

Fort Worth Independent School District

District Improvement Plan

2022-2023

Accountability Rating: B



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Board Approval Date: October 25, 2022
Public Presentation Date: October 25, 2022

Mission Statement

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

Vision

Igniting in every child a passion for learning.

Core Values

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: October 17, 2022

Demographics

Demographics Summary

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			
Tobi Jackson	District 2	Term Expires 2023	President
Quinton “Q” Phillips	District 3	Term Expires 2023	First Vice President
Roxanne Martinez	District 9	Term Expires 2025	Second Vice President
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Dr. Michael Ryan	District 7	Term Expires 2025	
Anael Luebanos	District 8	Term Expires 2025	

About Fort Worth ISD

The mission of the Fort Worth Independent School District is “Preparing ALL students for success in college, career, and community leadership.” The emphasis on ALL students is rooted in the District’s core belief that equal access and opportunity to learn is the right of every student.

With approximately 77,000 students in 82 elementary schools, 24 middle schools and 6th grade centers, 21 high schools and 16 other campuses, Fort Worth ISD enjoys a diverse student population and strong community partnerships. Under the leadership of the superintendent and the Board of Education, the District is undergoing a series of initiatives that will redesign, transform, and revitalize Fort Worth ISD Schools. In Fort Worth, the district, community organizations, and individuals come together and listen and learn with the goal of improving student outcomes in every school in every zip code. Among them:

A groundbreaking partnership with Texas Wesleyan University that allows the District’s five Leadership Academies to sustain recent academic gains.

An all-hands-on-deck push for Pre-K and Kindergarten that includes online registration drives, door-to-door visits, and strategic social media ads to give as many children as possible a great start to their education journey.

Fort Worth ISD and the Fort Worth Chamber of Commerce have created a partnership that encompasses Gold Seal Programs and Schools of Choice, Career and Technical Education (CTE), Vital Link, and elementary school initiatives. The relationship serves as a model for other schools districts partnering with their chambers of commerce. The goal is to develop a diverse talent pipeline for Fort Worth employers while connecting Fort Worth ISD students to post-secondary education and career pathways. The success of this program will help provide Fort Worth with a highly-prepared work force and make the city an attractive location for both existing and new and businesses.

Read Fort Worth is an unprecedented coalition of business, civic, education, philanthropic, nonprofit and volunteer leaders that was formed to support the goal of third-graders reading on grade level. Read Fort Worth serves as a backbone organization that connects and supports initiatives, programs, and providers toward the common goal of third grade reading. The privately-funded, locally-controlled organization exists to provide the community unique, actionable data to advance kindergarten readiness and third-grade reading achievement; to organize and align partners under shared outcomes; to develop strategies for significant improvement; and to communicate best practices and drive results.

Fort Worth ISD Demographic Breakdown - 2020-2021 Fall PEIMS

Total Students	76,858	Total Staff	11,285
Students by Grade Level		Staff Information	
Early Education	180	Administrative Support	2,134
Elementary (Grades PK-5)	36,815	Teacher	5,548
Middle School (Grades 6-8)	17,266	Educational Aide	836
High School (Grades 9-12)	22,597	Auxiliary	2,767
Students by Race/Ethnicity		Staff by Race/Ethnicity	
African American	16,230 - 21.12%	African American	28.95%
Hispanic/Latino	49,576 - 64.50%	Hispanic/Latino	33.21%
White	8,263 - 10.75%	White	35.18%
American Indian	86 - 0.11%	American Indian	0.22%
Asian	1,332 - 1.73%	Asian	1.30%
Pacific Islander	46 - 0.06%	Pacific Islander	0.04%
Two or More Races	1,325 - 1.72%	Two or More Races	1.09%
Student Groups		Teacher Years of Experience	
Female	37,811	Beginning	6.3%
Male	39,047	1 - 5 Years	28.5%
Economically Disadvantaged	65,637 - 85.40%	6 - 10 Years	19.1%
English Learners	27,249 - 35.45%	11 - 20 Years	30.1%
Gifted and Talented	9,811 - 12.77%	Over 20 Years	16.0%
Special Education	8,031 - 10.45%	Teachers Average Base Pay	\$62,426

Demographics Strengths

Fort Worth ISD serves a diverse student population of 76,858 students that is 65% Hispanic, 21% African American, 11% White and 3% Other which includes American Indian, Asian, Pacific Islander, and Two or More Races. Eighty-five percent of students in the District are economically disadvantaged. Fort Worth ISD has initiated unprecedented equity-driven reform system-wide to improve student outcomes in the city of Fort Worth. In 2016, the District established the Department of Equity and Excellence to support the success of ALL students in Fort Worth ISD. The Division of Equity and Excellence works to ensure equity in all practices and at all organizational levels in Fort Worth ISD by providing professional development to build a deep and common understanding of the impact of institutionalized racism and equity, specifically racial equity, on student achievement.

In January 2017, the Fort Worth ISD Board of Education adopted the Lone Star Governance (LSG) Texas Education Agency initiative. LSG is a continuous improvement governance model for school boards that provides intensive training and support to focus on improving student outcomes by working collaboratively with the superintendent to create student outcome goals, progress measures for each goal, and constraints.

In May of 2017, Fort Worth ISD was among the first cohort of districts to join the Texas Education Agency System of Great Schools (SGS) Network. The SGS Network helps public school leaders ensure that more students have access to better schools every year by increasing the number of high-quality, best-fit options. The SGS Strategy is a district-wide problem-solving approach that helps district leaders understand and deliver equitable access to high quality, culturally and personally relevant instruction, curricula, support, facilities, and other educational resources, even when this means differentiating resources to accomplish this goal.

The District's commitment to SGS is closely aligned to Lone Star Governance and equity-driven reform as an expansion of the continuous improvement work that was initiated at the Board level with LSG and the adoption of the District Racial and Ethnic Equity policy.

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 Outcome Goals

In accordance with House Bill 3, the Fort Worth ISD Board of Education has adopted five-year goals for early literacy, early math and college, career and military readiness.

Goal 1 Early Literacy

Increase the percentage of grade 3 students who score at "meets grade level" or higher on STAAR Reading from 34% to 47% by 2024.

37% of grade 3 students scored at "meets grade level" or higher on STAAR Reading for 2021-2022

27%	African American
33%	Hispanic
68%	White
52%	Asian
44%	Two or More Races
28%	Special Ed
31%	Economically Disadvantaged
29%	English Learners (Current)

Goal 2 Early Math

Increase the percentage of grade 3 students who score at "meets grade level" or higher on STAAR Mathematics from 34% to 45% by 2024.

29% of grade 3 students scored at "meets grade level" or higher on STAAR Mathematics for 2021-2022

17%	African American
27%	Hispanic
57%	White
38%	Asian
32%	Two or More Races
28%	Special Ed
24%	Economically Disadvantaged
26%	English Learners (Current)

Goal 3 CCMR (College, Career and Military Readiness)

Increase the percentage students graduating with a CCMR indicator from 43% to 48% by August 2024.

59% of students graduated with a CCMR indicator for the Class of 2021

46% African American
59% Hispanic
77% White
70% Asian
69% Two or More Races
78% Special Ed
56% Economically Disadvantaged
73% English Learners (Current)

Emergent Bilingual Populations

37% of Fort Worth ISD students are emergent bilingual

The Texas English Language Proficiency Assessment System (TELPAS) is an annual assessment of emergent bilingual students in learning English. All emergent bilingual students in grades K-12 participate in the assessment, including those whose parents declined Bilingual/English as a Second Language (ESL) service. Over 28,000 Fort Worth ISD students participate annually in TELPAS.

TELPAS Spring 2022 Results

Proficiency by Domain	Beginning	Intermediate	Advanced	Advanced High
TELPAS Composite	11%	40%	37%	12%
TELPAS Listening	11%	24%	35%	29%
TELPAS Speaking	25%	41%	30%	4%
TELPAS Reading	24%	33%	23%	20%
TELPAS Writing	20%	25%	30%	26%

Change in Composite Rating from 2021 to 2022

16% Regressed

51% No Change

34% Improved

Student Learning Strengths

The Fort Worth ISD is committed to providing opportunities that fit student needs and desires to prepare them for the future. A variety of programs and partnerships are offered throughout the District to enhance the school experience and allow students to reach their highest potential. Key programs and partnerships include, Gold Seal Programs and Schools of Choice, Post-Secondary Readiness Initiatives, College Test Prep, AVID, Tarrant To and Through Partnership (T3), Advanced Placement, Dual Credit, College Go Centers, TCU Advisors, P-TECH Industry Partnerships, and Higher Education Partnerships.

The District had significant growth in the percentage of college, career, and military ready graduates from 43% in 2018 to 62% in 2020.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Only 37% of grade 3 students scored at "meets grade level" or higher on STAAR Reading for 2021-2022. **Root Cause:** Lack of consistent planning and use of research-based teaching practices to provide instruction that is culturally responsive, linguistically accommodation based on standards-aligned curriculum that meets the diverse needs of every learner.

Problem Statement 2: Only 29% of grade 3 students scored at "meets grade level" or higher on STAAR Mathematics for 2021-2022. **Root Cause:** Lack of consistent planning and use of research-based teaching practices to provide instruction that is culturally responsive, linguistically accommodation based on standards-aligned curriculum that meets the diverse needs of every learner.

Problem Statement 3: Only 34% of emergent bilingual students showed improvement in TELPAS Composite ratings from 2021 to 2022. **Root Cause:** Lack of consistent planning and use of research-based teaching practices to provide instruction that is culturally responsive, linguistically accommodation based on standards-aligned curriculum that meets the diverse needs of every learner.

District Processes & Programs

District Processes & Programs Summary

Educational Excellence

The Fort Worth ISD Instructional Framework provides direction for consistent planning and the use of research-based teaching practices to ensure student achievement. The Framework seeks to create an optimal learning environment in which we create emotionally, intellectually and physically safe environments driven by racially equitable outcomes. Instruction is culturally responsive, linguistically accommodating based on standards aligned curriculum and instruction that meets the diverse needs of every learner.

The Fort Worth ISD Literacy Framework will provide guidance for teaching and learning in the areas of reading and writing. The Framework is grounded in research and the science of teaching reading and writing with students at the core of our foundational literacy work. The Disciplinary Literacy Framework will provide guidance for reading, writing, and thinking in the disciplines. It is grounded in research-based disciplinary literacy practices that target the higher-order reading, writing, and thinking skills students need to be college and career ready and citizens who are social critics empowered with the willingness and abilities to take personal, social, political and economic action.

The Fort Worth ISD Dual Language Framework provides guidance for the implementation of Dual Language Education. This Framework is grounded in Dual Language and Biliteracy research, the TEA Implementation Guidance for Dual Language Programs, and the Guiding Principles for Dual Language.

The Fort Worth ISD Mathematics Instructional Framework provides guidance for and coherence to the rigor and process of mathematics unit-by-unit planning, instruction, assessment, intervention, and acceleration throughout the district. Fort Worth ISD mathematics educators will take action on purposeful and intentional shifts in their instructional and assessment routines of practice in order to build student self-efficacy, perseverance, and ensure successful grade-level or course-based standards proficiency for all students.

Fort Worth ISD Strategic Priorities (see Addendum)

1. Educational Excellence
2. Student Support Services that Meet the Needs of ALL Students
3. Safe and Productive Learning Environments
4. Employee Recruitment, Development and Retention
5. Strategic School Actions and Supports to Promote Continuous Improvement
6. Family and Community Engagement
7. Fiscal Health and Sustainability

District Processes & Programs Strengths

Call to Action

Fort Worth ISD is prioritizing literacy instructional practices to improve outcomes for all students without regard to race, language, or the zip code in which students reside.

Theory of Action

If we recruit, retain, and develop great leaders in a system of autonomy and accountability and take strategic school actions to increase access to quality options, we will improve student outcomes.

Definition of Effective Leadership in Fort Worth ISD: A high-quality school is led by an equity-focused principal who is an instructional lead learner fostering social emotional development and improving academic achievement through a strategic results-oriented vision.

Definition of a Great School in Fort Worth ISD: A high-quality school in Fort Worth ISD successfully prepares all students to enter college or the workforce, or both, armed with the academic, social, and emotional skills required to survive and thrive in the modern world and to contribute to society through a life-long learning journey.

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 defined District-wide culture and work practices that support all schools and puts student needs above adult convenience.

Perceptions

Perceptions Summary

Fort Worth ISD Core Beliefs

We Believe . . .

Equal access and opportunity to learn is the right of every student;

School curricula and instruction must be rigorous, relevant, engaging, and provide students with multiple options and opportunities for the future;

The ultimate measure of what is taught is what is learned;

Teachers are our most valuable resource, and the focus of all our efforts is to support teaching and learning;

Public education requires the active participation of parents and the community to obtain and maintain excellence;

The Fort Worth ISD community acknowledges, respects and appreciates diversity;

Safe and orderly community and school environments are essential to student health, wellness and academic success; and

The adequate and equitable provision and distribution of resources, a strong infrastructure that is both effective and efficient, and a system of accountability are essential to ensuring a high-performing educational system.

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.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals

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
- SAT and/or ACT assessment data
- PSAT
- Local diagnostic reading assessment data
- Texas approved Prekindergarten and Kindergarten assessment 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
- Special education/non-special education population including discipline, progress and participation 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.
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership 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
- Budgets/entitlements and expenditures data

Goals

Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

Performance Objective 1: Increase the percent of Pre-K students that score "On Track" on Circle Phonological Awareness from 80% to 85% by June 2024.

High Priority

HB3 Goal

Evaluation Data Sources: District Assessments

Strategy 1: Improve and align the PK and primary grades instructional practices and classroom environment to achieve 3rd grade proficiency.

Strategy's Expected Result/Impact: Increase the percent of Pre-K students that score "On Track" on Circle Phonological Awareness

Staff Responsible for Monitoring: Deputy Superintendent, Chief of Schools, Chief Academic Officer

Problem Statements: Student Learning 1

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Only 37% of grade 3 students scored at "meets grade level" or higher on STAAR Reading for 2021-2022. Root Cause: Lack of consistent planning and use of research-based teaching practices to provide instruction that is culturally responsive, linguistically accommodation based on standards-aligned curriculum that meets the diverse needs of every learner.

Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

Performance Objective 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators from 39% to 49% by June 2024.

High Priority

HB3 Goal

Evaluation Data Sources: District Assessments

Strategy 1: Implement and monitor the use of the District standards aligned, evidence-based, culturally responsive curriculum and use the approved District resources that support the needs of all students.

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators.

Staff Responsible for Monitoring: Deputy Superintendent, Chief of Schools, Chief Academic Officer

Problem Statements: Student Learning 1

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Only 37% of grade 3 students scored at "meets grade level" or higher on STAAR Reading for 2021-2022. Root Cause: Lack of consistent planning and use of research-based teaching practices to provide instruction that is culturally responsive, linguistically accommodation based on standards-aligned curriculum that meets the diverse needs of every learner.

Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

Performance Objective 3: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed projected growth on MAP Growth Reading from 36% to 45% by June 2024.

High Priority

HB3 Goal

Evaluation Data Sources: District Assessments

Strategy 1: Create and model a data-rich culture on campuses to increase student success and achievement.

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed projected growth on MAP Growth Reading.

Staff Responsible for Monitoring: Deputy Superintendent, Chief of Schools, Chief Academic Officer

Problem Statements: Student Learning 1

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Only 37% of grade 3 students scored at "meets grade level" or higher on STAAR Reading for 2021-2022. Root Cause: Lack of consistent planning and use of research-based teaching practices to provide instruction that is culturally responsive, linguistically accommodation based on standards-aligned curriculum that meets the diverse needs of every learner.

Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

Performance Objective 1: Increase the percent of PK and KG students that score "On Track" on Circle and TX-KEA Math from 83% to 88% by June 2024.

High Priority

HB3 Goal

Evaluation Data Sources: District Assessments

Strategy 1: Improve and align the PK and primary grades instructional practices and classroom environment to achieve 3rd grade proficiency.

Strategy's Expected Result/Impact: Increase the percent of PK and KG students that score "On Track" on Circle and TX-KEA Math.

Staff Responsible for Monitoring: Deputy Superintendent, Chief of Schools, Chief Academic Officer

Problem Statements: Student Learning 2

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Only 29% of grade 3 students scored at "meets grade level" or higher on STAAR Mathematics for 2021-2022. Root Cause: Lack of consistent planning and use of research-based teaching practices to provide instruction that is culturally responsive, linguistically accommodation based on standards-aligned curriculum that meets the diverse needs of every learner.

Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

Performance Objective 2: Increase the percent of Grade 1 - Grade 3 students Meet or Exceed projected growth on MAP Growth Math from 61% to 71% by June 2024.

High Priority

HB3 Goal

Evaluation Data Sources: District Assessments

Strategy 1: Implement and monitor the use of the District standards aligned, evidence-based, culturally responsive curriculum and use the approved District resources that support the needs of all students.

Strategy's Expected Result/Impact: Increase the percent of Grade 1 - Grade 3 students Meet or Exceed projected growth on MAP Growth Math.

Staff Responsible for Monitoring: Deputy Superintendent, Chief of Schools, Chief Academic Officer

Problem Statements: Student Learning 2

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Only 29% of grade 3 students scored at "meets grade level" or higher on STAAR Mathematics for 2021-2022. Root Cause: Lack of consistent planning and use of research-based teaching practices to provide instruction that is culturally responsive, linguistically accommodation based on standards-aligned curriculum that meets the diverse needs of every learner.

Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

Performance Objective 3: Increase the percent of Kindergarten students who Meet or Exceed projected growth on MAP Growth Math from 37% to 46% by June 2024.

High Priority

HB3 Goal

Evaluation Data Sources: District Assessments

Strategy 1: Improve and align the PK and primary grades instructional practices and classroom environment to achieve 3rd grade proficiency.

Strategy's Expected Result/Impact: Increase the percent of Kindergarten students who Meet or Exceed projected growth on MAP Growth Math.

Staff Responsible for Monitoring: Deputy Superintendent, Chief of Schools, Chief Academic Officer

Problem Statements: Student Learning 2

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Only 29% of grade 3 students scored at "meets grade level" or higher on STAAR Mathematics for 2021-2022. Root Cause: Lack of consistent planning and use of research-based teaching practices to provide instruction that is culturally responsive, linguistically accommodation based on standards-aligned curriculum that meets the diverse needs of every learner.

Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Performance Objective 1: Increase the percentage of Grade 12 students who meet the criteria for CCMR from 33% to 38% by August 2024.

High Priority

HB3 Goal

Evaluation Data Sources: Accountability Data

Strategy 1: Create a District and Campus culture that is focused on academic success for all students through support and development of Principals and Assistant Principals.

Strategy's Expected Result/Impact: Increase the percentage of Grade 12 students who meet the criteria for CCMR.

Staff Responsible for Monitoring: Deputy Superintendent, Chief of Schools, Chief Academic Officer, Chief of Student Support, Chief Innovation Officer

Problem Statements: District Processes & Programs 1

Performance Objective 1 Problem Statements:

District Processes & Programs
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 defined District-wide culture and work practices that support all schools and puts student needs above adult convenience.

Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Performance Objective 2: Increase the percentage of first-time 9th graders on-track towards graduation from 75% to 80% by June 2024.

High Priority

HB3 Goal

Evaluation Data Sources: Graduation Data

Strategy 1: Create and model a data-rich culture on campuses to increase student success and achievement.

Strategy's Expected Result/Impact: Increase the percentage of first-time 9th graders on-track towards graduation.

Staff Responsible for Monitoring: Deputy Superintendent, Chief of Schools, Chief Academic Officer, Chief of Student Support, Chief Innovation Officer

Problem Statements: District Processes & Programs 1

Performance Objective 2 Problem Statements:

District Processes & Programs
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 defined District-wide culture and work practices that support all schools and puts student needs above adult convenience.

Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Performance Objective 3: Increase the percent of students that score approaches grade level or above on STAAR Algebra I EOC from 83% to 85% by June 2024.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Algebra I EOC Assessment

Strategy 1: Implement and monitor the use of the District standards aligned, evidence-based, culturally responsive curriculum and use the approved District resources that support the needs of all students.

Strategy's Expected Result/Impact: Increase the percent of students that score approaches grade level or above on STAAR Algebra I EOC.

Staff Responsible for Monitoring: Deputy Superintendent, Chief of Schools, Chief Academic Officer

Problem Statements: District Processes & Programs 1

Performance Objective 3 Problem Statements:

District Processes & Programs
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 defined District-wide culture and work practices that support all schools and puts student needs above adult convenience.

Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Performance Objective 4: Increase the percentage of graduates who meet the SAT or ACT criteria for CCMR from 22% to 27% by August 2024.

High Priority

HB3 Goal

Evaluation Data Sources: Accountability Data

Strategy 1: Create a District and Campus culture that is focused on academic success for all students through support and development of Principals and Assistant Principals.

Strategy's Expected Result/Impact: Increase the percentage of graduates who meet the SAT or ACT criteria for CCMR.

Staff Responsible for Monitoring: Deputy Superintendent, Chief of Schools, Chief Academic Officer, Chief Innovation Officer

Problem Statements: District Processes & Programs 1

Performance Objective 4 Problem Statements:

District Processes & Programs
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 defined District-wide culture and work practices that support all schools and puts student needs above adult convenience.

District Advisory Committee

Committee Role	Name	Position
Classroom Teacher	Rachel Madison	Elementary School Classroom Teacher Carroll Peak
Classroom Teacher	Amanda Saenz	Elementary Teacher Washington Heights
Classroom Teacher	Stephanie Plotner	Elementary Teacher Tanglewood
Classroom Teacher	Mahika Jhangiani	Middle School Teacher International Newcomers Academy
Classroom Teacher	Lisa McGlothlin	Middle School Teacher Rosemont
Classroom Teacher	Dalynn Cross	High School Teacher Diamond Hill-Jarvis
Non-classroom Professional	Melody Ellison	At-large, non-teaching Position Young Women's Leadership Academy
Administrator	Kelli Taulton	Principal, Hazel Harvey Peace ES
Administrator	Tracy Smith	Assistant Principal, Paschal HS
Parent	Dante Williams	Elementary School Parent
Parent	Mia Moss	Middle School Parent
Parent	Kristina Denapolis West	Middle School Parent
Parent	Haley Zamarripa	Middle School Parent
Parent	Stephanie McCartney	Special Education Parent
Parent	Erin Lynds	Program of Choice/School of Choice Parent
Parent	Kimberly Scott	Program of Choice/School of Choice Parent
Community Representative	Linda Antoine	Community Representative
Community Representative	Estella Williams	Community Representative
Business Representative	Justin McLaughlin	Business Representative
Business Representative	Missie Carra	Business Representative

Addendums

Priority 1: Educational Excellence

Provide clear and coherent evidence-based instructional and leadership practices to ensure academic success for all students and prepare them for college, career, and military readiness.

TARGET STRATEGIES

- 1.1 Implement and monitor the use of the District standards aligned, evidence-based, culturally responsive curriculum and use the approved District resources that support the needs of all students.
- 1.2 Create a District and Campus culture that is focused on academic success for all students through support and development of Principals and Assistant Principals.
- 1.3 Implement and monitor District and campus-based professional learning aligned to District priorities.
- 1.4 Create and model a data-rich culture on campuses to increase student success and achievement.
- 1.5 Increase instructional opportunities outside the school day/school year to support student acceleration and achievement.
- 1.6 Improve and align the PK and primary grades instructional practices and classroom environment to achieve 3rd grade proficiency.

Priority 2: Student Support Services that Meet the Needs of ALL Students

Define systems and structures that should be in place for every campus to improve outcomes for students in attendance, discipline incidents and equitable access to resources.

TARGET STRATEGIES

- 2.1 Define and customize a Multi-Tiered System of Supports (MTSS) infrastructure that meets the needs of FWISD students.
- 2.2 Within the MTSS platform, streamline resources to increase utilization to ultimately improve academic and behavioral outcomes for all students.
- 2.3 Align District Social Emotional Learning (SEL) processes and resources, campus systems and the roles and responsibilities for Student Support Services staff to better serve students.
- 2.4 Track District data regarding attendance, grades, discipline incidents and CCMR and identify roadblocks that negatively impact student achievement.

Priority 3: Safe and Productive Learning Environments

Provide schools with the resources and support needed to ensure all students learn in school environments that are clean, welcoming, safe, and effectively operated so that students have superior school experiences.

TARGET STRATEGIES

- 3.1 Implement a preventive maintenance program for all school facility systems.
- 3.2 Implement and monitor daily, weekly and quarterly school-based cleaning guidelines .
- 3.3 Complete and assess campus safety drills.
- 3.4 Maximize efficiency of commodities use from state and federal agencies.
- 3.5 Develop a long-term Capital Improvement Program strategy for all facilities.
- 3.6 Transportation will improve on time arrivals for morning and afternoon routes.
- 3.7 Align campus technicians to school feeders/pyramids to address work order completion.
- 3.8 Create sustainable and efficient standards for device and solution adoptions that meet the needs of all students and programs.
- 3.9 Implement a student recognition program that ensures student contributions to the school community are recognized.
- 3.10 Implement a facilities management tracking system that informs future capital improvement efforts.
- 3.11 Develop a sustainable, comprehensive device and resource lifecycle management plan that ensures equitable program-focused access in an ever-changing world.
- 3.12 Establish a modern, technology ecosystem to support each 21-century learner.
- 3.13 Implement and monitor a robust cybersecurity awareness and assessment program.

Priority 4: Employee Recruitment, Development and Retention

Strengthen recruitment, development, and retention of teachers and employees, with an explicit focus on cultural competence and racial equity.

TARGET STRATEGIES

- 4.1 Implement a model that expedites the hiring of quality candidates.
- 4.2 Identify and establish practices to proactively recruit teachers that meet the needs of our diverse community.
- 4.3 Create partnerships to support pipeline development (external and internal).
- 4.4 Implement research-based evaluation systems that provide high-quality opportunities for employees to receive feedback and coaching.
- 4.5 Expand strategies that attract and retain high performing talent.

Priority 5: Strategic School Actions and Supports to Promote Continuous Improvement

Leverage data, community input and engagement to increase enrollment and student performance in Fort Worth ISD Schools.

TARGET STRATEGIES

- 5.1 Design and implement the School Performance Framework (SPF) and Divisional Campus Support Standards to support informed decision making around school supports and accountability.
- 5.2 Establish a long-term plan focused on ensuring high quality schools, facilities, and program options for our families.
- 5.3 Increase engagement strategies to retain and recruit students across grade levels.
- 5.4 Redesign the middle school academic and student experience.

Priority 6: Family and Community Engagement

Promote family and community engagement to improve student outcomes and support racial and gender equity.

TARGET STRATEGIES

- 6.1 Create a comprehensive parent engagement strategy
- 6.2 Connect, educate and support parents with the District and community resources to increase daily attendance
- 6.3 Expand communication tools to families whose first language may not be English
- 6.4 Market and promote District strategic initiatives

Priority 7: Fiscal Health and Sustainability

Ensure fiscal health and sustainability.

TARGET STRATEGIES

- 7.1 Develop and manage the Elementary and Secondary School Emergency Relief (ESSER) Fund Budget Implementation Plan.
- 7.2 Develop and implement a contract management system (over \$50,000)
- 7.3 Periodically review grant-funded positions for campus and district positions
- 7.4 Compare key data to District peer groups.
- 7.5 Measure the District's competitive position regarding compensation.
- 7.6 Align staffing levels to staffing guidelines at both campuses and departments.
- 7.7 Maintain credit agency ratings to minimize the cost of borrowing for the District.
- 7.8 Develop and implement a fund balance strategy for the District's general operating fund.

Fort Worth ISD
2022-2023 Title I, Part A

Title I, Part A provides supplemental funds in three areas:

- Instruction for student achievement
- Professional development (PD)
- Parent and family engagement

Initiative		District Goal	Performance Objective/Strategy	District Goal	Performance Objective/Strategy	District Goal	Performance Objective/Strategy
1	Required Set Asides						
1.1	1% Parental Involvement	1		2		3	
1.2	Private School Services	1		2		3	
1.3	Administration of private schools						
1.4	Neglected	1		2		3	
1.5	Homeless	1		2		3	
2	Community Outreach						
2.1	Community Outreach Specialists (3) to support initiative (60%)	1		2		3	
2.2	Reading materials, technology and general supplies	1		2		3	
3	Charter Partnerships						
3.1	Leadership Academies - Logan, Mitchell, Como, JT White, Forest Oak (6-8)	1	1/1, 2/1, 3/1	2	1/1, 2/1, 3/1	3	1,2, 3/1, 4/1
3.2	Phalen Academy at Jacquet	1	1/1, 2/1, 3/1	2	1/1, 2/1, 3/1	3	1,2, 3/1, 4/1
4	Professional Development						
4.1	Instructional Initiatives						
4.1.1	Instructional Coaches 115	1	1/1, 2/1, 3/1	2	1/1, 2/1, 3/1	3	1/1, 3/1, 4/1
4.2	Literacy						
4.2.1	Academic Content Coach-8 of 12	1	1/1, 2/1, 3/1				1/1, 3/1, 4/1
4.3	Math						
4.3.1	Academic Content Coach-8 of 12			2	1/1, 2/1, 3/1		1/1, 3/1, 4/1
4.4	Science						
4.4.1	Academic Content Coach - 4 of 6	1		2	1/1, 2/1, 3/1		1/1, 3/1, 4/1
4.5	Social Studies						
4.5.1	Academic Content Coach-4 of 6	1					1/1, 3/1, 4/1
4.6	Technology						
4.6.1	Technology Specialists (3)					3	1
4.6.2	Technology Campus Support (10)					3	1
5	Administration of Programs						
5.1	Data Assessment	1		2		3	1/1,2/1, 3/1, 4/1
5.2	Compliance and Evaluation	1		2		3	1
5.3	Federal Programs Office - Grant Management						1
6	Indirect Costs 4.285%						

**Adopted Budget for
Date Adopted by Board:**

**FORT WORTH ISD
June 28, 2022**

Revenue:		
5700	Local and Intermediate Sources	\$636,545,501
5800	State Program Revenues	\$262,800,426
5900	Federal Revenue	\$29,419,955
7900	Other Resources	\$46,121,426
	Total Revenues	\$974,887,308

Expenditures:		
11	Instruction	\$451,199,513
12	Instructional Resources, Media Services	\$12,453,876
13	Curriculum Development & Staff Development	\$11,588,543
21	Instructional Leadership	\$15,604,617
23	School Leadership	\$52,130,748
31	Guidance & Counseling, Evaluation	\$48,301,359
32	Social Work Services	\$5,160,819
33	Health Services	\$11,801,053
34	Student Transportation	\$24,581,334
35	Food Services	\$46,771,124
36	Co-curricular/ Extra-curricular Activities	\$19,090,722
41	General Administration	\$23,619,992
* 41	Statutorily Required Public Notice - Required Postings	\$14,200
**41	Statutorily Required Public Notice - Lobbying	\$30,305
51	Plant Maintenance & Operations	\$93,434,899
52	Security and Monitoring	\$12,966,454
53	Data Processing	\$25,719,627
61	Community Service	\$5,275,169
71	Debt Service	\$123,472,163
81	Facilities Acquisition and Construction	\$0
91	Contracted Instructional Services Between Public schools	\$0
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	\$97,629
96	Payments to Charter Schools	\$0
97	Payments to TIF	\$0
99	Inter-government charges not Defined in Other codes	\$3,000,000
	Total Adopted Expenditure Budget	\$986,314,146
	Difference in Revenue/Expenditures	(\$11,426,838)

* 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."

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. 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 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 Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> Have a received 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	<ul style="list-style-type: none"> Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

*The State of Texas Assessments of Academic Readiness (STAAR®) were not being administered during the spring or summer of the 2019–2020 school year.

School District:
Region:

Priority for Service (PFS) Action Plan

School Year: 20__ - 20__

Filled Out By:
Date:

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Plan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

<p>Goal(s): Identify and provide services to migratory students who are failing or at risk of failing to meet the State’s content and performance standards, and whose education has been interrupted during the regular school year, with priority</p>	<p>Objective(s):</p> <ul style="list-style-type: none"> • Identify migratory students who enroll late and withdraw early and provide supplemental services to each student when no other school district services are available. • Identify migratory students who are missing significant amounts of instructional time by enrolling late and/or having excessive absences. • Provide supplemental information to parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions to their children. • Provide supplemental information to parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions to their children. • Use data to plan the Priority for Services Action Plan for 2022-2023 school year, and assist the district with supplemental services when not provided by other federal or non-federal programs.
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> ▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	September – May, on or	MEP Staff	NGS generated reports

	before the 15 th day of every month		
<ul style="list-style-type: none"> 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. 	September 31	ESC MEP Staff	Copy of signed plan reviewed by ESC MEP Staff
Additional Activities			
<ul style="list-style-type: none"> 			
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	September –May 25 th day of every month	MEP District Contact	Copy of sent emails, or other documentation of distributing reports
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria. 	Twice per semester	MEP School Liaison/ Contact, MEP ESC Specialist	Contact Log
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	Twice per semester	MEP School Liaison/ Contact, MEP ESC Specialist	Activity Log
Additional Activities			
<ul style="list-style-type: none"> 			
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	Sept.-May	MEP School Liaison/Contact MEP ESC Specialist	Activity log, sign-in sheets

<ul style="list-style-type: none"> ▪ The district's Title I, Part C migrant 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. 	Sept. – May	MEP School Liaison/Contact MEP ESC Specialist	Time-stamped notices,
<ul style="list-style-type: none"> ▪ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	Sept. – May	MEP School Liaison/Contact MEP ESC Specialist	Activity Log, Time-stamped handouts
Additional Activities			
<ul style="list-style-type: none"> ▪ 			

Mcrespo
LEA Signature

Date Completed

Michelle Perez
ESC Signature

10/20/2022

Date Received

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.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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	<p>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.</p> <p>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.</p>
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

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

	<p>the conduct. The District may notify law enforcement in certain circumstances.</p>
<i>Discipline</i>	<p>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.</p> <p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
<i>Corrective Action</i>	<p>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.</p>
<i>Transfers</i>	<p>The principal or designee shall refer to FDB for transfer provisions.</p>
<i>Counseling</i>	<p>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.</p>
<i>Improper Conduct</i>	<p>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.</p>
Confidentiality	<p>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.</p>
Appeal	<p>A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.</p>
Records Retention	<p>Retention of records shall be in accordance with CPC(LOCAL).</p>
Access to Policy and Procedures	<p>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.</p>

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

Student Report

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.

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

- Access the [Friends for Life website¹](#); 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.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(REGULATION)

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.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(REGULATION)

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>

STUDENT WELFARE
WELLNESS AND HEALTH SERVICES

FFA
(LOCAL)

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.

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WELLNESS AND HEALTH SERVICES

FFA
(LOCAL)

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

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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.

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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.

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WELLNESS AND HEALTH SERVICES

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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.

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WELLNESS AND HEALTH SERVICES

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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

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WELLNESS AND HEALTH SERVICES

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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 responsibilities, 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)]

STUDENT DISCIPLINE
PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING

FOC
(LOCAL)

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

STUDENT DISCIPLINE
PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING

FOC
(LOCAL)

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.

STUDENT DISCIPLINE
PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING

FOC
(LOCAL)

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

STUDENT DISCIPLINE
PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING

FOC
(LOCAL)

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.

SPECIAL PROGRAMS
COMPENSATORY/ACCELERATED SERVICES

EHBC
(LOCAL)

Each student who has been identified as being at risk of dropping out of school, who is not performing at grade level, or who did not perform satisfactorily on a state-mandated assessment shall be provided accelerated and/or compensatory educational services.

**Accelerated
Instruction**

The District shall provide accelerated instruction in accordance with law if a student fails to perform satisfactorily on a state-mandated assessment.

**Accelerated
Learning Committee**

When a student fails to perform satisfactorily on a math or reading state-mandated assessment in grades 3, 5, or 8, an accelerated learning committee shall develop a written educational plan in accordance with law. If a parent requests that the student be assigned to a particular teacher the following school year, the request shall be addressed in accordance with the District's administrative procedures.

A parent complaint about the content or implementation of the educational plan shall be filed in accordance with FNG.

**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)]

STUDENT RIGHTS AND RESPONSIBILITIES
PREGNANT STUDENTS

FNE
(LOCAL)

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.

STUDENT WELFARE
CHILD ABUSE AND NEGLECT

FFG
(LOCAL)

**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.]

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 the Texas Department of Family and Protective Services (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 princi-

STUDENT WELFARE
CHILD ABUSE AND NEGLECT

FFG
(LOCAL)

pal, 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.

Confidentiality

In accordance with state law, 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 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]

¹ Texas Abuse Hotline Website: <http://www.txabusehotline.org>

PROFESSIONAL DEVELOPMENT
REQUIRED STAFF DEVELOPMENT

DMA
(REGULATION)

**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.

PROFESSIONAL DEVELOPMENT
REQUIRED STAFF DEVELOPMENT

DMA
(REGULATION)

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:

PROFESSIONAL DEVELOPMENT
REQUIRED STAFF DEVELOPMENT

DMA
(REGULATION)

- 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

PROFESSIONAL DEVELOPMENT
REQUIRED STAFF DEVELOPMENT

DMA
(REGULATION)

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.

PROFESSIONAL DEVELOPMENT
REQUIRED STAFF DEVELOPMENT

DMA
(REGULATION)

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	<p>An educator may receive credit toward CPE requirements for completion of education courses that:</p> <ol style="list-style-type: none">1. Use technology to increase the educator's digital literacy; and2. 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	<p>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:</p> <ol style="list-style-type: none">1. A certificate or documentation of attendance; or2. Written documentation of proficiency or completion. <p>Additionally, District employees will complete required annual compliance training.</p>
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	<p>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.</p> <p>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.</p>

**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.

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.