegal activity, we will bring them to the attention of the appropriate authority without prior notification to the sender or receiver.

E. Noncompliance

Violations of this policy will be treated like other allegations of wrongdoing at the District and will be investigated per established procedures. Sanctions may include, but are not limited to, one or more of the following:

1. Oral and/or written warning
2. For Employees: Probation, suspension, or termination of employment
3. Discipline in accordance with the Student Code of Conduct
4. Legal action per applicable laws and contractual agreements

By signing below, I acknowledge that I have read, understand, and agree to abide by the provisions of the Acceptable Use Policy of the Fort Worth Independent School District.

Date: _____ School / Location: _____

Name: _____ Signature: _____

Parent/Legal Guardian Name: _____ Parent/Legal Guardian Signature: _____

Fort Worth ISD

Roles and Responsibilities for School Resource Officers (SRO)

SRO will coordinate with school administrators to establish and maintain a safe and secure learning environment.

SRO will assist in conflict resolution efforts with students, parents, visitors and campus staff.

SRO will conduct activities that will help maintain order, enforce state laws and city ordinances.

SRO will conduct foot patrols and monitoring of District campuses to deter criminal activity.

SRO will work closely with school administration to develop and train school staff in responding to various crisis situations once approved by SRO's chain of command as well as the districts Safety & Security department.

SRO may, when available, attend and participate in school events such as drills, assemblies, and other daytime school activities, as needed and requested by campus administration and approved by SRO's supervisor.

SRO will assist campus administration in the removal of any unauthorized persons on the campus during their shift.

SRO will assist school administration with their security and safety concerns.

SRO will consult with the campus threat assessment team created by Senate Bill 11 for the purposes of assessing risks and threats in school.

SRO may assist with traffic on public and school property to ensure proper traffic flow around school campuses.

Adopted Budget for **FORT WORTH ISD**

Date Adopted by Board: **June 10, 2025**

Revenue:		
5700	Local and Intermediate Sources	$457,911,481
5800	State Program Revenues	$360,143,391
5900	Federal Revenue	$7,517,250
7900	Other Resources	$600,000
	Total Revenues	$826,172,122

Expenditures:		
11	Instruction	$486,260,339
12	Instructional Resources, Media Services	$10,893,509
13	Curriculum Development & Staff Development	$10,071,313
21	Instructional Leadership	$13,569,206
23	School Leadership	$51,682,352
31	Guidance & Counseling, Evaluation	$43,612,794
32	Social Work Services	$3,643,293
33	Health Services	$12,194,690
34	Student Transportation	$22,462,312
35	Food Services	$125,385
36	Co-curricular/ Extra-curricular Activities	$21,466,336
41	General Administration	$25,019,748
* 41	Statutorily Required Public Notice - Required Postings	$12,700
**41	Statutorily Required Public Notice - Lobbying	$15,000
51	Plant Maintenance & Operations	$97,181,544
52	Security and Monitoring	$18,781,032
53	Data Processing	$29,925,515
61	Community Service	$4,143,198
71	Debt Service	$2,100,000
81	Facilities Acquisition and Construction	$3,365,424
91	Contracted Instructional Services Between Public schools	$9,987,912
92	Incremental Cost Associated with Chapter 41 School Districts	$0
93	Payments to Fiscal Agents for Shared Service Arrangements	$0
94	Payments to Other Schools	$0
95	Payments to Juvenile Justice AEP	$30,960
96	Payments to Charter Schools	$0
97	Payments to TIF	$0
99	Inter-government charges not Defined in Other codes	$3,187,301
	Total Adopted Expenditure Budget	$869,731,863
	Difference in Revenue/Expenditures	($43,559,741)

* New Expenditure Code (Function Code 41) for all statutorily required public notices

During the 85th Legislative Session the Texas Legislature passed Senate Bill (SB) 622. SB 622 requires school districts to reflect in their proposed budget a line item specifically for expenditures to publish all statutorily required public notices in the newspaper by the school district or their representatives. The line item must provide a clear comparison of the budgeted expenditures and the actual expenditures for the same purpose in the prior year, as required under Texas Local Government Code §140.0045.

** New Expenditure Code (Function Code 41): Expenditures for "directly" or "indirectly" influencing or attempting to influence the outcome of legislation or administrative action.

During the 86th Legislative Session the Texas Legislature passed House Bill (HB) 1495 requiring school districts to reflect in their proposed budget a line item indicating expenditures for "directly" or "indirectly" influencing or attempting to influence the outcome of legislation or administrative action as those terms are defined in Section 305.002, Government Code."

KEY INITIATIVES BY DEPARTMENTS 2025-2026

Strategic Priority 1	Student Academic Excellence	
Department	**Major Initiative**	**Funding requested for 2025-26**
566 Summer School	Summer School and Extending Learning	$2,571,930
200 School and Academic Services	School and Academic Services Graduation – School and Academic Services	$758,539.80
200 School and Academic Services	School and Academic Services Campus Resources: Lead4Ward & TEKS Resource System	$613,145
370 Bilingual/ESL	Bilingual Professional Development for Bilingual and Dual Language Teachers	$137,020
Learning and Leading	High Quality Instructional Materials(HQIM)	$2,088,854
Learning and Leading	Digital Learning Platforms (Lexia, Istation, Dreambox)	$2,387,900
135 Math/Science & Innov Learning	Math - Teacher Leader Initiative (redesign of math stipend series	$540,000
395 Fort Worth After School	FWAS – Structured afterschool enrichment programs at 61 sites for more than 3,000 participants	$2,244,575
434 Transportation	School Bus Rolling Reader Program	Cost Neutral

Strategic Priority 2	Student and Family Engagement	
Department	**Major Initiative**	**Funding requested for 2025-26**
151 Guidance and Counseling	Guidance and Counseling Counseling Software: SchoolLinks	$157,203
221 College and Career Readiness	College and Career Readiness CCMR Testing and Preparation	$2,250,000
206 Family & Community Resources	Reduce the percentage of students who are chronically absent	$60,478
260 Athletics	Middle School Athletic Coordinator, 1 Additional Stipend at each	18 Stipends, 1,500/year
		* includes testing fees and preparation materials for Dual Credit, IBC, AP, TSI and SAT/ACT

KEY INITIATIVES BY DEPARTMENTS 2025-2026

Strategic Priority 3	Employee Effectiveness and Retention	
Department	**Major Initiative**	**Funding requested for 2025-26**
229 Special Education	Teacher Special Ed and Teacher Bilingual Stipends	$4,611,873
200 School and Academic Services	School and Academic Services Stipends for School Leadership Lead Executive Directors	$45,000
420 Financial Services	Professional Development, Required Public Notices, Membership Dues and other fees	$230,895

Strategic Priority 4	Operational Alignment and Efficiency	
Department	**Major Initiative**	**Funding requested for 2025-26**
402 Business Intelligence	Synel Clocks Warranty	$48,960
402 Business Intelligence	OnData Suite (PEIMS and TSDS Submissions)	$45,765
412 Payroll & Benefits	Employee Calendar Transition	$432,000
420 Financial Services	Professional Services Audit, Courier and Medicaid Billing Services	$837,000
422 Procurement Services	Contract Management Software	$66,000
216 Health Services	AED update for state compliance	$96,000
420 Financial Services	Hire temporary staff & OT hours for ERP implementation Mentor Campus Stipends	$41,450
420 Financial Services	Department Resources to provide efficiency, innovation and report analytical data: SchoolCash Online, Tracker and Debtbook Software	$192,100
431 Management & Budget	Analytical tool (Front Line) Forecast5 ie. Budget Management, Comparative Analytics and Financial Management modules	$54,000
402 Business Intelligence	Region XI Support for TSDS (PEIMS, TIMS, UID and Core Collections)	$54,000
297 Employee Services	Title IX Compliance, Employee Performance Coaching	$74,735
213 Grants and Development	Consultant, printing and software purchase for grant management system	$47,470
434 Transportation	Align Transportation Services with 3 Academic Areas	Cost Neutral
434 Transportation	Correct Operational Deficiencies in the area of Bus Driver Hiring	Cost Neutral