

2022 | FORT WORTH ISD | 2023

BULLETIN #1

SCHOOL POLICIES AND PROCEDURES

*General information and most commonly used procedures and practices.
This handbook is subject to change throughout the school year.
Periodic updates will be provided to the appropriate sections as necessary.*





a MESSAGE *from* DR. SCRIBNER

Fort Worth ISD Superintendent

Dear Colleagues:

It is my pleasure to welcome you to the 2022 – 2023 school year.

The Fort Worth Independent School District is pleased to publish **Bulletin Number One**. This is a comprehensive document containing our District's policies, procedures and best practices.

This resource helps us work together to prepare **ALL** students for success in college, career, and community leadership.

Sincerely,

A handwritten signature in black ink, appearing to read 'KPS' with a stylized flourish at the end.

Kent P. Scribner, Ph.D.

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Kent P. Scribner, Ph.D.

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NOTE: Some items may be impacted based on national, state and local guidelines and to accommodate the needs of our District due to the COVID-19, Coronavirus pandemic. Always visit our [fwisd.org](https://www.fwisd.org) main webpage for the most current information.

Section 1: RESPONSIBILITIES PRIOR TO THE OPENING OF SCHOOL

1.1 Registration of New Students

Secondary Schools - Beginning Monday, July 25, 2022, all high school and middle school principals (or their designee) should be in their buildings from 8:00 a.m. to 4:00 p.m. to register students new to the school and to assist patrons.

Elementary Schools - Beginning Monday, July 25, 2022, all elementary school principals (or their designee) should be in their buildings from 8:00 a.m. to 12 p.m. to register students new to the school and to assist patrons.

Note: All new students should complete the [online registration process](#).

1.2 Inspection of Buildings, Inventories, and Supplies

To assure complete readiness for the opening of schools, the principal should inspect the buildings and grounds, removing any safety hazards. An adequate supply of textbooks, instructional supplies, and school record forms should be on hand. A newly assigned principal should check all inventories and reports left by his/her predecessor.

1.3 When Flags Are to be Flown

The United States and Texas flags are flown daily on the school flagpole. The flags should be raised at the beginning of each school day and lowered at the close of the school day. Each school principal is responsible for securing and training reliable individuals to perform this service for the school. If the state flag is displayed on a flagpole or flagstaff, the white strip should be at the top of the flag, except as a signal of dire distress in an instance of extreme danger to life or property. The star on the flag of Texas should always point upward. If both the U.S. and Texas flags are to be flown on the same pole, the U.S. flag will take the highest position. Visit a [complete guide to flag etiquette](#) for additional information.

1.4 The Following Information Should be Available in the School Office

- A school attendance area map
- Parent Portal registration information (English and Spanish)
- Student achievement test scores: Texas Education Agency (TEA) Report Card
- Bus Routes
- Campus Handbook
- Title 1 Parent Compact (if applicable)
- Enrollment statistics
- Student-Teacher ratio
- Fort Worth ISD Standards for Dress brochures (English and Spanish)
- Student Placement Center Brochure (English, Spanish, Vietnamese, Bosnian)
- Student Code of Conduct
- Consent to Human Sexuality Instruction and Prevention Education Forms (Secondary only)

1.5 Reporting and Ending Dates for the 2022-2023 School Year

Fort Worth ISD 2022-2023 EMPLOYEE START AND END DATES (July 12, 2022)

Reporting and Ending Dates for Employees Who Work Less Than 240 Days

DAYS	EMPLOYEE GROUPS		START DATE	END DATE
219*	All Elementary & Middle School Principals, Family Communication Specialists, and All other 220 Workday Personnel (e.g. Homeless, Rtl, and RP Specialists) - Employees Report to Work on All Flex Days Alice Carlson and Jo Kelly Employees Report to Work on All Flex and Intersession Days		July 25, 2022	June 29, 2023
216*	All 217 Workday Personnel - Employees Report to Work on All Flex Days		July 25, 2022	June 26, 2023
214*	Secondary Assistant Principals, Elementary & Middle School Secretaries, High School Data Clerks, and All other 215 Workday Personnel - Employees Report to Work on All Flex Days Alice Carlson and Jo Kelly Employees Report to Work on All Flex and Intersession Days		July 25, 2022	June 22, 2023
210*	Elementary Assistant Principals, High School Counselors, LSSPs, Dyslexia Evaluators/Assessor, and All other 210 Workday Personnel - Employees Report to Work on All Flex Days Alice Carlson and Jo Kelly Employees Report to Work on All Flex and Intersession Days		July 25, 2022	June 15, 2023
201	All 202 Workday Personnel		August 1, 2022	June 16, 2023
198*	High School Counselor Clerks, Admission Advisors, CNS Specialists, Middle School Counselors, Middle School Data Clerks, and All other 198 Workday Personnel - Employees Report to Work on All Flex Days		August 1, 2022	June 6, 2023
	Alice Carlson and Jo Kelly - Employees Report to Work on All Flex and 5 Intersession Days			June 13, 2023
193*	All 193 Workday Personnel - Employees Report to Work on All Flex Days		August 8, 2022	June 6, 2023
	Alice Carlson and Jo Kelly - Employees Report to Work on All Flex and 5 Intersession Days			June 13, 2023
188*	Elementary Counselors, Middle School Counselor Clerks, Elementary Clerks, and All other 188 Workday Personnel Employees Report to Work on All Flex Days		August 5, 2022	May 26, 2023
	Alice Carlson and Jo Kelly - Employees Report to Work on All Flex Days			June 12, 2023
	Early College High School - Employees Report to Work on All Flex Days			May 26, 2023
187 Teachers ONLY	5 Flex Days for Classroom Teachers Only To support T-TESS performance appraisals and professional growth. The Flex Day model gives classroom teachers an opportunity to develop personalized professional learning plans. New Hire Start Date – August 1, 2022: Newly hired teachers are required to attend the New Teacher Academy (August 1-5, 2022) and will be compensated each day at their daily rate.	Traditional Calendar	August 8, 2022	May 26, 2023
		Alice Carlson and Jo Kelly Intersessional Calendar		June 12, 2023
		Early College HS Calendar		May 26, 2023
187*	Librarians, Nurses, Campus Monitors, and All other 187 Workday Personnel Employees Report to Work on All Flex Days	Traditional Calendar	August 8, 2022	May 26, 2023
		Alice Carlson and Jo Kelly Intersessional Calendar		June 12, 2023
		Early College HS Calendar		May 26, 2023
183	Teacher Assistants, Nurse Assistants, Nutrition Services Workers, Bus Drivers and All other 183 Workday Personnel	Traditional Calendar	August 5, 2022	May 26, 2023
		Alice Carlson and Jo Kelly Intersessional Calendar		June 12, 2023
		Early College HS Calendar		May 26, 2023
* Employee Groups report to work on Flex Days (Oct 7, Oct 10, Feb 20, Mar 27, Apr 7). Contact immediate Supervisor to get Start/End dates for contracts not listed above. Early College HS Calendar is structured to align with the Tarrant County College Academic Calendar.				

Early College HS Calendar is structured to align with the Tarrant County College Academic Calendar.

Individuals in positions not listed above should contact their supervisors.

1.6 Consent to Human Sexuality Instruction and Prevention Education

As part of the District's High School Health Education course (Health I) and 6th Grade Moving to Wellness Course, students receive instruction related to human sexuality. The lessons and units meet the Texas Essential Knowledge and Skills standards and requirements under Texas state law for human sexuality instruction. Instruction is provided by FWISD certified health teachers. Teachers are provided specific training to ensure that the personal matter of human sexuality be addressed in a professional and high-quality instructional manner. The letters and forms listed are linked below and located in the Forms' Section. Forms must be sent home at least 14 days prior to the start of the unit. Parents must provide written consent either opting in or opting out their child from human sexuality instruction.

Consent to Human Sexuality Instruction – HS (English and Spanish)

Consent to Human Sexuality Instruction – MS (English and Spanish)

Consent to Prevention Instruction on Child Abuse, Family Violence, Dating Violence, and Human Trafficking

As part of the District's High School Health Education course (Health I) and 6th Grade Moving to Wellness Course, students receive instruction related to the prevention of child abuse, family violence, dating violence, and human trafficking. The lessons meet the Texas Essential Knowledge and Skills standards. Instruction is provided by FWISD certified health teachers and FWISD counselors and intervention specialists. Course instructors are provided specific training to ensure that effective and high-quality instruction take place. The letters and forms listed are linked below and are located in the Forms' Section. Forms must be sent home at least 14 days prior to the start of the lessons. Parents must provide written consent either opting in or opting out their child from prevention instruction on child abuse, family violence, dating violence, and human trafficking.

Consent to Prevention Instruction—HS (English and Spanish)

Consent to Prevention Instruction—MS (English and Spanish)

Students who are opted out are expected to complete alternative health education assignments provided by the teacher in a safe and supervised on-campus location.

If you have questions, contact Dr. Roina Baquera in the [Health and Physical Education Department](#) at 817.814.2595 or via email at roina.baquera@fwisd.org.

1.7 Campus Emergency Management

Each instructional facility will have a written Campus Emergency Operations (EOP) Plan prior to the opening of school. This plan will be kept in a binder in the principal's office. Electronic copies of the plan should be returned to the Emergency Management Office. The plan will also be stored on the [Safety and Security SharePoint](#). The Principal may provide copies to his/her Campus Emergency Response Team (CERT) team, but for safety reasons, the Campus EOP is not to be distributed off campus. Refer all questions to the Emergency Management Office at 817.814.2673.

This plan will identify members of the CERT and how the team members and other employees will respond to incidents or events that occur on their campuses. Employees on the CERT are to be made aware of their involvement,

given a copy of the written plan, and trained in their particular area of responsibility. The CERT team will include at least three (3) designated members of a Safety Committee.

The Safety Committee members are responsible for ensuring safe practices are followed on campus and providing identified training to staff and students. In an emergency the Safety Committee members deploy to assist in ensuring the safety of the students and staff of the campus. They report directly to the Principal (Incident Commander).

The Safety Committee should meet with the Principal after every required drill to evaluate the drill and suggest changes to improve the outcomes. Minutes should be kept of these meetings and placed in the Emergency Operations Plan binder. Additional documents provided to aid in pre-planning for emergencies on campus and for documenting required emergency drill practices can be found on the [Safety and Security Department website](#).

All instructional facilities are required to complete one fire emergency evacuation drill per month in months that have 10 classroom days, including summer school. The District also requires each facility to practice one lockdown and one tornado drill per semester, and one reverse evacuation and one shelter in place drill each year (see Campus Drill Due Date Calendar). The [Campus Drill Due Date Calendar](#) must be completed and emailed to the Emergency Management Office or turned in to the Area Advisor before the end of the second week of school. Principals should ensure that all required drills each month are scheduled in the first two weeks of the month. This will ensure that when situations arise, there is time to complete the drills and stay in compliance. Each drill must be entered into the online [Campus Drill Reporting Tool](#). The online reporting tool also allows for reporting metal detector and AED information. Tips and detailed instructions for completing drills can be found under Online Drill Reporting Tool.

1.8 Employee Accidents and Injuries

In the event of an accident:	Emergency: Call 911	Non-emergency: Call (817) 814-2250
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Medical Providers – Trinity Occupational Program (TOP): An injured employee who lives in Tarrant County will obtain medical treatment for workers' compensation injury through TOP. The providers available for initial treatment are:

- Concentra
- CareNow
- Occupational Health Solutions

Online Reporting

1. The injured employee reports the injury to his/her supervisor within 24 hours of an incident.
2. The injured employee's supervisor or designee, not the injured employee, reports the injury online.
3. Online reporting is available through the [Workers' Compensation website](#)
 - a. Select 'Report an Injury' and complete as much of the form as possible.
 - b. When you click 'save', the *First Report of Injury* and *Supervisor's Report* are automatically submitted to Tri-Star.
4. The supervisor will then print a copy of the 'Employee's on the Job Accident Report' (located on the same site) for the injured employee to complete.
5. Upon completion of the 'Employee's on the Job Accident Report', the supervisor or designee will then fax this form to 214.492.5691 or scan it to fortworthisd@tristargroup.net.

Return to Work

1. The Return to Work Program returns injured employees to regular or alternate duty work as soon as medically appropriate.
2. The placement of an employee will require the cooperation of the injured employee, the supervisor, the claims examiner, and the Return to Work Coordinator.
3. The supervisor will be contacted when a modified duty release to return to work has been received.

For Assistance, contact [Carla Hernandez](#), Workers' Compensation, at (817) 814-2251 or [Alex Schropp](#), Director of Risk Management, at (817)814-2233.

Section 2: STUDENT ATTENDANCE AND RECORDS

2.1 Qualified Students Attend School Free

2.1A Compulsory Attendance: [FEA\(LEGAL\)](#)

Compulsory attendance applies to students who are at least six years old as of September 1 of the applicable school year. The law requires a student to attend public school until the student's 19th birthday, unless the student is exempt under §25.086.

Compulsory attendance applies to certain extended-year programs, tutorial classes, accelerated reading instruction programs, accelerated instruction programs, basic skills programs, and summer programs for students subject to certain disciplinary removals. Under §25.085(c), it also applies to students below the age for compulsory attendance during any period that the student is voluntarily enrolled in prekindergarten or kindergarten.

A person who voluntarily enrolls in or attends school after the person's 19th birthday is required to attend each school day for the entire period the program of instruction for which the student is enrolled is offered. The state requirement is not enforceable through §§25.093 and 25.094. However, if the person has more than five unexcused absences in a semester, the school district may revoke the person's enrollment for the remainder of the school year under this subsection. The school District may not revoke enrollment on a day on which the student is physically present at school. This authority to revoke enrollment, however, does not override the District's responsibility to provide a free appropriate public education to a student who is eligible for special education services. Also, note that a student whose enrollment is revoked under this provision is considered a dropout for accountability purposes.

2.1B Compulsory Attendance Exemptions: [FEA\(LEGAL\)](#)

A child is exempt from the requirements of compulsory school attendance if the child:

- attends a private or parochial school that includes in its course a study of good citizenship;
- is eligible to participate in a school district's special education program under §29.003 and cannot be appropriately served by the resident district;
- has a physical or mental condition of a temporary or remediable nature that makes the child's attendance infeasible and holds a certificate from a qualified physician specifying the temporary condition, indicating the treatment prescribed to remedy the temporary condition, and covering the anticipated period of the child's absence from school for the purpose of receiving and recuperating from that remedial treatment;
- is expelled;

The exemption from compulsory attendance for students who have been expelled applies only in a school district that does not participate in a mandatory juvenile justice alternative education program (JJAEP).

With certain exceptions, counties with populations greater than 125,000 are required to have JJAEP's.

In those counties, expelled students are subject to compulsory attendance. Expelled students must attend the JJAEP, if they are placed there, or another educational program provided by the school district. If an expelled student from a county that does not have a JJAEP moves to a county that has a mandatory JJAEP, the new school district may honor the expulsion under Chapter 37 but must assign

the student to either the JJAEP or another educational program provided by the school district for expelled students.

Notwithstanding the above-described exemption from compulsory attendance, a school district has a continuing obligation under federal and state law to provide a free appropriate public education to a student with a disability who has been removed for disciplinary reasons from his/her current educational placement, regardless of the population of the county in which the school district is located.

- is a 17-year-old enrolled in a GED Course;

The exemption from compulsory attendance for a child attending a GED course who is at least 17 years of age applies if:

- The child has the permission of the child's parent or guardian to attend the course;
 - The child is required by court order to attend the course;
 - The child has established a residence separate and apart from the child's parent, guardian, or other person having lawful control; *or*
 - The child is homeless.
- is a 16-year-old enrolled in a GED Course;

There is a separate exemption for a child attending a GED course who is at least 16 years old. This exemption applies if the student is recommended to take the course by a public agency that has supervision or custody of the child under a court order. Under Article 45.054 of the Texas Code of Criminal Procedure, a county, justice, or municipal court that finds that a child is at least 16 years of age engaged in truant conduct may order the child to take a GED examination and to attend a preparatory course. The exemption applies to a 16 year old attending a GED course who is enrolled in a Job Corps Training Program. These are the only conditions under which a 16 year old is exempt from compulsory attendance due to attending a GED course.

- is enrolled in the Texas Academy of Mathematics and Science under the Workforce Investment Act of 1998;
- is enrolled in the Texas Academy of Leadership in the Humanities;
- is enrolled in the Texas Academy of Mathematics and Science at the University of Texas at Brownsville;
- is enrolled in the Texas Academy of International Studies; *or*
- is specifically exempted under another law.

2.1C Excused Absences: [FEA\(LEGAL\)](#) and [FEA\(LOCAL\)](#)

A person required to attend school under §25.085 “may be excused for temporary absence resulting from any cause acceptable to the teacher, principal, or superintendent of the school in which the person is enrolled.” As discussed under ‘Duties of School Attendance Officer’ below, excused absences are not counted when determining the number of absences that trigger a referral or complaint for failure to comply with the compulsory attendance requirement. Excused absences are counted in determining whether a student is in compliance with

the attendance requirements for class credit, which are also discussed below, but local policies under §25.092 regarding the award of class credit may take into account whether an absence is excused.

A school district is required to excuse a student's absence for observance of a religious holy day, for attending a required court appearance to appear at a governmental office to complete paperwork required in connection with the student's application for United States citizenship, to take part in a United States naturalization oath ceremony, or for serving as an election clerk. The period of an excused absence under §25.087(b) (1) includes travel time.

A school district must excuse a temporary absence for the purpose of an appointment with a health care professional if the student comes to school the day of the appointment, either before or after the appointment. An absence subject to this provision includes a temporary absence of a student diagnosed with autism spectrum disorder for an appointment with a health care practitioner to receive a generally recognized service for persons with autism spectrum disorder.

A district may excuse the absence of a student who is a junior or senior for the purpose of visiting an accredited institution of higher education if the district adopts a policy to determine when an absence will be excused for that purpose and a procedure to verify the visit. In addition, a school district may excuse a student in grades 6 through 12 for the purpose of sounding "Taps" at a military honors funeral held in this state for a deceased veteran.

A student whose absence is excused under Subsection (b) – (c) described above may not be penalized for the absence. In addition, the district must allow the student a reasonable time to make up missed schoolwork; the student is included in average daily attendance for that day. A student may not be included in average daily attendance for an absence that is excused for a reason that is not included under §25.087 (b)-(c). In the Fort Worth ISD, a student may participate in extracurricular activities on the day of an absence if the absence is an excused absence.

A school superintendent may excuse a student's absence for the purpose of visiting with a parent or legal guardian who is an active duty member of the uniformed services and has been called to duty for, is on leave from, or immediately returned from deployment to combat zone or combat support posting.

2.1D Ninety Percent (90%) Rule-Fees: [FEC\(LEGAL\)](#) and [FEC\(LOCAL\)](#)

A student who is in attendance for at least 75 percent, but less than 90 percent, of the days a class is offered may be given credit if the student completes a plan approved by the principal that provides for the student to meet the instructional requirement of the class. If the student is under jurisdiction of a court in a criminal or juvenile justice proceeding, the student may not receive credit by completing such a plan without the consent of the presiding judge.

The board of trustees is required to appoint one or more attendance committees to hear petitions from students who do not regain credit through a plan approved by the Principal. An attendance committee may grant credit due to extenuating circumstances. The board is also required to adopt policies establishing alternative ways for such students to make up work or regain credit lost because of absences.

A district may establish ways to make up work or regain credit that are workable in consideration of the circumstances. Section §25.092 does not require that students spend a certain amount of time in a "Saturday School" or other educational setting equal to time missed during regular school hours. The District should be prepared with other options that give the student a reasonable opportunity to make up work or regain credit even under challenging circumstances, including excessive absences that occur late in the school year. Additionally,

this law is not intended to penalize students for not attending a class before the student was enrolled in the class. Students, including migrant students or transfer students, who could not have attended a class before enrollment should not have the days of class that occurred before their enrollment counted against them for purposes of “the 90 percent rule”. As with any other student, to receive credit a student who enrolls after instruction for the year or semester has begun is required to demonstrate academic achievement and proficiency of the subject matter as required under §28.021 and 19 T.A.C. §74.26.

If a district offers an educational program outside of regular school hours as a means for students to make up work or regain credit, under §11.158(a)(15) and (h), a district may charge a fee for such an education program under restricted circumstances. The school district may assess the fee only if the student returns a form signed by the student’s parent or legal guardian stating that the fee would not create a financial hardship or discourage the student from attending the program. The fee may not exceed \$50. Also, under §25.092(b) and (f), the board must provide at least one alternative for making up work or regaining credit that does not require a student pay a fee under §11.158(a)(15). The availability of that alternative must be substantially the same as the availability of an educational program for which a fee is charged.

2.1E Compulsory Attendance Enforcement: [FEA\(LEGAL\)](#) and [FEA\(LOCAL\)](#)

A district may file an action to enforce compulsory attendance in any justice precinct in the county in which the school is located or in which the person filed against resides. Alternatively, an action may be filed in municipal court or, in a county with a population of 1.75 million or more, or in a constitutional county court. Section 25.093 provides for the deposit of one-half of a fine collected under that section to the credit of the open-enrollment is to proceed against the child in juvenile court as a “child in need of supervision” under §51.03 of the Texas Family Code. This option applies if the child is 10 years of age or older for conduct committed before becoming 18 years of age. It is an affirmative defense under both the Texas Education Code and the Texas Family Code that an absence has been excused by a school official or the court. For the student, there is also an affirmative defense for absences that are involuntary. The affirmative defenses apply only if there are an insufficient number of absences remaining to constitute an offense.

A complaint or referral for 10 or more unexcused absences within six months must be made within 10 school days from the date of the student’s 10th absence. A court shall dismiss a complaint or referral that is not made in compliance with §25.0951.

2.2 Admission: [FD\(LEGAL\)](#) and [FD\(LOCAL\)](#)

Students who are 5 years of age and less than 21 years of age on or before September 1, 2022, and whose parent, guardian, or other person having lawful control under a court order reside in the District may attend school free of tuition. Exceptions may apply for certain students who meet eligibility standards for Special Education.

2.2A Special Education Services

An individual who is eligible for special education services and is not a high school graduate is eligible for enrollment and funding through the end of the school year or until graduation, whichever comes first, if the individual is under the age of 22 on September 1 of the applicable school year. A student who is eligible for special education services, and who has graduated from high school by successfully completing his/her individualized education program (IEP) and the other requirements of TAC §89.1070(b) (3), but meets the age eligibility requirements, may receive additional educational services (and be eligible for enrollment and funding) if the student’s admission, review, and dismissal (ARD) committee determines that services need to be resumed.

A student with a disability who has graduated in accordance with 19 TAC §89.107(b)(1), (2) or (4) is not eligible for special education services under state and federal law or for the benefits of the Foundation School Program.

2.2B Parent Only in District

Entitles a student who resides in Texas but does not reside in the District to admission if:

- A parent of the child resides in the district, *and*
- The parent is a joint managing conservator, sole managing conservator, or possessory conservator of the child.

This provision does not apply to all parents living apart from their children. It applies only if the parent is a joint managing conservator, sole managing conservator, or possessory conservator. Those designations are established by the order of a court in a suit affecting the parent-child relationships under Title 5 of the Texas Family Code. If the parent's relationship with the child has not been the subject of such a suit, this provision of §25.001(b) does not apply. The designation by a court of a parent as a joint managing conservator, sole managing conservator, or possessory conservator can occur under a number of different circumstances, but occurs most commonly in relationship to a divorce proceeding. A temporary order pending final disposition of a divorce action would qualify a student for enrollment under this provision.

2.2C Student and Guardian or Person with Lawful Control in District

A student is entitled to admission if the student and the student's "guardian or other person having lawful control of the student under a court order reside within the school district."

To determine a student's entitlement under §25.001(b)(c), a district must determine if a court order exists that identifies a guardian or other person with lawful control residing in the District. A child is entitled to admission if a court orders the placement of the child with a person or a facility in the District or if, pursuant to a court order, an entity such as the Department of Family and Protective Services or the Texas Youth Commission places a child in the district. If such a court order exists, the child is entitled to admission under this provision regardless of whether the student would be ineligible under certain exclusions.

2.2D Student Only in District

A student under 18 years of age may "establish a residence for the purpose of attending the public schools separate and apart from the student's parent, guardian, or other person having lawful control of the student under a court order." However, the student's presence in the District may not be "for the primary purpose of participation in extracurricular activities." Varsity athletic eligibility is based on the attendance zone residence of the parent(s) or court appointed guardian the first year of enrollment at a high school. All new high school students who do not live with their parent(s) or court-appointed legal guardian in the attendance zone of the school, and wish to participate in sports, will only be eligible at the sub-varsity level and will need to complete a Previous Athletic Participation Form (PAPF) which is available at the high school or Athletic Department.

The district is not required to admit a student if the student:

- has engaged in conduct or misbehavior within the preceding year that has resulted in:
- removal to a disciplinary alternative education program (DAEP); *or*
- expulsion;

- has engaged in delinquent conduct or conduct in need of supervision and is on probation or other conditional release for that conduct; *or*
- has been convicted of a criminal offense and is on other conditional release.

These exceptions apply only if a student is living in a different district than the student's parent, guardian, or other person with lawful control of the child under a court order. The exceptions cannot be used to prevent a student eligible for admission under a different provision of §25.001 from being enrolled, including homeless students.

2.2E Students 18 Years of Age or Older

Students age 18 or older shall complete and sign all registration forms themselves.

2.2F Grandparent in District

If a student does not reside in the District, but the grandparent of the student resides in the District and provides substantial after-school care, the student may attend a FWISD school, based on space availability, tuition free. To enroll under this circumstance, the parent and grandparent must:

- Provide proof of the grandparent's residency inside the District;
- Provide proof of the parent's residency outside the District;
- Complete the Affidavit of Student Admission Information form; *and*
- Sign the affidavit in the presence of a notary.

The [SR03-Grandparent Form](#), also available in the Forms' Section, shall be retained in the student's cumulative folder. A copy of the completed form must be faxed to the [Student Records Department](#) at 817.814.3255 to ensure central tracking of the enrollment data.

The completed form is valid only for the school the student is currently enrolled and is not transferable. This form must be completed each school year. Students found to be enrolled using false documents will be withdrawn at the end of the campus grading period.

2.2G Guardianship

Affidavit of Educational Guardianship

An [Affidavit of Educational Guardianship](#) is designed to assist parents who, for whatever reason, have another adult see to the full time care and maintenance of their children. The Affidavit of Educational Guardianship can be used to enroll a student in the Fort Worth School District if ALL of the following apply:

1. The student does not reside with a parent.
2. The student's parent does not reside in the Fort Worth ISD. A parent/legal guardian residing in a different Fort Worth school district attendance zone than his/her child should request a transfer through the Principal at the school in the parent/legal guardian's attendance zone.
3. The parent agrees to comply with UIL policy prohibiting a student not residing with a parent from participating in varsity activities for one calendar year.

This guardianship is not a legal guardianship, and may not be used as such. It is intended solely to confirm educational responsibility for a student enrolling in Fort Worth ISD schools to a Fort Worth ISD resident, other than the parent, with whom the student lives. "Parent" includes a guardian, conservator, or other person having

lawful control of a student. Varsity athletic eligibility is based on the attendance zone residence of the parent(s) or court appointed guardian the first year of enrollment at a high school. All new high school students who do not live with their parent(s) or legal, court-appointed guardian in the attendance zone of the school and wish to participate in sports will need to complete a Previous Athletic Participation Form (PAPF) which is available at the high school or Athletic Department.

The following steps must be followed to obtain an educational guardianship:

1. Educational guardian and parent must be present to obtain the Affidavit of Educational Guardianship Referral Form from the attending school's Principal.
2. Educational guardian and parent must provide residency verification using a utility bill (not exceeding 60 days from current date), a current lease agreement, a deed, tax record, or a notarized [Affidavit of Residency](#) to the Principal or Principal's designee.
3. [SR01 Referral Form](#) must be signed by the Principal or Principal's designee before appearing in the [Student Records Office](#).

2.2H Residency

The Board of Trustees has the authority to provide guidelines that will enable a student to substantiate his/her residency and enable the Board to determine if the student is a resident of the District. Residency is not defined by an address on a driver's license, a signature on a lease, or the address on a utility bill. These are indicators that may expedite verifying residency, but the absence of such indicators is not conclusive that the student is not a resident. Furthermore, the fact that a student is living in a household that is leased or owned by someone outside the student's immediate family may be an indicator that the student is homeless and entitled to admission.

Affidavit of Residency

An [Affidavit of Residency](#) is designed for parents who are enrolling student(s), do not own or lease property in Fort Worth ISD, but reside with a person(s) who does. Provided the resident agrees to sign an Affidavit of Residency attesting that the parent and student live with them, the student is eligible to attend school in the attendance zone where the resident lives. "Parent" includes a guardian, conservator, or other person having lawful control of a student.

The following steps must be followed to obtain an Affidavit of Residency:

1. Both the parent and the Fort Worth ISD resident must be present to obtain the [Affidavit of Residency form](#) from the attending school's Principal.
2. The Fort Worth ISD resident must provide residency verification using a current utility bill (not exceeding 60 days from current date), current lease agreement, deed, tax record, or notarized Affidavit of Residency to the Principal or Principal's designee.
3. The [Affidavit of Residency](#) (SR05) must be signed by Principal or Principal's designee before the document is notarized.
4. Once the [Affidavit of Residency](#) (SR05) has been completed and signed by the Principal or Principal's designee, the signatures of the parent and Fort Worth ISD resident must be notarized. Notary services are available at the [Student Records Department](#) if a notary is not available at the school.

The parent and Fort Worth ISD resident MUST have a valid state issued ID for the [Affidavit of Residency](#) to be notarized.

Falsification of Information

It is a criminal offense to present false information to enroll a student in public school. Falsifying, altering, or tampering with government documents are offenses subject to prosecution as a misdemeanor or felony under section 37.02 and 37.10 of the Texas Penal Code. A person who presents false enrollment documents is also subject to liability for tuition costs. Presentation of false information or neglecting to notify the District of change of address that results in lack of proof of residency in the District will result in withdrawal of the student(s) who ceases to be a resident of the District and/or is found not to reside in the attendance zone of the school in which the student is enrolled. Proof of residency documentation is subject to review and investigation by the District. Additional documentation, investigation, and home visits may be required by the District to verify residency.

2.21 Homeless Student

A person defined as “homeless” is entitled to admission “regardless of the residence of the person, of either parent of the person, or the person’s guardian or other person having lawful control of the person.” Therefore, a person who is homeless is entitled to admission in any Texas school district. The definition in 42 U.S.C. §11302 is similar, but not identical, to the definition of “homeless children and youths” enacted in the No Child Left Behind (NCLB) legislation enacted by Congress in 2002. As the definition in the NCLB legislation applies specifically under federal law to the enrollment of homeless children and youth, the Texas Education Agency, advised that school districts apply the NCLB definition, in addition to the definition in 42 U.S.C. §11302, when determining if a student is eligible for enrollment under §25.001(b)(5). Both definitions are included below. Under federal law, homeless students may not be segregated from students who are not homeless, prohibiting assignments to a “shelter school” or other segregated setting. Limited exceptions are provided for a short period to deal with a health and safety emergency or to provide temporary, special, and supplementary services that are unique to the needs of the homeless children.

42 U.S.C. §11302(a) provides:

For the purpose of this chapter, the terms “homeless,” “homeless individual,” and “homeless person” means:

1. an individual or family who lacks a fixed, regular, and adequate nighttime residence;
2. an individual or family with a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings, including a car, park, abandoned building, bus or train station, airport, or camping ground;
3. an individual or family living in a supervised publicly or privately-operated shelter designed to provide temporary living arrangements (including hotels and motels paid for by Federal, State or local government programs for low-income individuals or charitable organizations, congregate shelters, and transitional housing);
4. an individual who resided in a shelter or place not meant for human habitation and who is exiting an institution where he or she temporarily resided;
5. an individual or family who:

- will imminently lose their housing, including housing they own, rent, or live in without paying rent, are sharing with others, and rooms in hotels or motels not paid for by Federal, State or local government programs for low-income individuals or by charitable organizations, as evidenced by:
 - a court order resulting from an eviction action that notifies the individual or family that they must leave within 14 days;
 - the individual or family having a primary nighttime residence that is a room in a hotel or motel and where they lack the resources necessary to reside there for more than 14 days; *or*
 - credible evidence indicating that the owner or renter of the housing will not allow the individual or family to stay for more than 14 days, and any oral statement from an individual or family seeking homeless assistance that is found to be credible shall be considered credible evidence for purposes of this clause;
 - has not identified subsequent residence; *and*
 - lacks the resources or support networks needed to obtain other permanent housing; *and*
6. unaccompanied youth and homeless families with children and youth defined as homeless under other Federal statutes who:
- have experienced a long-term period without living independently in permanent housing,
 - have experienced persistent instability as measured by frequent moves over such period, and
 - can be expected to continue in such status for an extended period of time because of chronic disabilities, chronic physical health or mental health conditions, substance addiction, histories of domestic violence or childhood abuse, the presence of a child or youth with a disability, or multiple barriers to employment.

42 U.S.C. §11434a provides:

The term “homeless children and youths”—

- means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of 42 U.S.C. §11302(a) above; *and*
- includes —
 - children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
 - children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
 - children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; *and*
 - migratory children who qualify as homeless for the purposes of this part because the children are living in circumstances described above.

2.2J Foreign Exchange Student

A foreign exchange student is entitled to admission if the student is placed with a host family that resides in the school district by a nationally recognized foreign exchange program. The only exception is under the terms of a waiver granted by the commissioner.

For a waiver to be granted, the admission of a foreign exchange student must create one of three possible conditions. It must:

1. create a financial or staffing hardship for the district,
2. diminish the district's ability to provide high quality educational services for the district's domestic students, or
3. require domestic students to compete with foreign exchange students for educational resources.

The period of a waiver may not exceed three years.

High school foreign exchange students who wish to participate in athletics may do so for one year and must complete a University Interscholastic League (UIL) Waiver of Parent Residence form. See the school athletics coordinator for the waiver packet.

2.2K Student in Residential Facility

A student residing at a residential facility located in the District is entitled to admission. A "residential facility" is defined as follows:

1. a facility operated by a state agency or political subdivision, including a child placement agency, that provides 24-hour custody or care of a person 22 years of age or younger, if the person resides in the facility for detention, treatment, foster care, or non-educational purposes; *and*
2. any person or entity that contracts with or is funded, licensed, certified, or regulated by a state agency or political subdivision to provide custody or care for a person under paragraph A.

A residential facility is required to notify the school district in which the facility is located of the placement of a person three years of age or older. The facility is required to give the notice not later than the third day after the date of placement. A district should contact residential facilities in the district to coordinate implementation of this notice provision. In general, students placed in residential facilities are entitled to admission under other provisions of §25.001. However, §25.001(b) (7) provides a uniform admissions provision for children in such facilities. Additionally, the notice requirement should generate communication between the facilities and school districts that will promote efficiency in the provision of educational services to these children.

2.2L Adult Student

A student residing in the district is entitled to admission if the student is over 18 years of age or if the student is less than 18 years of age and has had the disabilities of minority removed through marriage or as otherwise permitted by law.

2.2M Foster Care

The law makes special provision for children in foster care. Children in foster care are to be provided tuition-free admission in the district in which the foster parents reside. In addition, the use of a durational residence requirement to prohibit a foster child from participating in any school-sponsored activity is forbidden. A high school

student placed in temporary foster care is provided the option of continuing to attend, without payment of tuition, the school in which the student was enrolled at the time of placement, regardless of the residence of the foster parents. Pre-Kindergarten students must go to the Early Childhood Department for acceptance.

2.3 Pre-Kindergarten Enrollment

Four-Year-Old Program –To be eligible for enrollment in a four-year-old pre-kindergarten class, a child must be at least 4 years of age on or before September 1.

The District shall prioritize admission to pre-kindergarten classes and assignment to pre-kindergarten classes at a specific campus in accordance with the following:

1. Children who reside in the District and are eligible for enrollment in pre-kindergarten under state law and reside in the attendance zone for the campus. [\[EHBG\(LEGAL\)\]](#)
2. Children of employees who reside in the District and are eligible for enrollment in pre-kindergarten under state law and do not reside in the attendance zone for the campus.
3. Children who reside in the District and are eligible for enrollment in pre-kindergarten under state law and do not reside in the attendance zone for the campus.
4. Children of employees who do not reside in the District but who meet the state eligibility requirements for enrollment in pre-kindergarten.
5. Children who reside in the District and in the attendance zone for the campus but who do not meet the state eligibility requirements for enrollment in pre-kindergarten.
6. Children of employees who reside in the District but who do not reside in the attendance zone for the campus and do not meet the state eligibility requirements for enrollment in pre-kindergarten.
7. Children who reside in the District but who do not reside in the attendance zone for the campus and do not meet the state eligibility requirements for enrollment in pre-kindergarten.
8. Children who do not reside in the District but who meet the state eligibility requirements for enrollment in pre-kindergarten.
9. Children of employees who do not reside in the District and do not meet state eligibility requirements for enrollment in pre-kindergarten.
10. Children who do not reside in the District and do not meet the state eligibility requirements for enrollment in pre-kindergarten, subject to tuition.

To be admitted, a student shall be four years of age by September 1 of the school year of enrollment.

The enrollment during the school year of more students who are eligible for pre-kindergarten shall not result in the withdrawal of enrolled students who do not meet the state eligibility criteria; however, students not in compliance with attendance requirements shall be withdrawn.

The District shall not provide transportation for prekindergarten students.

2.4 Kindergarten and Grade 1

1. Resident children who are 5 years of age on or before September 1, 2022, are eligible for a full day of kindergarten. They will have a grade code of “KG.”

2. Full-day classes for kindergarten are to be organized with a maximum of 22 students per class.
3. Students who are 6 years of age on or before September 1, 2022, will be admitted to Grade 1.
4. If a child has attended the first grade in another state or has completed kindergarten in the public schools in another state prior to transferring to a Texas public school, he/she will be admitted to the first grade even though he/she was not 6 years of age at the beginning of the scholastic year. These students are to be given a grade code of "01."
5. Students who are 5 years of age on or before September 1, 2022, may be assigned to Grade 1 for instruction if they meet the following criteria:
 - The student has completed a full nine (9) months of kindergarten exclusive of nursery school or other day care programs. Documentation as proof of attendance in a kindergarten program must be furnished by the parent. This documentation should include report card, attendance records, and subjects taken or mastered.
 - The parent must approve the enrollment in Grade 1.
 - A first grade teacher and the Principal must recommend the student for Grade 1 placement.
 - The application must be approved by the appropriate elementary executive director. If the application is approved, other conditions of enrollment and attendance accounting will apply. These students will be given a grade code of "01."

With the consent of the parent, a 6-year-old may be assigned to kindergarten for instruction. The student is to be given a grade code of "KG."

2.5 Non-Resident Pre-K Tuition (TEC 29.153)

Priority will be given to eligible/resident students and homeless students living in the District who will attend at no charge.

Provided there is space available, all students who meet the age requirements are eligible to enroll in pre-kindergarten. Priority for enrollment is established in policy [EHBG\(LOCAL\)](#). Non-resident students who are not children of FWISD employees are subject to tuition.

2.6 Non-Resident Students Who Attend on Tuition Basis

A non-resident student whose grade is taught in his/her home district will be accepted on a space available basis, once a transfer application has been processed through [Student Records](#). The parent/guardian is encouraged to complete an application for transfer prior to the first day of enrollment and agree to pay the tuition rates approved for the 2022-2023 school year by the Board of Education. Tuition is paid monthly to the individual schools. These students will be given an eligible code of "3" in the membership category.

A non-resident student whose grade is not taught in his/her home district will be accepted for the 2022-2023 school session without tuition being paid by his/her parents provided his/her home district will pay the FWISD tuition according to the tuition rates approved for the 2022-2023 school year by the Board of Education and provided the student has been properly transferred.

Do not enroll a student whose parent or guardian lives in any school district other than FWISD until the application process has been completed by the [Student Records Department](#). Non-resident students will not be eligible to

participate in varsity sports until being continuously enrolled and attending their new high school for one calendar year. Non-resident students must also complete a Previous Athletic Participation Form.

2.7 Tuition for Students of FWISD Employees

Non-resident children of FWISD employees may attend tuition free once a transfer application has been processed through [Student Records](#). The employee is encouraged to complete an application for transfer prior to the first day of enrollment. The child may attend the appropriate school in the pyramid where the parent works, depending on available space. The parent must provide transportation. The child will be given an eligibility code of “3” in the attendance category. Non-resident students will not be eligible to participate in varsity sports until being continuously enrolled and attending their new high school for one calendar year. Non-resident students must also complete a Previous Athletic Participation Form.

2.8 Tuition for Program of Choice Students

Out-of-district students who have applied for and meet the necessary qualifications for the Programs of Choice in the elementary and secondary schools will be admitted to these schools tuition free on a space-available basis after all qualified in-district students are placed. A transfer application must be processed through the [Student Records Department](#) prior to enrollment in a FWISD school. They will be given an eligibility code of “3” in the attendance category. Out-of-district Programs of Choice high school students will not be eligible to participate in varsity sports until being continuously enrolled and attending their new high school for one calendar year and must complete a Previous Athletic Participation Form.

2.9 FWISD Tuition Rate, 2022-2023 School Year

Employee Tuition Rate Grades K – 12 waived for the 2022-2023 school year. A transfer application must be completed.

2.10 Non-Employee Tuition Rate, Grades Pre-K – 12

Non-Employee Tuition Rate, Grades K – 12 waived for the 2022-2023 school year. A transfer application must be completed. The transfer process must begin on the campus where the student is requesting enrollment.

2.11 Students Who Move Out of the School District

Students whose parent/guardian move out of the school district during the school year will be allowed to attend tuition free for the remainder of the school year if they continue in the same school. If the student wishes to continue attending the same school the following school year, the student/parent will have to complete a transfer application. The student will be considered based on the priority order established in [FDA\(LOCAL\)](#). If the student is admitted, the student must pay tuition. Students who become homeless during the school year are allowed to stay in their school of origin for the duration of their homelessness to the extent feasible.

High school students whose parent/guardian move from the school district or home attendance zone the first year of enrollment at the school will only be allowed to participate at the sub-varsity level from the time the parent/guardian moved until the student has been at the school for one calendar year.

2.12 Students from Both Accredited and Non-Accredited Schools

Requirements for students in Grades 1-8 seeking admission to the Fort Worth schools from accredited or non-accredited public or private schools:

- Students must meet the age requirements and present a valid immunization certificate.
- Students must submit an official grade report or transcript from the previous school system.
- Students will be placed in the grades assigned by the previously attended school system.
- In the event of an irregularity in grades 1-5, such as a student being considered overage for his or her grade or lacking official credentials, the elementary or middle school principal will administer tests in the basic subjects or give the student a trial in the grade that seems commensurate with his or her achievement and maturity.

Students in Grades 9-12 enrolling in the FWISD from schools outside the local system will be admitted in accordance with the following standards:

Students must meet the general requirements for admission, which are set by the Board of Education.

- Students must submit official credentials from the previous school system.
- Students from schools accredited by the state departments of education in their respective states will be allowed credits as certified by official transcripts unless there is a specific conflict with standards of the Texas Education Agency (TEA).

Credit-by-Examination (CBE)

Secondary Credit Retrieval – See [Bulletin 100](#) for more information

The FWISD will provide the use of the CBE for the purpose of Retrieval and Placement/Validation for students who are enrolled in FWISD.

Note: Prior instruction for credit retrieval is based on a review of education records; i.e. students failing courses.

Middle School and High School – Grades 6-12

- Students must earn a score of 70 or above on any examination taken for the purpose(s) of retrieval of credit with prior instruction. Requests for retrieval of any course credit may come from parent or student and be based on availability of test(s) from Texas Tech University (TTU) or University of Texas at Austin (UT).
- The District will facilitate the ordering, administration, and awarding of credit if the student passes the examination.
- When awarded, credit will be shown on the transcript, but the grade will not be calculated as part of the student's Grade Point Average (GPA). If credit is not awarded, documentation of examination will be placed in the student's academic achievement folder.

Placement/Validation

Elementary/Middle School: Grades K-8

Committees may consider information such as classroom work, standardized testing, psychologist's recommendation, or records from previous setting(s) to determine placement for a student including the student that has been home schooled or is coming from an unaccredited school or from a country other than the United States. The committee should consist of the principal, counselor, and classroom teacher. If a

student is an English Language Learner (ELL), the Student Placement Center (SPC) must work in collaboration with the Language Proficiency Assessment Committee (LPAC) to determine appropriate instructional placement/validation.

Elementary students entering the District who have been home schooled, or are coming from unaccredited schools seeking placement in an appropriate grade level, may be placed based on the decision of a campus committee consisting of the principal, counselor, and classroom teacher's recommendations or records from previous setting(s). The District may administer and recognize results of tests purchased by the parent or student from TTU or UT.

Students in grades 6-8 who are enrolled in the District and who have received prior instruction in previous courses may be placed into the appropriate course or courses based upon information from sources such as prior performance in the subject, teacher recommendation, and scores on locally administered tests and inventories. A campus committee consisting of the principal, counselor, and classroom teachers will make placement decisions. No placement will be made without parent approval. Students may not place out of any courses for which high school credit toward graduation is awarded unless an examination for acceleration is taken. Should a parent challenge placement or request alternative placement(s), the campus may administer and recognize results of a test purchased by the parent or student from TTU or the UT. A score of 70 is considered passing when there is documented evidence of prior instruction.

- Based on the student's age and other factors listed in paragraphs 1-2, a student may be placed in a classroom and observed for six (6) weeks prior to making a final placement decision.
- Scores earned on examinations taken to establish placement and/or validation will not be recorded on the Academic Achievement Record. However, credit earned will be recorded/awarded.

Secondary: Grades 9-12

Students entering the District who have been home schooled or are coming from unaccredited schools or schools outside the U.S. and seeking placement/validation of grade level or course work, may be placed in the appropriate course or grade level based on the decisions of the campus committee consisting of the principal, counselor, and classroom teachers. This placement requires parental approval. Evidence of previous classroom work, results of standardize testing, psychologist's recommendations, or records from previous setting(s) may be considered to determine placement. Should the parents challenge placement, they may request an examination. The campus may administer and recognize results of a test purchased by the parent or student from TTU or UT. If a student is an ELL, the SPC must work in collaboration with the campus LPAC to determine appropriate instructional placement/validation.

- A score of 70 or above must be earned on each examination taken to receive credit when there is documented evidence of prior instruction.
- The campus may place students in an appropriate class pending CBE validation results.
- Scores earned on examinations taken to establish placement and/or validation will not be recorded on the Academic Achievement Record. However, credit earned will be recorded/awarded.

- A CBE for the second semester (part B) for award of credit for a two-semester course may be used only in Languages other than an English course (foreign languages). In all other courses, the student must take a test over each semester (A&B) to earn credit for the course.

Examination Approval

The Board of Education shall approve exams from TTU or UT for use with the FWISD's credit for retrieval and placement/validation process. At a later time and based on need and availability, the District may use locally or jointly developed examinations for the purpose of Retrieval or Placement Validation of credit.

Acceleration

The FWISD in accordance with Chapter 74, Subchapter C Other Provisions, §74.24 TAC, will provide the following administrative procedures for CBE. CBE for acceleration purposes (without prior instruction) shall be offered each semester to students who are enrolled in the FWISD. Dates shall be published for each fall and spring semester testing cycle. Current FWISD students as well as those entering the District for the first time may be eligible to take CBEs for acceleration purposes.

Acceleration without Prior Instruction

Note: "No prior instruction" is defined as no formal instruction in the specific course content and/or grade to be skipped. This shall not preclude the taking of a test for acceleration purposes because some of the content of the course to be credited by examination was covered by an earlier or previous course.

Elementary

- Kindergarten - Kindergarten students may be accelerated by a campus committee consisting of the principal, counselor, and classroom teachers. If the parent requests acceleration for his/her kindergarten child, the committee must convene and consider the parent request. Materials such as classroom work, standardized testing, psychologist's recommendation or records from a previous kindergarten school setting may be considered for acceleration. No examination is required.
- Grades 1-5
 - Students must make 80 or above on each of four examinations or obtain an average of 80 or above on all four exams. (*Language Arts, Mathematics, Science, and Social Studies).
 - Written parent approval and school recommendation must accompany the request for acceleration. Campus academic advisors should review all final acceleration decisions.
 - Transportation to and from the testing site is the responsibility of the parent/legal guardian.
 - Should a student be accelerated in a course offered only at another campus, it is the responsibility of the parent or legal guardian to provide transportation.

Secondary

Middle School and High School - Grades 6-12 (Acceleration without Prior Instruction)

Each student requesting to take a credit by examination must sign a form indicating "no prior instruction received" when registering to take the examination.

- A student must earn a score of 80 or above on each examination taken for the purpose of acceleration (skipping a course) and for any course which the student will be achieving high school credit for the purpose of graduation listed as part of the required curriculum.
- The grade earned on the test shall be the grade recorded on the permanent record or Academic Achievement Record. Grades lower than the required 80 shall not be recorded.
- An examination may be repeated during the next District testing cycle if a grade below 80 was made.
- The grade recorded will not be used in calculating the GPA or for the purpose of determining class ranking.
- Transportation to and from the testing site is the responsibility of the parent/legal guardian for in-person test administrations.
- Should a student be accelerated in a course offered only at another campus, it is the responsibility of the parent/legal guardian to provide transportation.

Acceleration with Prior Instruction

Note: Prior instruction is determined based on review of the student's educational experience or records. Home schooling, correspondence courses, independent study supervised by a parent or teacher, and course work/experience in a foreign country may be considered prior instruction when documented.

Foreign Languages/Languages Other Than English: As affirmed in a recent TEA publication, the Languages Other Than English (LOTE) TEKS are unlike the TEKS in other subject areas. The TEKS for LOTE are not different at each level; rather, they are based on proficiency levels of the same skills. Thus, successful passing scores on any of the more advanced levels of LOTE credit-by-examination tests awards credit for all the proceeding levels. For example, success on an AP Spanish Language test or Spanish IV credit-by-examination test automatically ensures that the student has met the TEKS objectives for Spanish I, II, and III.

Middle and High School - Grades 6-12 (Acceleration with Prior Instruction)

- Each student requesting to take a CBE must sign a form indicating "prior instruction received" when registering to take the examination.
- A student may not register to take a CBE test when concurrently enrolled in the course for which they are taking the examination.
- A student must earn a score of 70 or above on each examination taken for the purpose of acceleration (skipping a course) and for any course which the student will be achieving high school credit for the purpose of graduation listed as a part of the Required Curriculum.
- The grade earned on the test shall be the grade recorded on the permanent record or Academic Achievement Record. Grades lower than 70 shall not be recorded.
- An examination may be repeated during the next District testing cycle if a grade below 70 was made.
- The grade recorded will not be used in calculating the GPA or for the purpose of determining class ranking.

- Transportation to and from the testing site is the responsibility of the parent/legal guardian.
- Should a student be accelerated in a course offered only at another campus, it is the responsibility of the parent/legal guardian to provide transportation.

Examination Approval

The Board of Education shall approve exams from TTU or UT for use with the FWISD's credit by examination process. At a later time, based on need and availability, the District may use locally or jointly developed examinations for the purpose of acceleration.

2.13 Enrollment/Withdrawal of Students [\[FEC\(LEGAL\)\]](#) and [\[FEC\(LOCAL\)\]](#)

A student shall be withdrawn when he or she leaves the school to enroll in another school or school-related facility.

When a student is consistently absent from school, every effort possible should be made to locate the student and his/her parent and/or guardian. After ten (10) consecutive school days, if the school is unable to locate said student, and this effort is verified in writing by the principal or assistant principal, the student may then be withdrawn. The withdrawal date should be the day of the student's last day of attendance. However, documentation by memo of the student's absences and the school's effort to locate said student should be placed in the cumulative record. Absences caused by homelessness should not be counted against students. Zero tolerance rules must address realities of homelessness and not create a barrier to enrollment or school retention.

The following leaver codes/descriptions are to be used for student withdrawals:

CODE	DESCRIPTION	CODE	DESCRIPTION
01*	Graduated from a Campus in This District or Charter	82*	Enroll in School Outside Texas
03*	Died	83*	Not a Resident at Time of Enrollment, Falsified Enrollment, No Proof of Identification, Or No Immunization Record
08	Pregnancy (female or male)	85*	Graduated Outside TX – Returned - Left
16*	Return to Home Country	86*	GED Outside TX
20	Medical injury	87*	Enroll in University High School Diploma Program
24*	College, Pursue Associate's or Bachelor's Degree	88*	Court-ordered to a GED program, has not earned a GED
60*	Home Schooling	89*	Incarcerated in state jail or federal penitentiary as an adult
66*	Removed-Child Protective Services	97	To Enroll in another FWISD School (local code)
80*	Enroll in another Texas public school (local code)	98	Other (Unknown or Not Listed)
81*	Enroll in TX Private School		
*Students coded with this Leaver-Reason-Code are not included in the calculation of the dropout rate used for accountability purposes. The above codes may only be assigned once appropriate documentation is obtained.			

Note: By Federal Law, (FERPA, Buckley Amendment) any data collected by such officials shall be protected in a manner which will not permit the personal identification of students and their parents by other than those officials, and such personally identifiable data shall be destroyed when no longer needed for such audit, evaluation, and enforcement of federal and state legal requirements.

Once charges have been filed by the Attendance Control Office on either the student or the parent, the student must not be withdrawn. No changes should be made to the attendance profile once truancy charges have been filed against the student.

Secondary Schools Withdrawal Procedures

Note: The secondary school withdrawal process is detailed in the Fort Worth ISD Leaver Manual located on the [Customer Service website](#).

2.14 Applicants for Enrollment

All children, U.S. citizens and all non-U.S. citizens (whether documented or undocumented), may be enrolled. Admission requirements are the same for all children, with the exception of students in homeless situations. Homeless students are not required to provide documentation normally required for school enrollment.

2.15 When to Take Attendance

The District has identified the following Official Attendance Taking Time (OATT) for all Campuses. Campus Administrators must ensure that there is no conflict with their Campus Bell Schedule and the OATT, and that average daily attendance is taken at that time daily. Students that are not physically in the classroom at the OATT must be marked absent. Students that are physically in the classroom at the OATT must be marked present. Campus personnel should never be instructed to mark all students as present.

Campus	OATT
Elementary Schools, K-8 th Grade Campuses, 6-12 th Grade Campuses, High Schools (except TCC, TABS and MCCHS), Pre-k Satellite, Jo Kelly, Boulevard Heights, JPS and Cooks In-Patient Hospitalization Programs	10:00 a.m.
Middle Schools, JJAEP, Detention Center, Willoughby House, Safe Haven, Bridge Association, Tarrant Youth Recovery and Assessment Center	10:30 a.m.
TCC, TABS and MCCHS	11:15 a.m.
Success HS (Evening Program Only)	4:30 p.m.

Campus Administrators can identify an alternate OATT during standardized testing, Board-approved field trips, if school is delayed by the Superintendent (for a health related or safety concern) or if a school event alters the regular class schedule. The alternate OATT must be temporary, properly documented (including date and reason), communicated to all campus personnel and stored in the 'Audit Box'. Average daily attendance must be taken at the defined alternate OATT during the event. Once the event is complete, the Campus must return to their Official Attendance Taking Time for the school year.

For complete attendance procedures, reference the [PEIMS Attendance Manual](#).

Emergency situations at schools may require an expedited accountability of building occupants. All teachers shall be prepared to account for all students in their charge and be able to report the counts to the main office or campus administrator when requested. Should campus evacuation be required, teachers will need to provide a paper copy of their class daily attendance prior to boarding a bus.

2.16 Attendance Procedures

Written Excuses

Parents and students are responsible for making sure that written excuses for absences are submitted to the student's school attendance office within five (5) school days of the absence to ensure that an absence is not marked as unexcused. Further, students must have a legitimate reason for arriving late or leaving early from school. Reasons for arriving late or leaving early from school must be in writing and submitted to the school attendance office.

For complete attendance procedures, see the [Student Attendance Accounting Handbook](#).

Exceptions

A student not on campus at the time attendance is taken may be considered in attendance for Foundation School Program (ADA) purposes if the student (TEA absent reason codes) is one of the following:

- is enrolled in and attending off-campus dual credit program courses and is not scheduled to be on campus during any part of the school day. Students who are enrolled in and attending an off-campus dual credit program course and are scheduled to be on campus during any part of the school day should have their attendance recorded while they are on campus.
- is participating in an off-campus work-based learning opportunity and is not scheduled to be on campus during any part of the school day. Students who are participating in an off-campus work-based learning opportunity and are scheduled to be on campus during any part of the school day should have their attendance recorded while they are on campus.
- is enrolled full-time in Texas Virtual School Network (TXVSN) courses. Students who are enrolled in one or more TXVSN courses but attend a regular campus part of the day and who are not scheduled to be on campus during the official attendance-taking time should have their attendance recorded during the part of the day they are on campus.
- is participating in an activity that is approved by your local school board and is under the direction of a professional staff member, an adjunct staff member, or a paraprofessional staff member of your school district. The adjunct staff member must have a minimum of a bachelor's degree and be eligible for participation in the Teacher Retirement System of Texas. Students participating in any activity that is not approved by your local school board or without certified district personnel supervision must be counted absent. For attendance to qualify for funding purposes, the professional staff member, adjunct staff member, or paraprofessional staff member must be accompanying the students as an official of your school district for the specific purpose of supervising the students and must be approved by your school board to supervise the activity. For example, students would be reported present if they are participating in 4H activities that are supervised by a county extension service agent who has been approved by the local school board as an adjunct staff member or a paraprofessional staff member of your school district. Paraprofessionals must meet the requirements of an educational aide I, II, or III.

- is participating, with local school board approval, in a short-term (for example, five-day) class that is provided by the Texas School for the Blind and Visually Impaired (TSBVI) or the Texas School for the Deaf (TSD) at a location other than the student's campus. The student must not be considered in attendance for FSP purposes on any day the student is traveling between the student's district and the location of the class but is not attending class. (However, travel days may be excused for compulsory attendance purposes.) Your school district is responsible for obtaining documentation of the student's class attendance from the TSBVI or TSD.
- is participating in a mentorship approved by district personnel to serve as one or more of the advanced measures needed to complete the Distinguished Achievement Program outlined in 19 TAC §74.44.
- misses school for the purpose of observing religious holy days, including traveling for that purpose. Travel days for which the student is considered in attendance are limited to not more than one day for travel to and one day for travel from the site where the student will observe the holy days. Your school district may elect to excuse additional travel days; however, the student would be considered absent for the additional travel days for attendance accounting purposes. Your school district is responsible for determining what constitutes a religious holy day for purposes of excusing absences. The agency does not maintain a list of days that qualify as religious holy days for purposes of being considered in attendance for FSP purposes. However, we do provide the following guidance: To be considered a religious holy day, the day should be one generally recognized by the student's religious denomination as a holy day that is required to be observed by all members of that denomination. Church retreats, camps, and mission trips and individual religious rites (baptisms, christenings, bar mitzvahs, etc.) are not considered holy days.
- is in grades six through 12 and misses school for the purpose of playing "Taps" at a military honors funeral held in Texas for a deceased veteran.
- misses school for the purpose of attending a required court appearance, including traveling for that purpose. Travel days for which the student is considered in attendance are limited to not more than one day for travel to and one day for travel from the site where the student is required to appear in court. Your school district may elect to excuse additional travel days; however, the student would be considered absent for the additional travel days for attendance accounting purposes. A court appearance is considered to be required if the law (federal or state) or the court mandates an appearance by the student in a criminal, civil, or traffic matter. Examples of required court appearances would be appearances in response to a jury summons in the name of the student, a subpoena in the name of the student, or a traffic ticket marked "You Must Appear" or "Court Appearance Required." Additional examples would be a student's appearance in court as a plaintiff or defendant or as the subject of a court proceeding, such as an adoption or custody proceeding. Acceptable forms of documentation include a copy of a pleading or other document filed with the court, a notice from the court clerk regarding a hearing or trial date, a jury summons, or a subpoena. Important: Absences to meet with probation officers and other absences related to court ordered activities outside the courtroom do not qualify as required court appearances.
- is in the conservatorship of the DFPS and misses school to attend an activity under a service plan under the Texas Family Code, Chapter 263, Subchapter B. 82 The student may be considered in attendance for travel days for this purpose. Travel days for which the student is considered in attendance are limited to not more than one day for travel to and one day for travel from the site where the student is participating in the activity, appointment, or visitation.

- misses school for the purpose of serving as a student early voting clerk, if your school district has a policy allowing for this type of excused absence, or an election clerk or student election clerk. Your school district may excuse a student's absence for this purpose for a maximum of two days in a school year.

A student may be considered in attendance for travel days related to an absence to serve as an election clerk or student election clerk but not for travel days to serve as a student early voting clerk. Travel days for which the student is considered in attendance are limited to not more than one day for travel to and one day for travel from the site where the student is serving as an election clerk. Your school district may elect to excuse additional travel days; however, the student would be considered absent for the additional travel days for attendance accounting purposes. Travel days do not count toward the two days per school year maximum.

To serve as a student election clerk or student early voting clerk, a student must:

- be ineligible to serve as an election clerk under the Texas Election Code, §32.051(c); or be at least 16 years of age;
 - or have the consent of the principal of the school the student attends;
 - be a US citizen; **and**
 - have completed any training course required by the entity holding the election. To serve as an election clerk (as opposed to a student election clerk), a student must meet the requirements specified in the Texas Election Code, §32.051.
- misses school for the purpose of appearing at a governmental office to complete paperwork required in connection with the student's application for US citizenship, including traveling for that purpose. Travel days for which the student is considered in attendance are limited to not more than one day for travel to and one day for travel from the site of the governmental office. Your school district may elect to excuse additional travel days; however, the student would be considered absent for the additional travel days for attendance accounting purposes.
- misses school for the purpose of taking part in the student's own US naturalization oath ceremony, including traveling for that purpose. Travel days for which the student is considered in attendance are limited to not more than one day for travel to and one day for travel from the site of the ceremony. Your school district may elect to excuse additional travel days; however, the student would be considered absent for the additional travel days for attendance accounting purposes.
- is temporarily absent because of a documented appointment for the student or the student's child that is with a health care professional licensed, certified, or registered to practice in the United States. A documented appointment with a health care professional includes an appointment of a student diagnosed with autism spectrum disorder with a health care practitioner to receive a generally recognized service for persons with that disorder. To be considered temporarily absent, the student must begin classes or return to class on the same day of the appointment. The appointment must be supported by a document, such as a note, from the health care professional. A consultation over the phone or via video (telemedicine) is considered an appointment with a health care professional. An appointment with a school nurse will not count for FSP funding as an appointment with a health care professional.
- is absent as the result of a serious or life-threatening illness or related treatment that makes the student's attendance infeasible. Documentation from a health care professional licensed,

certified, or registered to practice in Texas must be provided that specifies the student's illness and the anticipated period of the student's absence relating to the illness or related treatment.

- is in his or her junior or senior year of high school and misses school for the purpose of visiting an institution of higher education accredited by a generally recognized accrediting organization to determine the student's interest in attending the institution. Your district must not excuse for this purpose more than two days during a student's junior year and two days during a student's senior year and must adopt a policy stating when an absence will be excused for this purpose and a procedure for verifying students' visits to institutions of higher education.
- is 17 years of age or older and pursuing enlistment in a branch of the US uniformed services or the Texas Army National Guard. Your district must not excuse the student for this purpose for more than four days of school during the period the student is enrolled in high school and must adopt a policy stating when an absence will be excused for this purpose and a procedure for verifying the student's activities related to pursuing enlistment in a branch of the US uniformed services or the Texas Army National Guard.
- is absent to visit with a parent, stepparent, or legal guardian who is an active duty member of the uniformed services and has been called to duty for, is on leave from, or immediately returned from continuous deployment of at least four months outside the locality where the parent, stepparent, or guardian regularly resides. Your district is required to excuse up to five days for this purpose in a school year. An excused absence for this purpose must be taken no earlier than 60 days before the date of deployment or no later than 30 days after the date of return from deployment.
- misses school for the purpose of visiting a driver's license office to obtain a driver's license or learner permit. The student must be enrolled in high school and be 15 years of age or older. The student will not be excused for more than one day of school during the period the student is enrolled in high school for each purpose (obtaining a driver's license and obtaining a learner license). The student's visit to the driver's license office must be properly documented as outlined in the District's PEIMS Attendance Manual.

The district will allow a student whose absence is excused for any of the previously listed reasons—with the exception of the first five reasons, for which this paragraph does not apply—a reasonable amount of time to make up school work missed on these days. If the student satisfactorily completes the school work, the day of absence is counted as a day of compulsory attendance.

Appropriate documentation (as outlined in the District's PEIMS Attendance Manual) must be maintained for 5 years from the end of the school year if a student present for FSP purposes for any of the aforementioned reasons.

Unexcused Absences

The following are examples of reasons that are not excused, even if the student has parent permission to be absent:

- Aptitude and achievement testing by outside agencies,
- Non-school instruction such as private lessons,
- Truancy, or

- Ski trips and vacations, except for unusual travel opportunities considered on an individual basis by the principal. Examples of unusual travel opportunities may include a trip to an area or country of historical significance, such as a trip to Washington D.C. with visits to the Capitol and the Smithsonian, etc.

A student who has an unexcused absence will not be allowed to participate in athletic competition until attending one full day of regular classes.

Warning Notice

Education Code TEC § 25.095 requires that all parents be notified of state attendance laws at the beginning of each year.

- The school will request a warning letter from the office of attendance control to be sent to the parent/guardian on the 3rd excused absence.
- The school may file a request for court action on the 10th unexcused absence within a six-month period.
- Once a school requests court action be taken by the Office of Attendance Control, no changes can be made to alter the status of that student's attendance profile.

Make-up Work

- To make up work for excused or unexcused absences, the student shall be provided no less than one (1) day for each day absent.
- Students shall receive credit for satisfactory make-up work after an unexcused absence.

2.17 Minimum Attendance for Class Credit [\[FEC\(LOCAL\)\]](#)

2.17A Notice of Credit Loss

A student and the student's parent/guardian shall be given written notice prior to and at such time when a student's attendance in any class drops below 90 percent of the days the class is offered.

When a student's attendance drops below 90 percent but remains at least at 75 percent of the days the class is offered, the student may earn credit for the class by completing a plan approved by the principal. This plan must provide for the student to meet instructional requirements of the class as determined by the principal.

If the student fails to successfully complete the plan, or when a student's attendance drops below 75 percent of the days, the class is offered, the student, parent, or representative may request award of credit by submitting a written petition to the appropriate attendance committee by submitting the appropriate form to the principal.

2.17B Attendance Committee

Each school shall have an attendance committee appointed by the principal and composed of three (3) to five (5) school staff members of appropriate gender and ethnic balance (at least three (3) must be teachers).

The attendance committee shall meet on an as needed basis, as determined by the principal.

The attendance committee will review the documentation provided in the appeal and shall determine whether to award credit. Guidelines to determine whether extenuating circumstances exist may be found in Board policy

[FEC\(LOCAL\)](#). Also, see Section 2.13B. (Homeless students should not be denied credit due to their homeless situations).

2.17C Appeal Procedures

Students, parents, or guardians may appeal any unexcused or unresolved absence by submitting an appeal form to the principal or the principal's designee.

The appeal may be at any time prior to the end of the second semester.

The attendance committee will begin to respond to an appeal within 15 calendar days of receipt and will complete work before the end of the second semester.

The attendance committee may impose conditions on the receipt of the credit, such as requiring the student to:

- Complete additional assignments, as specified by the committee;
- Attend tutorial sessions as scheduled, which may include Saturday classes or before- and after-school programs;
- Maintain the attendance standards for the rest of the semester;
- Take an examination to earn credit in accordance with Board policy [EHDB\(LOCAL\)](#);
- Attend a flexible school day program; *or*
- Attend summer school.

In all cases, the student must also earn a passing grade in order to receive credit. Under no circumstances is ADA attendance changed. Attendance recovery will be documented as excused only in the grade-reporting module.

If a student is denied credit for a class by an attendance committee, the student may appeal the decision to the board by submitting a written request to the superintendent and shall proceed under Level Three of the student complaint policy, [FNG\(LOCAL\)](#).

2.18 Final Exam for High School Students

All high school students are required to take a semester examination and/or complete a culminating activity in each course. The grade on the semester exam or culminating activity is worth 1/7 of the semester grade.

Middle school students enrolled in high school courses, except World Language courses, will be required to take a semester exam or complete a culminating activity. The semester exam or culminating activity will be worth 1/7 of the semester grade.

2.19 Directory Information/Information to Military and College Recruiters ([FL Series](#))

Students are provided these forms as part of the [Enrollment Packet](#) which is also available in the Forms' Section of this Bulletin. This information is also collected in the Online Enrollment process.

2.20 Transcripts-Academic Achievement Records: [EI\(LEGAL\)](#)

2.20A Access to Academic Achievement Record

Texas Education Agency's (TEA) Minimum Standard for the Academic Achievement Record states that it is illegal to withhold the transcript because the student or the family owes money to the school or for any other reason. In addition, Section 28.022 of the Texas Education Code provides that schools must give notice of a student's grades at least once every 12 weeks. The District must comply with Section 28.022 regardless of non-payment of fines. The student or family has the right to the exact, unaltered, unofficial replica of the original file document, including any signatures, embossed stamps, school seals, or other certifying documentation already affixed to the Academic Achievement Record. A school must not alter the Academic Achievement Record in any way when providing a copy to the student or family.

The official document mailed to the universities, colleges, employers, or other entities at the request of the student or family will be directly mailed from the school to the authorized requesting institution without the possibility of alteration. This copy may not be given to the student or parent. The transcript will be marked or stamped "Official Copy" only at the time of its authorized release to another institution. This stamp may not be placed on the copy provided to the student or family. The embossed seal should also be used on official copies of the Academic Achievement Record ([Consent to Release High School Transcript form](#) is also located in the Form's Section).

Student Transcript Costs

- Current students, through the campus Registrar (Official and Unofficial Transcripts) No charge
- Former students, through the Students Records Office (Official Transcripts) \$3.00
- Former students, through the Students Records Office (Unofficial Transcripts) \$2.00

The transfer of an Academic Achievement Record may not be withheld from schools to which a student transfers for any reason. The transcript must be forwarded to the receiving district within 10 working days of a student's enrollment in that district.

2.20B Diploma

It is the Academic Achievement Record, not the diploma, that is used to differentiate individual accomplishments, achievements and graduation program completion as outlined in 19 TAC § 74.14(a).

Diplomas are not awarded to students who pass the General Education Development (GED) exams, unless they complete the requirements of one (1) of the graduation programs and pass the required exit-level exams.

2.20C Seals to Indicate Completion of Various Academic Programs

At least one (1) of the graduation seals adopted by the State Board of Education to indicate completion of a graduation program must be affixed to each student's Academic Achievement Record in the upper right-hand corner to indicate which of the academic programs the student completed as outlined in 19 TAC § 74.14(d).

2.21 Graduation Plans and Requirements

See [Bulletin 100](#) for the most up-to-date information on Graduation Plans and Requirements.

2.22 Class Rank Calculation in High School

For the graduating classes of 2021, 2022, and 2023, the calculation of class rank will include all courses taken, except for the courses noted below.

Beginning with the graduating class of 2024, class rank will be calculated using only the 16 courses (32 semesters) with the highest grade points in English, math, science, and social studies (8 semesters in each subject area). For all graduating classes, the following are excluded:

Do not include credits or count courses for:

- High School courses completed in middle school, e.g., Algebra I A/B. Beginning with students who entered the 6th grade in the 2018-2019 school year, grades earned in AP courses taken in middle school will be used in the calculation of GPA and class rank. Beginning with the graduating class of 2024, if the student does not take 4 courses in each of the core subject areas in high school, grades from high school courses taken in middle school will be used in the calculation of class rank.
- Local credit courses
- Credit by exam (CBE)
- Correspondence courses

Do include the following:

- Courses approved for state graduation credit.
- Dual credit college courses, if the course is on the transcript with the FWISD course name, e.g., Psychology IA.
- Courses transferred from accredited public or private schools and awarded credit according to the guidelines in [Bulletin 100](#).

No Credit is awarded in the following cases:

- Courses for which a failing grade is received.
- Courses denied credit due to excessive absences.

Example: In Grade 8, John made an “A” in Algebra 1AB. In Grade 9, he took six (6) classes each semester for a total of twelve (12) courses, none of which were honors. He made a 95 in Driver Education IA. Of the eleven (11) courses that he took for state graduation credit, his grades were 81, 83, 83, 82, 90, 86, 86, 87, 87, and 64. Compute his GPA in the following manner:

Courses Taken	Graduation Credit Courses	Grade Points
2 courses in Grade 8, both passed	0	0
1 local credit course, passed	0	0
10 state graduation credit courses, all passed	10	30
1 state graduation credit course, failed	1	0
Total	11	30

Thirty grade points divided by 11 credits equals 2.727

2.23 High School Graduation Requirements

STAAR End of Course assessment graduation requirement began with the entering Grade 9 class in 2011-2012 school year.

STAAR End of Course Assessments Required for High School Graduation.

Content Areas	Five Core Courses with EOC Assessments	
English	English I	English II
Mathematics	Algebra I	
Science	Biology	
Social Studies	U.S. History	

Students need to take the STAAR EOC assessments for all of the above listed courses in which they are enrolled.

2.24 STAAR End of Course (EOC) Assessments in Middle School

Middle school students in (grades 6-8) enrolled in a course for which an EOC assessment exists will need to take the EOC and will NOT need to take the corresponding grade-level assessment.

A middle school student (grades 6-8) enrolled in a high school course for which there is no EOC, but for which there IS a grade-level STAAR assessment, must participate in the grade-level STAAR assessment.

For example, a Grade 8 student enrolled in Geometry will take the following tests:

- STAAR Grade 8 Reading
- STAAR Grade 8 Science
- STAAR Grade 8 Social Studies
- STAAR Grade 8 Math

2.25 STAAR EOC Performance Standards

There will be four standards which will identify four performance categories:

- Masters Grade Level
- Meets Grade Level
- Approaches Grade Level
- Did Not Meet Grade Level

2.26 Weighted Numerical Grade Average - [EIC\(LOCAL\)](#)

Weighted GPA Beginning with the Class of 2023

The District categorizes and weights courses as Tier I, Tier II, and Tier III in accordance with policy [EIC\(LOCAL\)](#). The Weighted GPA is used to determine local graduation honors and the highest ranking graduate.

Tier I courses include Advanced Placement (AP) courses, International Baccalaureate (IB) courses, dual credit courses, any courses for which a Tier I course is a prerequisite, and other rigorous District-designated courses.

Tier II courses include high school Pre-AP courses, Pre-IB courses, and other courses locally designated as honor courses.

Tier III courses include all other courses not designated as Tier I or Tier II courses.

The District converts semester grade points and calculates a weighted GPA in accordance with the following chart:

Grade	TIER I	TIER II	TIER III
97 and above	5.0	4.5	4.0
94–96	4.8	4.3	3.8
90–93	4.6	4.1	3.6
87–89	4.4	3.9	3.4
84–86	4.2	3.7	3.2
80–83	4.0	3.5	3.0
77–79	3.8	3.3	2.8
74–76	3.6	3.1	2.6
71–73	3.4	2.9	2.4
70	3.0	2.5	2.0
69 or below	0	0	0

Unweighted GPA Beginning with the Class of 2023

The District also calculates an unweighted GPA using a simple whole-number scale. Both the weighted and unweighted GPAs are displayed in FOCUS and on the student's transcript.

Grade	Unweighted Simple 4.0 GPA Scale
90 – 100	4.0
80 – 89	3.0
70 – 79	2.0
69 or below	0.0

Transferred Grades and Graduation Honors

Transferred Grades

When a student transfers grades for properly documented courses from an accredited U.S. or foreign public or private institution, the District shall assign weight to those grades based on the categories and grade weight system used by the District if similar or equivalent courses are offered to the same class of students in the District.

Conversion of letter grades to numerical grades for students transferring into the District with letter grades is below and may also be found in the District's [Guide to Grade Reporting](#). Grades earned in nonaccredited schools shall be handled in accordance with [FD\(LOCAL\)](#).

A+ = 99	B+ = 89	C+ = 79
A = 96	B = 86	C = 76
A – = 92	B – = 82	C – = 72

Local Graduation Honors

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank at the end of the fifth six-week grading period of the senior year, upon receipt of grades for dual credit courses, except for schools on an accelerated block schedule. The average of the fourth and fifth six-week grades shall be used as the semester grade for this purpose.

For schools on an accelerated block schedule, the District shall calculate class rank at the end of the third nine-week grading period of the senior year. The grade for the third nine-week grading period shall be used as the semester grade for this purpose.

For the purpose of applications to institutions of higher education, the District shall also calculate class ranking as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class ranking for the purpose of automatic admission under state law. [\[EIC\(LEGAL\)\]](#)

Valedictorian and Salutatorian

The valedictorian and salutatorian shall be the eligible students with the highest and second highest ranking, respectively. To be eligible for such recognition, a student must:

1. Have completed the Recommended Program, the Advanced/Distinguished Achievement Program or the foundation program with distinguished level of achievement; *and*
2. Have completed 19 credits before the first day of the school year in which graduation requirements are completed; *and*
3. Beginning with students who graduate in 2016, a student must have been continuously enrolled in the same high school for the entire two years preceding graduation.

A student, who has attended a special interest high school program or a program of choice for more than two years, shall be eligible for the honors of valedictorian or salutatorian only at that school.

Breaking Ties

In case of a tie in either the weighted GPAs or the weighted numerical grade averages, after calculation to the thousandths place, the District shall recognize all students involved in the tie as sharing the honor and title.

Latin Honors

Local class rank Latin honors at each District high school shall be awarded to students as follows:

Summa Cum Laude	The top highest two percent of the graduating class.
Magna Cum Laude	The next highest three percent of the graduating class.
Cum Laude	The next highest five percent of the graduating class.

Highest-Ranking Graduate

The local criteria for recognition as valedictorian does not affect the recognition of the highest-ranking graduate for purposes of receiving the scholarship certificate from the State of Texas.

Classification of High School Students

The classification of high school students is determined based on state credits earned [\[EIE\(LOCAL\)\]](#).

By state law TEC 28.025(b) all students entering high school are to be enrolled in courses necessary to complete the curriculum requirements identified by the State Board of Education for the Recommended or Distinguished Achievement Graduation Program which requires 26 state credits. Based on this state credit requirement, all students in conjunction with parents and counselors are to develop an academic learning plan that will appropriately place the student's academic career to graduate on time.

Entering freshman and out-of-district transfer students will be assigned a grade level based on the following credit classification: (For extracurricular athletic participation beginning the second year of high school, a student must have earned at least 5 credits each year that count toward state graduation requirements or earned at least 5 credits the previous 12 months that count toward state graduation requirements to be eligible for fall sports participation before the first 6-weeks report.)

Grade-Level Classifications

Fort Worth ISD High School Grade Classification Foundation Plan with Endorsement requires 26 credits for Graduation		
	Grade-Level Classification	Required State Course Credits Earned
Foundation with an Endorsement	9-Freshman	0 credits
	10-Sophomore	6 credits
	11-Junior	12 credits
	12-Senior	19 credits
Foundation without an Endorsement	12-Senior	15 credits
22 credits required for FHSP Graduation without an Endorsement		

The following chart is for students who have repeated a grade level and have earned the required course credits for reclassification or seniors who are on the minimum graduation plan. The grade reclassification will allow senior students to be included in senior meetings to receive relevant information needed to complete senior year activities and responsibilities. The deadline for grade level reclassification is early in the spring in order to have testing coded correctly.

Fort Worth ISD Grade Reclassification-Spring Semester	
Grade-Level Classification	Required State Course Credits Earned
9 Freshman (repeaters)	8 credits
10 Sophomore (repeaters)	15 credits
11 Junior (repeaters)	22.5 credits
12 Senior FHSP without an Endorsement 22 credits required	18.5 credits

Students currently enrolled in high school who have not earned the required credits needed to be on grade level and who have not been officially permitted in the Foundation High School Program are to meet with their counselors to determine the various ways they may schedule courses to make up the needed graduation credits.

Bilingualism and Biliteracy Acknowledgement

A student may earn a performance acknowledgment on their transcript for outstanding performance in bilingualism and biliteracy as follows.

- A student may earn a performance acknowledgment by demonstrating proficiency in accordance with local school district grading policy in two or more languages by:
 - completing all English language arts requirements and maintaining a minimum grade point average (GPA) of the equivalent of 80 on a scale of 100; *and*
 - satisfying one of the following:
 - completion of a minimum of three credits in the same language in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; *or*
 - demonstrated proficiency on the Texas Essential Knowledge and Skills (TEKS) for Level IV or higher in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; *or*
 - completion of at least three credits in foundation subject area courses in a language other than English with a minimum GPA of 80 on a scale of 100; *or*
 - demonstrated proficiency in one or more languages other than English through one of the following methods:
 - a score of 3 or higher on a College Board advanced placement examination for a language other than English; *or*
 - a score of 4 or higher on an International Baccalaureate examination for a higher-level language other than English course; *or*
 - performance on a national assessment of language proficiency in a language other than English of at least Intermediate High.
 - In addition to meeting the requirements of paragraph (2) of this subsection, to earn a performance acknowledgment in bilingualism and biliteracy, an English language learner must also have:
 - participated in and met the exit criteria for a bilingual or English as a second language (ESL) program; *and*
 - scored at the Advanced High level on the Texas English Language Proficiency Assessment System (TELPAS).

Section 3. ENTRANCE AND HEALTH REQUIREMENTS

3.1 Resident Requirements for Enrollment: [FD\(LOCAL\)](#)

The principal may require the person enrolling a child to verify that the parent, grandparent or guardian is a resident of the attendance zone of the school. A person resides in the District if the true, primary, physical place where the person lives with the intent to remain for a considerable amount of time is within the boundaries of the District. A person's residence is the fixed, permanent, and principal place of habitation that is the center of the person's domestic, social, and civic life. A person can reside in only one place at a time.

Examples include requiring utility bills receipts, checking tax records, and verification by responsible District personnel. If it is determined that a student is in a temporary situation (homeless), the principal will not require proof of residency. The student should be enrolled immediately and the Multi-Tiered Systems of Support (MTSS) and Special Programs Director, Patricia Sutton, contacted at 817.814.2876 if there are questions.

3.2 Identification Required for Enrollment (Texas Education Law 25.002)

Section 25.002 requires that a child's prior school district or person enrolling the child provide certain records. The required records are:

- A birth certificate or other proof of identity,
- The child's records from the school most recently attended, *and*
- Immunization records

These are the only records statutorily required for enrollment. A district or open enrollment charter will assign the student a state-approved alternative student identification number if the student's social security number is not provided.

The prior school district should promptly provide records to the enrolling district that are needed for the appropriate placement and continued education of the student. Including records relating to §504 or to special education services under the Individual with Disabilities Education Act. Under §25.002, the prior district must provide the records not later than the 10th working day after the date a request for the records is received. This requirement also applies to the transfer of records to or from the other public schools, including open-enrollment charter schools and JJAEPs.

School districts and open-enrollment charter schools are required to participate in the electronic transfer of student records through the Texas Records Exchange (TREx).

Records furnished by a parent or other person with legal control of the child under a court order must be furnished not later than the 30th day after the date the child is enrolled. The 30-day provision is duplicated in Subsection (g) in relation to a child taken into possession by the Department of Family and Protective Services under Chapter 262 of the Texas Family Code. A school district is specifically required to accept the child for enrollment without the records required under §25.002, but the department is required to furnish such records not later than the 30th day after the date the child is enrolled.

A school district may not prohibit a student from attending school pending receipt of transcripts or records from the school district the student previously attended. Additionally, the failure of a prior district or the person enrolling the student to provide identification or school records under §25.002 does not constitute grounds for refusing to admit an eligible student. However, if identifying records are not furnished within the 30-day period, §25.002(c) requires the District to notify law enforcement and request a determination of whether the student has been reported as missing.

This requirement applies regardless of the student's age. If a student enrolled under a name other than in the identifying documents, the school district is required to notify the missing children and missing person's information clearinghouse under §25.002(b). The notice is confidential. With respect to homeless students, a school district or open-enrollment charter school is required under federal law to enroll a homeless student immediately, even if the student is unable to produce records normally required for enrollment.

3.3 Designation of Parent or Guardian

Since the Student Information Form shall govern decisions in custody situations, care must be taken to ensure that the information on the Student Information Form is correct.

If the enrolling parent or guardian indicates that there is a court order affecting the parental relationship of the child, notation of this should be made on the Student Information Form. Any documentation affecting the parent/child relationship needs to be sent to the [Office of Legal Services](#) for interpretation. Keep a copy of the court order on file at the school.

If a person presents legal documents purported to affect custodial rights, the principal should verify that the orders are valid. To do this, the principal should forward the documentation to the [Office of Legal Services](#). The Office of Legal Services can answer any other questions from the school regarding the legality of documents or custodial rights. The Office of Legal Services is not allowed to advise parents.

After reviewing the information, the [Office of Legal Services](#) shall determine whether there is a cause to change the person named on the Student Information Form having parental rights. Notification shall then be made to the building Principal.

3.4 Absence of Parent or Guardian

During the 1995-1996 and 1996-1997 school years, a school district was required under §25.002(f) to notify the Department of Protective and Regulatory Services (DPRS) if a child was enrolled by a person other than the child's parent, guardian, or other person with legal control of the child under a court order. The District was then to send parental communication regarding that child to DPRS or whomever DPRS directed. During the 1997 legislative session, the section was amended by removing the requirement to notify DPRS. The amendment did not remove the first sentence of §25.002(F), but that sentence is no longer effective because the referenced exception was removed. The District must determine with whom communication regarding the child is appropriate, as the DPRS is no longer a default. The absence of a parent, guardian, or other person with legal control of a child under court order is not grounds for refusing admission to which a child is entitled under §25.001.

Regardless of whether or not a child's parent, guardian, or other person with legal control of the child under a court order is enrolling a child, under §25.002(f) as amended in 2001, a district is required to record the name, address, and date of birth of the person enrolling a child.

3.5 Immunizations

Current information on Immunizations can be found on the [Texas Minimum State Vaccine Requirements for Students Grades K-12 Webpage](#).

3.6 Return to Work (Employees)

Employees who are absent for a personal medical reason extending for a period of ten (10) or more consecutive working days must apply for a leave of absence in the [Employee Services](#) Department. An employee granted leave

for a personal medical reason shall report to and receive clearance from the [Health Services Department](#) before returning to work. The employee shall provide a health care provider's written statement or release confirming the specific dates of the illness, specific restrictions, limitations and the duration of the restrictions, and date the employee may return to work to the Health Services Department. The Health Services Department shall notify and refer all employees who have been released to return to work to the [Employee Services](#) Department. [\[DEC \(LOCAL\)\]](#)

3.7 Medical Restrictions (Employees)

Employees who have not been absent or have been absent less than ten (10) working days and have medical restrictions must report to the [Health Services Department](#). The employee shall provide a written statement from the health care provider listing the employee's specific restrictions, limitations and the duration of the restrictions. [Employee Services](#) in conjunction with the employee's supervisor and Health Services will make the final determination as to whether the employee will be permitted to return to work with the restrictions.

3.8 Sick Leave Program (Employees)

Employees who have exhausted their all accrued benefit leave days may be eligible to receive additional days according to the [District's Sick Leave Program](#) (SLP). Leave days granted from the SLP shall be in accordance with the Board-approved bylaws. The SLP application and physician statement must be completed and submitted to the Health Services Department for processing. Employees may obtain a Sick Leave Program application from the [Health Services Department](#) office.

3.9 Infectious Disease Control

The public school setting brings people together for long periods of time where they may be exposed to many different germs. Although the environment cannot be made germ free, the harmful effects of germs can be lessened by keeping their numbers at low levels. The risk of transmission of infectious disease can be reduced by following the recommended guidelines.

If possible, avoid contact with body fluids. "Body fluids" apply to blood, drainage from scrapes and cuts, feces, urine, vomit, saliva, and drainage from any orifice (i.e., nose, ears). If avoidance is not possible, it is recommended that disposable vinyl nitrile or latex gloves be worn when direct hand contact with the body fluid is anticipated (e.g., changing diapers, handling soiled clothing or cleaning mops used for cleaning vomit, blood, urine and stool). Gloves should be discarded in a double lined bag or trash container. If gloves are not worn, hands must be washed vigorously with soap and water under running water for approximately twenty (20) seconds. Use a paper towel to turn off faucet and dry hands thoroughly with a paper towel. Wash hands before applying and after using gloves. According to Board Policy [DBB\(LEGAL\)](#), the District is required to follow the minimum standards set by the Texas Department of State Health Services (TDSHS) Bloodborne Pathogens Exposure Control Plan.

3.9A Maintenance Responsibilities

Routine and standard procedures should be used to clean up after a student has an accident or injury at school. Blood or other body fluids from any person should be treated cautiously. Prior to cleaning up blood spills and contaminated surfaces, hands should be washed and gloves applied. These spills should be disinfected with a freshly made solution of household chlorine bleach in water (one-fourth cup bleach to one gallon of water or other approved disinfectant.) Gloves may then be discarded properly and hands washed again. Blood-soaked items or clothing stained with blood should be placed in leak-proof bags for further disposition. Similar procedures are recommended for dealing with vomitus and fecal or urinary incontinence. Hand washing with soap and water

after contact with any body fluids is routinely recommended.

Rugs which are contaminated by body fluids may be cleaned by applying a sanitary absorbent agent. Allow the agent to dry according to the directions then vacuum. If needed, mechanically remove with a dustpan and broom then apply rug shampoo (containing a germicidal detergent) with a brush and re-vacuum. Counters, mats, floors, etc., that are contaminated with body fluids must be cleaned after the spill of the body fluid and again at the end of the day with soap and water and rinsed with the appropriate disinfectant.

Maintenance responsibilities should include daily cleaning with disinfectant in areas where contact with body fluids is likely (such as the health room, health room toilet(s), sink(s), student and staff lavatories, etc.). Plastic bags should also be changed daily and disposed of routinely; disposable gloves should be worn.

3.9B Cleaning of Hard Surfaces:

- Remove soil surface, then apply disinfectant. (Sodium hypochlorite one-fourth [1/4] cup to one [1] gallon of water or any FWISD approved disinfectant.)
- Mops should be soaked in the disinfectant after use, and then washed in hot water prior to rinsing. Gloves should be worn.
- Disposable items should be double bagged and placed in trash receptacle.
- Non-disposable equipment (dustpans, buckets) should be rinsed thoroughly in the disinfectant.
- Discard used solution promptly in sink while running water to flush.
- Gloves should be removed when all cleanup is completed and placed in double trash bag. Wash hands thoroughly before and after using gloves.

3.9C Additional Information

In many instances, unanticipated skin contact with body fluids may occur in situations where gloves or some type of barrier (handkerchief, paper towel, etc.) may not be immediately unavailable (e.g., a runny nose, applying pressure to a bleeding injury outside the classroom, helping a child in the restroom). In these instances, hands and other affected skin areas of all exposed persons should be routinely washed with soap and water after direct contact has occurred. If possible, gloves should be kept in any area where one may anticipate contact with body fluid (wood shop, labs, and special education classrooms). Clothing and other nondisclosure items (e.g., towels used to wipe up body fluid) that are soiled with body fluids should be placed in plastic bags. Clothing should be sent home for laundering. Contaminated disposable items (e.g., tissues, paper towels, diapers) should be handled with disposable gloves. Changing tables must be cleaned with a FWISD-approved disinfectant after each student is changed.

Students should be taught to handle their own "body fluids" as appropriate (for age, state of health, etc.). When feasible, students should dispose of their own tissues after blowing nose, apply pressure to nose and dispose of the paper towels used for bloody nose, and wash own scrapes/cuts, etc.

Students should be taught good hand-washing techniques and encouraged to use them routinely--before eating, after toileting, after vomiting, etc.

3.10 Administration of Medication

Texas law permits a public school to administer medication prescribed by a physician/licensed prescriber to a child on behalf of the parent or legal guardian under certain limited circumstances with an appropriate written authorization.

The only medication that may be given at school is that which is necessary to enable the student to remain in school. If possible, all medication should be given outside of school hours. Three-times-a-day medications can be given before school, after school and at bedtime. All medications and equipment shall be provided by the parent or legal guardian. If necessary, medication can be given at school under the following conditions:

- Medications must be in original, properly labeled containers. The pharmacy can supply two (2) labeled bottles for this purpose. Medications sent in baggies or unlabeled containers will not be given.
- Medications will not be given without a specific written request signed by at least one parent or legal guardian and a written request by a physician or other health-care professional with authority to write prescriptions. This request should be made on the appropriate form supplied by the school or on a form supplied by the physician or other health-care professional.
- Medications may be given by a staff member designated by the principal and trained by the school nurse.
- All medications must be kept in the nurse's office in a locked cabinet.
- Parents may bring up to one month's supply of medication. Empty medication containers may be given to students.
- Herbal substances or dietary supplements may be administered by the registered nurse if found in the Physician's Desk Reference, with a written request from a physician and parent and provided by the parent and only if required by the individualized education program or Section 504 plan of a student with disabilities.
- A Medication Log shall be maintained to record the administration of all medication. The Medication Log will record the following information:
 - The name of the student.
 - The name of the physician.
 - The name of the medication.
 - The prescribed dosage of medication.
 - The date the medication was administered.
 - The dosage administered.
 - The time the medication was administered.
 - The name and/or signature/initials of the person administering the medication.

3.11 Specialized Health Care Procedure

In order to provide continued health care for students who need specialized health care during school hours, the following provisions shall be met:

- The student's physician/health care provider shall complete the [Specialized Health Care Procedure Authorization Form](#) (see Form's Section) authorizing the administration of these procedures at school.
- The Specialized Health Care Procedure Form shall include the following information:
 - Student's name and school;
 - Name of procedure to be performed;
 - Time, duration, equipment needed and/or specific instructions, treatment precautions, possible untoward reactions, and recommended intervention; *and*
 - School staff authorized to perform the procedure as indicated by the physician.

- The parent or guardian shall sign a [Medical Administration Request](#) (see Form's Section) to have the specialized health care procedure performed during school hours. The following information shall be included on the form:
 - Student's name, D.O.B. and phone number
 - Name of Procedure *and*
 - Signature of Parent/Guardian
- All medications and equipment shall be furnished by the parent or legal guardian.
- The principal shall designate school personnel to perform specialized health care procedures in the absence of the school nurse and when otherwise appropriate (ex: catheterizations, g-button feeding, suctioning of student). These persons shall have orientation, instruction, and practice appropriate to the task from the school nurse.

The parent or guardian of a student who will seek care for diabetes while at school or while participating in a school activity, and the physician responsible for the student's diabetes treatment, shall develop a diabetes management and treatment plan (DMTP).

The DMTP must:

- Identify the health-care services the student may receive at school
- Evaluate the student's ability to manage and the level of understanding of the student's diabetes and
- Be signed by the parent or guardian and the physician.

The parent or guardian must submit the DMTP to the school:

- Before or at the beginning of the school year
- On enrollment of the student, if the student enrolls after the beginning of the school year *or*
- As soon as practicable following a diagnosis of diabetes for the student.

Upon receiving the student's DMTP, the school principal, or designee, and the school nurse shall develop an individualized health plan (IHP) for the student. The IHP shall be developed in collaboration with the student's parent, or guardian and, to the extent practical, the physician responsible for the student's diabetes treatment and one or more of the student's teachers.

At each school in which a student with diabetes is enrolled, the principal shall:

- Seek school employees who are not health-care professionals to serve as unlicensed diabetes care assistants (UDCAs) to care for students with diabetes *and*
- Make efforts to ensure the school has:
 - At least one (1) UDCA if a full-time nurse is assigned to the school *and*
 - At least three (3) UDCAs if a full-time nurse is not assigned to the school.

3.11A Nebulizer Treatment Protocol

The prevention and spread of infection are at the center of decisions impacting the health and safety of all students, staff, and the community. In order to prevent the spread of COVID-19, safety measures and strategies have been implemented by the FWISD Health Services Department.

The Centers for Disease Control and Prevention (CDC), Asthma and Allergy Network, and the American Academy of Allergy and Asthma and Immunology (AAAAI) recommend removing aerosol-generating treatments such as nebulizer procedures administered during the school day. The FWISD Medical Consultant supports this protocol.

Therefore, the FWISD nurses and designees will no longer administer nebulizer treatments for students. FWISD Health Services recommends that all parents of students requiring nebulizer treatments contact their health care provider to switch to an inhaler or an inhaler with a chamber/spacer attachment when appropriate. Inhalers will be administered as ordered.

3.12 Medication/Specialized Health Care Procedures on Field Trips

The only medications and specialized health care procedures that may be administered or performed during field trips are those that are absolutely necessary to enable the student to participate in this activity. The school Principal or designee shall inform the nurse four (4) days in advance when students are scheduled to go on field trips.

The following provisions must be in place four (4) days in advance of the scheduled field trip:

- Medication and specialized health care orders already on file at school will cover any field trips taken during the school day. Additional medication and specialized health care procedure orders not on file at the school must be obtained prior to each field trip. These are considered temporary orders and are subject to change during the school year.
- The school nurse must in-service the person designated by the Principal to administer medication/specialized health care procedures on field trips and document the training on a Record of In-service Training and Observation Form.
- Parents must send the medication in the original properly labeled container with only the amount required for the field trip.
- Supplies and any necessary equipment required for specialized health care procedures must be provided by the parent (e.g., catheters, nebulizer treatment machines, etc.)

The nurse or designee (secretary, clerk, assistant principal, health assistant, etc.) will:

- Send the required amount of medication for the field trip in the original container and/or any necessary equipment and supplies, a copy of the completed Medication/[Specialized Health Care Authorization Form](#) (Form's Section), and a copy of the Medication/Specialized Health Care Log with the person designated by the Principal to administer the medication/specialized health care procedure.
- Place any remaining medication in a medication envelope noting the student's name, name of medication, and the number of pills on the envelope. The medication envelope will then be returned to the locked medication cabinet.

- Document on original Medication/Specialized Health Care Procedure Log the staff member who was given the medication/supplies, the time given, and the quantity of medication given.
(Ex: Mrs. Jones/9:15/fieldtrip/2tabs)
- Once the medication containers/supplies are returned to the nurse/office staff, the nurse or designee will transfer the pills previously placed in the medication envelope to the medication container and return the container and other supplies to the locked medication cabinet.

The staff member designated to administer medication on the field trip will:

- Administer the medication/specialized health care procedure at the appropriate time as indicated on the Medication/[Specialized Health Care Procedure Authorization Form](#) (Form's Section).
- Document the administration of the medication/specialized health care procedure by recording the time and signing/initialing the copy of the Medication/Specialized Health Care Procedure Log or by recording the information on the original log in the nurse's office immediately upon returning to the school.
- Upon returning to the school, the designee must immediately return the medication container, remaining medications, supplies, logs, and documentation to the nurse or office staff.

3.13 Procedures for Medication Errors

- A Medication Incident Report must be completed by the school nurse when a medication error occurs in the FWISD. It is then forwarded to the [Director of Health Services](#) for review.
- All medication errors committed by any FWISD employee that result in a student being seen by a physician or in an emergency room will be referred to the [Talent Management Department](#) after being reviewed by the [Director of Health Services](#). When deemed necessary, nurses will be referred to the Peer Review Committee according to the gravity of the error.
- Other medication errors involving nurses and health assistants that do not involve students going to a physician or an emergency room, will be processed by the Director of Health Services as appropriate for the medication error.
- Nurses committing three (3) medication errors within a one-year period will automatically be referred to the FWISD Peer Review Committee for nurses and to the [Talent Management Department](#). The committee must review the incident and make a determination as to whether a report to the Texas Board of Nursing is warranted.
- Medication errors involving other FWISD employees will be processed by the [Talent Management Department](#).
- The consequences of medication errors may include, but are not limited to, verbal conferences, letters of concern, letters of reprimand, or a recommendation for the termination of employment. In all instances, disciplinary action will draw upon the professional judgment of administrators in Health Services and [Talent Management Department](#) and will be correlated to the seriousness of the offense, previous actions by the employee, and the effect of the misconduct on the school environment.

3.14 Guidelines for Heat Precautions

Because children are particularly vulnerable to heat injuries, there are some simple measures that can be taken to help prevent injury and can be easily applied to the school setting.

Ambient temperatures of greater than 90 degrees with relative humidity greater than 60% must be regarded as posing the highest risk for heat injuries. For school purposes, regard temperatures of 90 degrees or greater as highest risk regardless of relative humidity. Usually, extracurricular outdoor activities are suspended when the heat index is at 105 or higher.

Heat injury may manifest itself with the onset of mild symptoms of headache and cramps to severe alterations in consciousness with loss of body temperature regulatory mechanisms. Heat injuries may fall within one (1) of three (3) categories:

- Heat stress is the result of mild disturbances in electrolyte balance thought to be caused from excessive perspiration. Headache, muscle cramps, and nausea are the typical symptoms. It is completely reversible with hydration, electrolyte replacement, and rest in a cool environment.
- Heat exhaustion is seen in persons exposed to prolonged periods (several days) of excessive heat with inadequate or partial replacement of fluids and electrolytes. This can cause more serious injury to the tissues and autonomic regulatory systems. This form of heat injury is often seen in the elderly or infirmed and can precipitate cardiovascular events. Again, adequate hydration and electrolyte replacement prevent this injury.
- Heat stroke is the most serious form of heat injury and has a high case fatality rate. This results from overwhelming the body's ability to cool itself leading to an elevated core temperature of greater than 105 degrees F. The surface of skin can often feel cool and dry to the touch. Initial symptoms in persons suffering heat stroke may be headache and nausea rapidly followed by confusion and coma.

All heat injuries are preventable! Adequate hydration prior to and during heat exposure is critical. In prolonged exposures, electrolyte replacement must be addressed. Because a mere 15 minutes in the Texas sun can lead to a heat injury, we must take prevention seriously. The following measures need to be adhered to at all times:

- Have the children drink water before going to P.E. and recess. (1-2 cups if possible)
- After P.E. and recess, prior to going back to class, the children should drink additional water.
- Classrooms should be cool. Fans blowing warm air can actually lead to increased numbers of heat injuries.
- Children who are medically fragile, those taking antibiotics, antihistamines or medication for attention deficit disorder are more susceptible to heat injury and extra caution should be taken with them.

Simple instructions beforehand to the students in their homerooms and P.E. classes can increase compliance. However, make your point, push water, and prevent heat injuries.

If there is any concern about ensuring each child has consumed appropriate amounts of water, you may declare these hot days and keep them inside for recess. However, this is not necessary if the water consumption is carried out properly. Extracurricular outdoor activities are usually suspended when purple and maroon ozone levels exist.

3.15 Guidelines for Ozone Levels

The Dallas/Fort Worth (DFW) Metroplex, in which FWISD resides, currently does not meet federal clean air standards

for ozone and has been declared non-attainment. The State of Texas has written an air quality cleanup plan known as a State Implementation Plan (S.I.P.). This current plan only meets the lowest levels of the recommended ozone standards and relies heavily on voluntary pollution reduction measures. The State, County, or City has no policy, and current regulations do not require FWISD to provide a policy. FWISD in no way has any control over the ozone levels within the FWISD or deciding the level of ozone concerns. Ozone levels are determined by the National Weather Service. Ozone levels can change from green to red or purple during a given day. FWISD does not believe it is possible to establish a policy that provides ozone protection not only for the children but also for adults who are prone to respiratory ailments. There are too many factors that enter into the equation in determining whether an individual has any health risks associated with ozone. Therefore, FWISD will require a written statement from the parent or legal guardian of the student on a daily basis that requests that their child be allowed to stay in that day. It must be the parent's or legal guardian's daily responsibility to determine if the ozone levels will be harmful to their child.

3.15A Ozone Warning Policy

Ozone days are generally recognized for the DFW Metroplex as falling between May and the end of October each calendar year. The following recommended actions are for outside activities.

In order to protect the health of students, faculty, and employees, the following protocols for ozone action and heat advisory days were taken from the Texas Commission on Environmental Quality "TCEQ."

Parts Per Billion (PPB) Level	Zone	Color Designation of Ozone Warning	Action Recommended
Good	0-50	Green	The AQI value for your community is between 0 and 50. Air quality is considered satisfactory, and air pollution poses little or no risk.
Moderate	51-100	Yellow	The AQI for your community is between 51 and 100. Air quality is acceptable; however, for some pollutants there may be a moderate concern for a very small number of people. For example, people who are usually sensitive to ozone may experience respiratory symptoms.
Unhealthy for Sensitive Groups	101-150	Orange	When AQI values are between 101 and 150, members of sensitive groups may experience health effects. This means they are likely to be affected at lower levels than the general public. For example, people with lung disease are at greater risk from exposure to ozone, while people with either lung disease or heart disease are at greater risk from exposure to particle pollution. The general public is not likely to be affected when the AQI is in this range.
Unhealthy	151-200	Red	Everyone may begin to experience health effects when AQI values are between 151 and 200. Members of sensitive groups may experience more serious health effects.
Very Unhealthy	201-300	Purple	AQI values between 201 and 300 trigger a health alert, meaning everyone may experience more serious health effects.
Hazardous	300+	Maroon	AQI values over 300 trigger health warnings of emergency conditions. The entire population is more likely to be affected.

*Sensitive groups are defined as children who are active in outdoor activities, people involved in high-energy activities, and people with respiratory ailments. Students with respiratory limitations should follow the advice of a doctor or guardian. FWISD's Ozone Policy Plan is not to restrict sensitive adults from these activities but is a plan of action in which information is provided for their use to determine whether or not it is advisable for them to perform these activities in conjunction with FWISD scheduled activities. Extracurricular outdoor activities may be suspended when ozone levels reach unhealthy (red) to hazardous (maroon) levels. For more information visit the [North Central Texas](#)

[Council of Governments](#) website.

3.15B Ozone Action Policy

Each parent or legal guardian of a child sensitive to ozone must have a statement from a physician on file at the school campus stating such. Parents or legal guardians must make the decision on a daily basis if their children should be allowed to participate in outside activities, they must send in writing a note requesting their child be kept in for that day due to ozone levels. (If there is not a doctor's statement on file, the child will not be kept inside.) Each day is a new day and must be treated as such.

School principals may make morning ozone announcements.

In addition to this information, each teacher, coach, or instructor of outside activities should perform the following:

- Pre-screen their classes for individuals who have sensitivities to ozone conditions as described in the previous table. This may include a questionnaire or a permission slip from the parent and/or physician (similar to a sport's permission).
- Become aware of possible atmospheric conditions and develop their outside activities in conjunction with the Health Services designated person.
- Have an alternative plan for a cancelled outside activity. FWISD employees shall try to fuel their vehicles in the morning when possible. FWISD employees shall not perform any duties that would add to the levels of ozone on high ozone days if possible. It shall be the responsibility of each campus to initiate and operate this plan. Any ozone or heat related injuries or episodes are to be immediately reported to the [Health Services Department](#).

3.16 Guidelines for Extreme Cold

Watching the weather is part of the job of campus administrators. Changes in weather require campus administrators to be more aware of conditions that might affect students. Children, as well as adults, respond in different ways to extreme cold weather. Clothing, personal health, and weather conditions reported by the National Weather Service must all be considered when contemplating outdoor activities at your campus.

Wind Chill
30° is chilly and generally uncomfortable
15° to 30° is cold
0° to 15° is very cold
-20° to 0° is bitter cold with significant risk of frostbite
-20° to -60° is extreme cold and frostbite is likely
-60° is frigid and exposed skin will freeze in 1 minute

The following written guidance should help in making decisions about extreme cold weather outdoor activities:

- Condition **GREEN**: Most children may play outdoors and be comfortable. Playground monitors should watch for children who become uncomfortable while playing outdoors.
 - YOUNG CHILDREN: Use precautions regarding proper clothing and hydration with this age group. Young children need to be reminded to stop play and drink water while playing outdoors.
 - OLDER CHILDREN: Use precautions regarding proper clothing and hydration with this age group. The older child needs a firm approach to wearing proper clothing for the weather. (They may want to play without coats, hats, or mittens). Provide proper hydration, water or fruit drinks, while outdoors.

- Condition **YELLOW**: Persons monitoring children must use caution and closely observe children for signs of being too cold while outdoors. Clothing and hydration are important. Wind chill predictions of 15 – 30 shall indicate limited outdoor playtime.
 - YOUNG CHILDREN: Use proper precautions regarding clothing and hydration. Younger children may insist they are not too cold, because they are enjoying playtime. Administrators and teachers need to structure the length of time for outdoor play for the young child.
 - OLDER CHILDREN: Use proper precautions regarding clothing and hydration. Use a firm approach to wearing the proper clothing for the weather and for taking water breaks. This element is still important while playing outdoors in cold weather.
- Condition **RED**: Most children should not play outdoors due to the health risk. Wind chills predicted to be in the 0 – 15 range shall indicate no outdoor play activities.
 - YOUNG CHILDREN may ask to play outside and do not understand the potential danger of weather conditions.
 - OLDER CHILDREN may play outdoors for very short periods of time. Persons monitoring playtime must be vigilant about proper clothing, hydration, and outward appearance of children.

Section 4 SCHOOL YEAR, SCHOOL DAY, AND SCHOOL HOURS

4.1 School Year [\[EB\(LOCAL\)\]](#)

Each school year, a district shall operate for at least 75,600 minutes, including time allocated for instruction, intermissions, and recesses for students.

The school will be open to the public for transacting routine business during the periods indicated below for the 2022-2023 School Year:

Elementary and Middle Schools	July 25, 2022 to June 29, 2023
High Schools	12 Months

The principal will schedule the annual duty for the administrative staff of the school in such a manner that at least one (1) administrator is on duty each day the school is open. [\[DK\(LOCAL\)\]](#)

4.2 School Day [\[EC\(LOCAL\)\]](#)

The Fort Worth ISD Board of Education approved a 450-minute school day calendar for the 2022-2023 school year.

The following exceptions apply to the 450-minute day calendar:

Pre-Kindergarten, Leadership Academy Network and Alternative Education Programs.

The school day shall be scheduled so that students are provided the best opportunity for their development. The administration is encouraged to use flexibility in designing the daily schedule to meet the following considerations:

- The learning activities of each student are carefully guided and supervised.
- The cost of the system is not increased beyond an amount necessary to operate a fixed, uniformly scheduled school day.
- Parents and the general public are informed of the reasons for scheduled operational hours and variations of the schedule that may exist.

4.3 School Hours [\[EC\(LOCAL\)\]](#)

Subject to Board approval, the superintendent shall establish regular operational hours for District schools. Such hours need not be uniform between school or grade levels. Variations in the established operational hours of District schools shall be approved by the Superintendent or designee.

School Hours		Start Time	End Time
Elementary: Pre-Kindergarten	6 hours, 40 minutes	7:50 a.m.	2:30 p.m.
Elementary: Kindergarten – Grade 5	7 hours, 30 minutes	7:50 a.m.	3:20 p.m.
Secondary: Middle School Grades 6 – 8	7 hours, 30 minutes	9:00 a.m.	4:30 p.m.
Secondary: High School Grades 9 – 12	7 hours, 30 minutes	8:15 a.m.	3:45 p.m.

Full-Day Pre-Kindergarten Programs: A.M. Pate, Christene C. Moss, Clifford Davis, Harlean Beal, Sunrise-McMillan	7 hours, 10 minutes	7:50 a.m.	3:00 p.m.
Leadership Academy Network: Como, Maude I. Logan, Mitchell Boulevard, John T. White Elementary, Forest Oak MS and Forest Oak 6th	8 hours	8:00 a.m.	4:00 p.m.
Daggett Montessori School	7 hours, 30 minutes	7:50 a.m.	3:20 p.m.
Benbrook Middle/High	7 hours, 30 minutes	8:15 a.m.	3:45 p.m.
International Newcomer Academy	7 hours, 30 minutes	8:15 a.m.	3:45 p.m.
TCC South/FWISD Collegiate Marine Creek Collegiate	7 hours, 30 minutes	8:00 a.m.	3:30 p.m.
Texas Academy of Biomedical Sciences	7 hours, 30 minutes	8:00 a.m.	3:30 p.m.
Trimble Tech	7 hours, 30 minutes	7:55 a.m.	3:25 p.m.
I.M. Terrell Academy	7 hours, 35 minutes	8:10 a.m.	3:45 p.m.
Young Men's Leadership Academy	7 hours, 30 minutes	8:10 a.m.	3:40 p.m.
Young Women's Leadership Academy	7 hours, 30 minutes	8:15 a.m.	3:45 p.m.
World Language Institute	7 hours, 30 minutes	8:15 a.m.	3:45 p.m.

Alternative Educational Programs	Start Time	End Time
Success High School Day Program	8:15 a.m.	3:45 p.m.
Success High School Night Program Monday – Thursday Friday	4:15 p.m. 4:15 p.m.	9:54 p.m. 7:43 p.m.
Jo Kelly	7:50 a.m.	3:00 p.m.
Boulevard Heights and Transition Center	8:10 a.m.	3:20 p.m.
Metro Opportunity	8:25 a.m.	3:40 p.m.
JJAEP	8:45 a.m.	4:00 p.m.

4.4 School Day Interruptions [\[EC\(LOCAL\)\]](#)

Announcements shall be made no more than once during the school day, except for emergency announcements.

4.5 Special Instructional Activities

Some instructional activities such as science field trips, visits to museums or historical sites, and resource speakers may necessitate occasional deviations from the elementary and secondary time requirements. However, in

scheduling such activities, principals will use discretion to assure that the activities are kept to a minimum and have a specified instructional purpose.

4.6 Supervision of Students

Students must be supervised at all times by a teacher or other designated employee. Placing students in the hallways or outside the classroom for disciplinary or other reasons is expressly prohibited.

4.7 Early Dismissal of Students

Some instructional activities such as science field trips, visits to museums or historical sites, and resource speakers may necessitate occasional deviations from the elementary and secondary time requirements. However, in scheduling such activities, principals will use discretion to assure that the activities are kept to a minimum and have a specified instructional purpose.

Section 5 INSTRUCTIONAL

5.1 Campus Improvement Plan

The Campus Improvement Plan (CIP) serves as the blueprint for how your campus will address the needs identified during the Comprehensive Needs Assessment (CNA). An effective CIP can bring focus and coherence to reform activities and help ensure unity of purpose, alignment, and clear accountability. Each school year, the Principal of each campus, with the assistance of the Site-Based Decision-Making Team (SBDM), shall develop, review, and revise the CIP for the purpose of improving student performance for all student populations. A principal shall regularly consult the SBDM team in the planning, operation, supervision, and evaluation of the campus educational program. Each SBDM team shall hold at least one public meeting per year. The required meeting shall be held after receipt of the annual campus rating from the Texas Education Agency to review the performance of the campus and discuss the campus performance objectives. The Elementary and Secondary Education Act in Section 1114[b][2][B][ii] and the Texas Education Code Section 11.253 define requirements and expectations for the planning process.

Specific information on Fort Worth ISD Campus Improvement Plan guidelines and procedures is available in the [Grants Development Department SharePoint](#). Inquiries about Campus Improvement Plan requirements, guidelines, procedures, and timelines should be directed to your [School Leadership Executive Director](#).

Support materials for Site-Based Decision-Making (SBDM) teams are available on the [Policy and Planning webpage](#) and by emailing amanda.coleman@fwisd.org and/or calling 817-814-1956.

5.2 Special Education

The Individuals with Disabilities Education Improvement Act (IDEIA) is a federal law that regulates programs for students with disabilities. In accordance with federal requirements, the Fort Worth ISD provides a free, appropriate, public education to any student with disabilities eligible to receive Special Education services and residing in the District. Students with disabilities, served under IDEIA, have a right to an Individualized Education Plan (IEP), developed by a team of qualified professionals in collaboration with each student's parents. They also have a right to be instructed in the Least Restrictive Environment (LRE) to the maximum extent appropriate. In support of research-based, best instructional practices, the Fort Worth ISD is committed to inclusive education to the maximum extent possible for students with disabilities.

Specific information on special education programs or procedures is available in the Fort Worth ISD Special Education Operating Guidelines. Inquiries about Special Education federal requirements, programs, eligibility, and services can be directed to the campus administrator, campus evaluation specialist or to the [Special Education Department](#) staff at 817.814.2830. Access the Legal Framework [here](#).

5.2A Section 504 of the Rehabilitation Act of 1973 - (ADAAA) - Regulations

Section 504 prohibits discrimination against individuals with disabilities by school districts receiving federal financial assistance. The regulations have five (5) basic requirements:

- Identification and location of all eligible unserved learners
- Evaluation
- Procedural safeguards
- Free appropriate public education *and*
- Least restrictive environment

5.2B Identification and Referral of 504 Student

Principals, counselors, and teachers should follow these steps for identification and referral of students:

- Establish a 504 Committee (minimum of 3 members) composed of the Campus 504 coordinator, the Principal or designee, and teacher(s) as needed. Parents should be invited to attend as a member of the committee.
- Refer all students who are believed to be in need of services under Section 504 to the committee.
- Ensure that the committee notifies the parent/guardian in writing of the school's intent to formally review the child's educational program, and the reason for review/referral, and procedural safeguards. Obtain parent permission for an evaluation of the student and provide a copy of the Procedural Safeguards.
- Complete the referral/identification process within thirty (30) school days.
- Provide the parent/guardian a copy of the Committee decision.

Be sure that the Campus 504 Coordinator attends annual training sessions. Contact the MTSS and Special Programs Director, Patricia Sutton, at 817.814.2460 if you have questions.

5.2C Notice of Section 504

Each school's student handbook should contain the following statement:

It is the policy of the Fort Worth Independent School District to provide a free appropriate public education to all students who reside in the District, without regard to handicapping condition. Inquiries concerning application of this policy may be referred to the school counselor, and/or principal or you may contact MTSS and Special Programs Director, Patricia Sutton, at 100 N. University Drive or call 817.814.2876.

5.2D Dyslexia

Students with dyslexia and related disorders may qualify as a person with disabilities under Special Education and should be referred to the campus evaluation specialist to determine eligibility. Please be advised the process for Dyslexia Evaluations in the State of Texas has been updated to reflect a single pathway of evaluation for all student(s) being referred for Dyslexia to receive a Full Individual Evaluation (FIE) provided by the Special Education Department Evaluation staff.

FWISD Dyslexia Services adheres to the guidelines of the [TEA Dyslexia Handbook, Revised 2021](#). This document dictates the guidelines that must be followed for dyslexia referrals, dyslexia assessment, dyslexia identification, and dyslexia instructional services.

Dyslexia Referrals

Dyslexia referrals should be made if a student exhibits poor performance in one or more areas of reading and spelling that is unexpected for the student's age/grade. Dyslexia referrals should also be made for students who exhibit risk factors and characteristics of dyslexia defined in chapter one of the [TEA Dyslexia Handbook, Revised 2021](#). A referral for dyslexia assessment may originate from any of the following:

- MTSS Committee request
- ARD Committee request

- 504 Committee request *and/or*
- Parent request

Assessment of Dyslexia

Informal data gathering and formal assessments are used in the dyslexia assessment process. A battery of assessments is used to assess the following domains:

- Letter knowledge
- Reading real and nonsense words in isolation (decoding)
- Reading fluency (both rate and accuracy)
- Reading comprehension
- Written spelling
- Phonological/phonemic awareness
- Rapid naming

Additional areas may be assessed based on the student's academic difficulties and characteristics.

Identification of Students with Dyslexia

In order to make an appropriate identification of dyslexia, three decision points must be considered:

1. Does the pattern of weakness reflect one or more difficulties with lower performance for the student's age and educational level in the following skills:
 - Reading real words in isolation
 - Decoding nonsense words
 - Reading fluency (both rate and accuracy)
 - Written spelling (an isolated difficulty in spelling would not be sufficient to identify dyslexia)
2. Are the above listed academic difficulties the result of a deficit in phonological/phonemic awareness?
3. Are the above listed difficulties unexpected for the student in relation to the student's other cognitive abilities (the ability to learn in the absence of print) and unexpected in relation to the provision of effective classroom instruction?

Once a determination has been made regarding the above three decision points, the ARD Committee must then make a determination about eligibility for instructional services and accommodations.

Dyslexia Instructional Services

The following dyslexia instructional services are available to identified dyslexic students. These align with the components of dyslexia instruction outlined in Chapter IV of the [TEA Dyslexia Handbook, Revised 2021](#).

- Dyslexia pullout program
- Middle School Dyslexia Course *and*
- High School pullout program

The ARD Committee makes the final determination whether a student requires Standard Protocol Dyslexia Instruction with a trained Dyslexia Teacher or Specialized Instruction with a SPED teacher, or both.

Students identified with dyslexia remain in a “monitoring status” through Section 504 or Special Education as needed and appropriate to meet their education needs. This includes, but is not limited to, the following students:

- Identified students participating in the dyslexia pullout program,
- Identified students receiving Tier 3 small group instruction,
- Identified students who complete the dyslexia pullout program,
- Identified students dismissed from the dyslexia pullout program.

5.3 Multi-Tiered Systems of Support (MTSS)

MTSS encompasses supports for the whole child and takes into account academics, behavior, and social/emotional supports. MTSS does NOT replace Response to Intervention (RTI), rather, RTI and Positive Behavior Intervention and Supports (PBIS) are examples of tiered systems under the MTSS umbrella. As part of the Individuals with Disabilities Education Act (IDEA) updated by Congress in 2004, the RTI model identifies students who would benefit from more intensive supports. From these beginnings, MTSS has grown to encompass all students at every level.

- MTSS is a school wide approach that addresses the needs of all students
- MTSS integrates assessment and intervention within a multi-leveled instructional and behavioral system to maximize student achievement and reduce problem behaviors
- MTSS provides access to research-based interventions for students

Best practices for an MTSS system should include:

- universal screening
- evidenced-based practices done with fidelity and
- progress monitoring data-based decision making

MTSS requires high quality Tier 1 instruction which includes:

- research-based curriculum
- all students (English learners, special education, gifted and talented, etc.)
- small groups, differentiation, scaffolding, and accommodations aligned with individual needs and
- fidelity of implementation

MTSS teams should systematically review and use instructional data combined with staff member expertise to make decisions with the students’ best interests in mind. MTSS for behavior operates on the same framework as MTSS for academics.

Prior to retention, students experiencing difficulty either academically or behaviorally in the general education classroom should have been considered for all support services available.

5.4 Bilingual/ESL

To comply with federal and state law, the District shall provide students with a home language other than English and are identified as Emergent Bilingual (EB) students an opportunity to participate in a Bilingual or ESL program. To fulfill this requirement, the Fort Worth ISD has established the following procedures and expectations:

- Each school will follow the District’s Home Language Survey (HLS) procedures ([FWISD HLS Procedures](#)).

- If the initial HLS shows a language other than English, the student will be assessed to determine if they would benefit from Bilingual and/or ESL program services. Parents will be contacted by the school or the [Student Placement Center \(SPC\)](#) to schedule a testing appointment.
- Upon completion of the assessment, the registration process will initiate, and Bilingual/ESL services will be recommended, if applicable. If student is assessed at the SPC, the student/parent will be given a packet to return to the assigned school with the results and program placement recommendations.
- The campus Language Proficiency Assessment Committee (LPAC) with the guidance of the LPAC Chairperson will:
 - confirm or change SPC recommendations, by completing the Campus LPAC Decision section in the student system, sign, date and follow procedures delineated by SPC
 - print and file a copy of the LERF (Lau Eligibility Record Form) in the emergent bilingual student documentation folder (blue folder) and place a copy in the LPAC Documentation Framework Binder (LPAC Portal)
 - place student in the appropriate program based on the parent's response
 - monitor student core subject grading periods every six weeks, *and*
 - at the end of school year, the LPAC will review student performance on state approved tests and determine appropriate placement or interventions (if needed) for the following school year.
 - Additional LPAC information and assistance may be found on the Fort Worth ISD Bilingual/ESL Help Center [LPAC Resource page](#).
 - Conduct Exit Monitoring
 - Review Dually Identified students

To meet the diverse needs of the Emergent Bilingual (EB) population, the Campus LPAC will recommend one of the following Bilingual/ESL programs to facilitate learning for EB students.

Elementary EB students (grades: PK to 5) are served in one of the following three programs:

- Dual Language Immersion (DLI) Program
 - One-Way and Two-Way Dual Language Immersion Programs are Biliteracy programs that provide instruction in both English and Spanish through an evidence-based content language allocation plan. The goals of the DLI program are bilingualism and biliteracy, high academic achievement, and sociocultural competence.
 - Serves Spanish-speaking Emergent Bilingual students
 - Emergent Bilingual (EB) - Pre-kindergarten (PK) through 5th grade students assessed to be native Spanish-speaking EB students will be recommended for placement in a DLI (English & Spanish) classroom, if it is offered at the student's home campus. Otherwise, the student will be offered English as a Second Language services.
 - Once enrolled, students are expected to participate in the DLI program for the duration of their elementary education.
 - Serves EB students and Native English Speakers in Two-Way Dual Language Immersion Programs
 - Native English speakers in Pre-Kindergarten (PK) through 1st grade will be given the opportunity to apply only at the DLI Two-Way campuses where it is available. Students will be

selected through a District lottery selection process. Students in grades 2-5 may participate if they are transferring from a DLI if the receiving school has a DLI program.

- Specialized ESL Teacher (SET) Program
 - ESL: Push-in program with ESL co-teaching during Math and English Reading Language Arts
 - Serves non-English speaking immigrant and newcomer students (Spanish and other languages).
- English as a Second Language-Only (ESL-Only) Program
 - ESL: Pullout program model and content-based program model
 - Serves EB students who are not served in DLI either because the District files for an exception (because of the lack of bilingual teachers) to serve the student in ESL or because the students speak languages other than Spanish.
 - Serves EB students of all languages.

Secondary EB students (grades: 6-12) are served in one of the following four programs:

- 1) International Newcomer Academy (INA)
 - a. Immigrant and newcomer year 1 students.
 - b. ESL: Content-based program model.
 - c. Serves grades 6 through 9 (up to age 15).
 - d. Students are recently arrived non-English speakers.
 - e. One-semester to one-year program to orient new beginning-level immigrant students to U.S. schools.
 - f. Intended to develop communicative and academic skills in English.
- 2) Success Day Program (SDP)
 - a. ESL: Content-based program model.
 - b. Specially designed for immigrant students who are older for their grade levels (ages 16 to 21).
 - c. May be placed in the program directly upon enrollment or after completing one year at INA.
 - d. Offers a full array of courses needed for graduation in an accelerated credit accrual structure.
- 3) Language Center Newcomer Program
 - a. ESL: Content-based Pullout program model for English and Math.
 - b. Serves immigrant and newcomer students in years 2 or 3 who already attended INA for one semester to one year (or two years if unschooled).
- 4) Transition ESL/English Program
 - a. ESL: Pull-Out program model.
 - b. Serves EBs in years 3 or more.
 - c. ESL is provided in ELAR courses only.

Serves grades 6 through 12.

Teachers working with EB students must meet the Fort Worth ISD Bilingual/ESL Department certification requirements. More information on these requirements can be found on the [Bilingual/ESL Certification Information](#) webpage.

5.5 Gifted and Talented (G/T)

The [Fort Worth ISD Gifted and Talented Department](#) seeks to identify and serve students who perform or show the potential for performing at remarkably high levels of accomplishment when compared to others of the same age, experience, or environment and who

- exhibit high performance capability in an intellectual, creative, or artistic area;

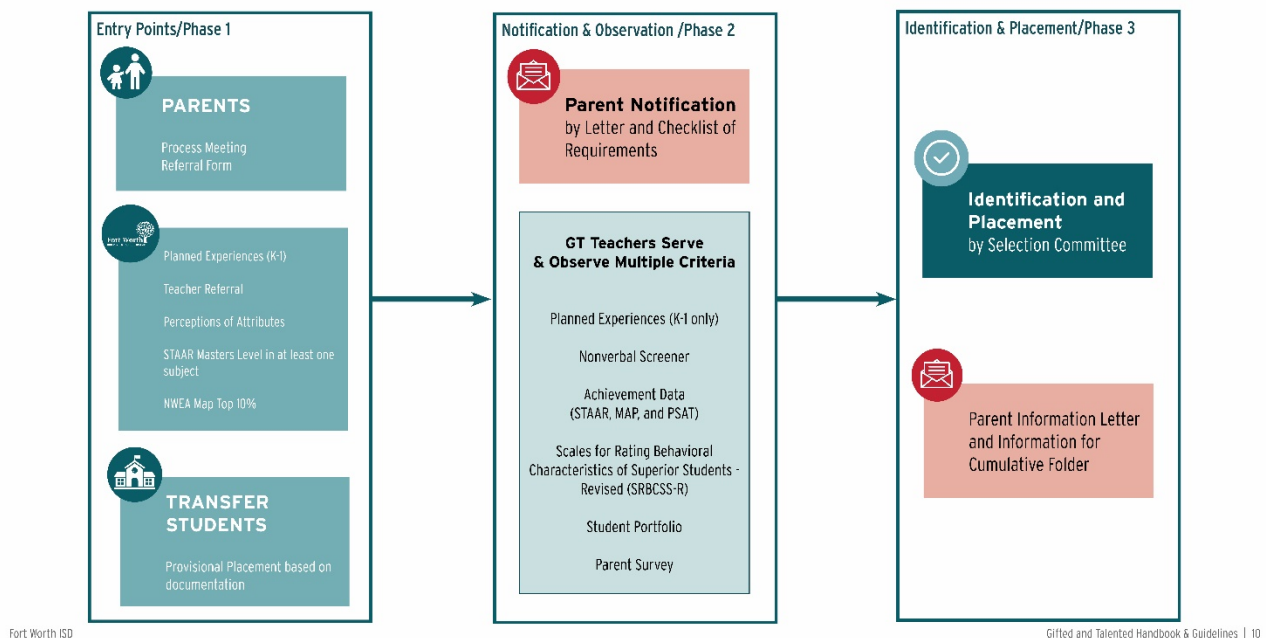
- possess an unusual capacity for leadership; or
- excel in a specific academic field. (Texas Education Code §29.121)

The Gifted and Talented Department provides a comprehensive service model for students in Kindergarten through 12th grade that includes culturally responsive student identification, Planned Experiences, pullout and push-in G/T services, clustering, personalized unit of study (Self Advocacy 5th Grade) and online learning.

Referrals for Gifted and Talented screening can be made by teachers, administrators, parents, students, and community members. Forms can be accessed through the [FWISD Gifted and Talented website](#). The Gifted and Talented referral and screening process is outlined below.

STUDENT ASSESSMENT

Gifted and Talented Identification



5.6 Rented Video Formats

To be shown during class time, commercial films shall have been reviewed and pre-approved by the Principal.

Videos, including Blu-Ray, DVD, streaming video services, or other formats rented or owned shall be used in the schools for educational purposes only. All rented or owned media shall be appropriately licensed for display in an instructional setting and shall not be shown to a class for entertainment purposes.

The fair use exemption permits limited use of copyrighted materials in classroom situations. That exemption does not permit free use of copyrighted materials for extracurricular activities such as after school programs. Video performances for reward or entertainment purposes require the purchase of a performance license from suppliers such as Movie Licensing USA. *Video rental stores cannot authorize public performances.*

The performance shall be presented by instructors or students, occur in the course of face-to-face teaching activities, and take place in a classroom or similar place for instruction (including the library).

The subject of the video must align to a topic addressed in that grade level curriculum, and the topic is being taught during the time period of the video performance. When applicable, the subject of the video must also comply with instructional requirements for teaching controversial topics [\[EMB\(LEGAL\)\]](#) and religion [\[EMI\(LOCAL\)\]](#). It is recommended that teachers document each video performance in their lesson plans to indicate the correlation between the video and the current lesson in the prescribed curriculum.

Segments of movies rated “PG-13” referenced in the District’s curriculum may be shown to students who are in grade 6 or higher, with prior parental approval. Movie segments must be utilized in accordance with guidelines as specified in District administrative procedures.

Movies rated “R” or “X” are strictly prohibited. See [EFA\(LEGAL\)](#) for criteria regarding selection of instructional resources.

5.7 Computer Software

Unless otherwise provided in the purchase agreement, a purchased computer program shall not be “shared.” Generally, a computer program may be legally copied only if it is intended for archive use. The software must be appropriately licensed for instructional and administrative use.

Purchasing Procedures for New Software and Subscriptions

All software to be installed on school District computers or a District network server or online subscriptions/applications (trial, free, purchased) must be approved. This includes all software, both for teaching, learning, and operational support.

During the purchasing process, software and online subscriptions/applications are identified, and a vetting process begins. The resources will be examined in the areas of academics, technical, and student data privacy.

The process is to assure the following:

- Software purchases are the best quality and value available.
- Purchases are compatible with District operating systems, computers, servers, and network infrastructure.
- The technology staff has the knowledge and background to provide support.
- Purchases for instructional support are aligned with the curriculum.
- Purchases provide consistency and avoid duplication.
- Student data is protected.

5.8 Mixed-Age Instruction

5.8A Elementary School

A student enrolled in grades 4-5 in a District elementary school may enroll in a District middle school for one (1) or more courses. The student must meet the prerequisite requirements for the course and display academic achievement and maturity and success at the higher level. This placement shall be based on the agreement of the parent or guardian, the elementary and middle school principals, and the appropriate PK-12 Leadership Executive Director.

5.8B Middle School

A student enrolled in a District middle school may enroll in a District high school for one (1) or more courses provided the course(s) is not offered in a student's middle school. To be eligible to enroll and be awarded credit toward state graduation requirements, a student shall meet the prerequisite requirements for the high school course and have written approval of parent or guardian, middle school and high school principals or designees, as well as the approval of the appropriate Leadership Executive Director.

5.9 Cellular Phone Use

Teachers and teacher aides may not use cellular phones during instructional time to make or receive phone calls. Cellular phones should be turned off during class time unless otherwise approved by the principal.

No student or test administrator is permitted to possess a cell phone during testing.

A campus administrator must determine the appropriate use of telecommunication devices by students at his/her campus and while attending school-sponsored or school-related activities. Those expectations need to be clearly communicated to students and parents. Campus administrators may choose one of the following options:

- Students will be prohibited from possessing telecommunications or electronic devices while on school property or while attending school-sponsored or school-related activities on or off property,
- Students may possess telecommunications or electronic devices while on school property or while attending school-sponsored or school-related activities on or off school property. However, such devices must not be visible and must remain turned off during the instructional day, *or*
- A campus administrator and campus instructors, may, in the exercise of reasonable discretion, allow students to use telecommunications or electronic devices for instructional purposes during the instructional day.

Discretionary use may include:

- Use of a calculator of any type for required coursework,
- Use of a camera for curricular or school-sponsored extracurricular activities, such as the yearbook or school newspaper pictures, *or*
- Use of a cell phone for Internet access to conduct research or as a dictionary or thesaurus to query the definition or synonym of a word.

Regardless of the option above that the campus administrator makes for his/her campus, students will not be permitted to possess telecommunications or electronic devices on their persons during testing periods, unless specifically allowed to do so by the instructor or a school administrator, or by the student's individualized education program (IEP) or behavioral improvement plan (BIP).

Students may be required to demonstrate before test administration that no such devices are in their possession or available for their use in violation of District policies, regulations, the Student Code of Conduct, or state, or federal law.

If a student is in possession of a personal telecommunications or electronic device in violation of the standards established by the campus administrator and the District, an authorized District employee may confiscate the device.

When a device is confiscated, the campus administrator must log the device into the Electronic Device Confiscation Log. The administrator must also complete the Confiscated Electronic Device form and send it home within two days of the confiscation.

To retrieve the device, in elementary and middle schools, a parent must:

1. Present in person at the campus during posted school hours written proof of ownership and a photo ID;
2. Complete a form acknowledging return of the device.

In high schools only, a student can retrieve his/her own device.

If a telecommunications device is not retrieved within 30 days and notification has been made to the parents, the school will dispose of the device.

5.10 The Texas Hazard Communication Act

FWISD employees who utilize Hazardous Chemicals during work or for instructional purposes shall be familiar with the [DI\(LEGAL\)](#) and State of Texas Hazardous Communication Act in handling, the storage, and the disposal of said materials. Specifically, the substance used in art, science, nutrition services, maintenance, and custodial work areas are to be monitored and approved by the department supervisor at the District level. Familiarization includes: General training and documentation (sign-in attendance sheets for training, material safety data sheet/safety data sheet (MSDS/SDS), and labeling) as directed by DI(LEGAL) and shall be implemented each semester or as needed.

Each school should maintain MSDS/SDS hard copies for all hazardous chemicals used in the school. The sheets should be in a clearly marked binder in the main office of the school and in any room where hazardous chemicals are stored. The sheets should be arranged in alphabetical or by classroom order provided that the arrangement order is written on the first page of the MSDS/SDS binder.

No FWISD employee shall bring any hazardous chemical into a school building unless given prior approval by the department supervisor. Any employee who brings hazardous chemicals into a FWISD facility without prior approval shall be subject to immediate disciplinary action. Hazardous wastes are not to be disposed of in the school trash. The majority of wastes generated in schools is nonhazardous; however, if you have questions whether a waste is hazardous or not, contact the Environmental Department at 817.815.7436.

5.11 Employee Agreement for Responsible Use of Technology Resources [\[CQ\(LOCAL\)\]](#)

The Superintendent and technology coordinator will oversee the District's technology resources, including electronic communication systems and electronic equipment. The Superintendent and technology coordinator shall develop and implement administrative regulations, guidelines, and user agreements consistent with the purposes and mission of the District and with law and policy.

In general, the District's computer and communication systems are intended to be used for business and educational purposes only and are intended for use by employees, teachers, students, and other authorized users. Use of District technology and the District network requires that all users conduct themselves in a professional, responsible, decent, ethical, and polite manner at all times. Inappropriate system use or behavior will result in the loss of the privilege of using educational and administrative tools, and may result in disciplinary action. For violation of any of the following rules, an employee shall be subject to penalties ranging from a formal written warning notice up to, and including, termination.

Access to the District's technology system and resources is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations governing use of the system and shall agree in writing to comply with such regulations and guidelines. Noncompliance may result in suspension of access or termination of privileges and other disciplinary action consistent with District policies [See [DH\(LOCAL\)](#), [CQ\(LOCAL\)](#), [FN series](#), [FO series](#), and the [Student Code of Conduct](#)]. Violations of law may result in criminal prosecution as well as disciplinary action by the District.

5.11A Internet Safety

The Superintendent will designate the technology coordinator to oversee development and implementation of an internet safety plan, including guidelines for the responsible use of the District's technology resources in compliance with this plan. All users (employees, students, and members of the public) will be provided with copies of responsible-use guidelines and training in proper use of the District's technology resources that emphasizes ethical and safe use. Guidelines for the responsible-use of the District's technology resources will include the following pertaining to filtering, access, professional learning, and use by employees and students:

- Control students' access to inappropriate materials, as well as to materials that are harmful to minors. All internet access will be filtered for minors and adults on the District's network and computers with internet access provided by the District,
- Ensure student safety and security when using electronic communications,
- Prevent unauthorized access, including hacking and other unlawful activities,
- Restrict unauthorized disclosure, use, and dissemination of personally identifiable information regarding students,
- Educate students and employees about cybersecurity, cyberbullying awareness, responsible use, and appropriate online behavior, including interacting with other individuals on social networking, web sites and in chat rooms.

Campuses are encouraged to earn the Common Sense School Certification. Earning this distinction and certification demonstrates that school administrators and teachers are taking the necessary steps to equip students and parents with the skills they need to thrive in this digital age and be responsible digital citizens. For more information, view the [Common Sense School Certification](#) criteria and contact the [Educational Technology Department](#) at 817-814-3100 to collaborate in coordinating a program at your campus.

5.11B Filtering

The technology coordinator will appoint a committee to determine appropriate use of filtering devices. The technology coordinator will implement and maintain appropriate technology for filtering material considered inappropriate or harmful to minors. All internet access will be filtered for minors and adults on the District network and computers with internet access.

Each District computer with internet access shall have a filtering device or software designed to block access to content that is obscene, pornographic, inappropriate for students, or harmful to minors, as defined by the federal Children's Internet Protection Act and as determined by the Superintendent and technology coordinator.

The Superintendent and technology coordinator shall enforce the use of such filtering devices. The District will consider requests from users who wish to use a blocked site for bona fide research or other lawful purposes. A

recommendation will be made to the Superintendent regarding approval or disapproval of disabling the filter for the requested use. Upon approval from the Superintendent or designee, an administrator, supervisor, or other authorized person, the filtering device may be disabled for bona fide research or other lawful purposes.

Please note that the Internet is a network of many types of communication and information networks. It is possible that you may run across some material you might find objectionable. While the District will use filtering technology to restrict access to such material, it is not possible to absolutely prevent such access to all objectionable material. It will be your responsibility to follow the rules for appropriate use.

5.11C Electronic Media Guidelines for Employees and Students

All District Technology Users – Use of Electronic Media

- All students and employees will be provided access to relevant policies and information concerning use of District technology resources and the District's expectations of responsible use.
- All students and employees will be required to complete training regarding safe and responsible use of the District technology resources.
- All district technology resources users will be required to sign a responsible-use agreement.
- Any user identified as a security risk or as having violated District- and/or campus-use guidelines may be denied access to the District's technology resources.
- An employee may not use the District logos or other copyrighted material for personal use without express, written consent.

Employees - Use of Electronic Media

- Management of student use of technology is the responsibility of the staff member in the same manner as classroom management and student supervision.
- Parental consent must be obtained before a student may take part in District-sponsored technology, social media, online educational programs or mobile applications, or other cloud-based instructional resources, including video sharing for classroom use or use of a student's photo, image, or voice on a District or classroom website, even if public access is blocked.
- Disclosure of student directory information for limited-sponsored purposes may be authorized only in accordance with District policy and requisite parent notice and consent. [See [FL\(LEGAL\)](#) and [FL\(LOCAL\)](#)]

Employees, Parents and Students – Use of Electronic Media with Students

- Only certified or licensed employees may communicate with students through electronic media.
- Employees may only communicate with a student regarding matters that are within the scope of their professional responsibilities.
- Do not "friend" a student on social media sites.
- A District employee cannot communicate with a student between the hours of 10 p.m. and 6 a.m. unless there are emergency circumstances that warrant the communication.

- An employee does not have a right to privacy with respect to communication with students and parents.
- At any time, a parent or student can submit a written request to a District employee to discontinue all forms of electronic communication, including e-mail, text messaging, and phone calls.

All Users-Rules for Responsible Use

- You will be assigned an individual account for access to approved District technology resources, and you are responsible for not sharing your password or other account information with others. All passwords for District accounts must meet password complexity requirements by the District.
- District technology resources are primarily for instructional and educational purposes. Limited personal use is allowed only if the rules in this agreement are followed and the use does not interfere with your assigned duties.
- You must comply with the [Public Information Act](#), the [Family Educational Rights and Privacy Act \(FERPA\)](#), the [Children's Internet Protection Act \(CIPA\)](#), the [Children's Online Privacy Protection Act \(COPPA\)](#), the [Protection of Pupil Rights Amendment \(PPRA\)](#), and any other applicable law or policy.
- You must maintain the confidentiality of health or personnel information concerning colleagues and students, unless disclosure is required by law.
- Before use on a District device or for a District purpose, digital subscriptions, online learning resources, online applications, or any other program must be approved by the District. District staff should not accept terms and conditions or sign user agreements on behalf of the District; this includes clicking "Yes" or "I agree" when using technology resources without preapproval.
- Copies of potentially sensitive or confidential District records should not be sent, viewed, or stored using an online application not approved by the District.
- You must immediately report any suspicious behavior or other misuse of technology to your supervisor or other campus administrator.
- You will be held responsible at all times for the proper use of your account, student accounts, student information, and the District may suspend or revoke your access if you violate the rules.

Users will not remove technology equipment (hardware or software) from District premises without written permission from the site administrator. The site administrator will keep such permission forms on file for a period of two years from the date of the authorization.

LinkedIn, Blogging, Twitter, and the like should adhere to the following:

- Limited and occasional use of the District's systems to engage in blogging is acceptable if authorized, provided that it is done in a professional and responsible manner, does not otherwise violate the District's policy, and is not detrimental to the District's best interests,
- Use of personal websites, professional websites, and "social networking" sites, (Facebook, LinkedIn, Blogging, Twitter, and the like) whether using the District's property and systems or personal computer systems, is also subject to the terms and restrictions set forth in CQ(REGULATION). Use of these tools from the District's systems is also subject to monitoring.

- Apart from following all laws pertaining to the handling and disclosure of copyrighted or export-controlled materials, the District's trademarks, logos, and any other District intellectual property may also not be used in connection with use of personal websites, professional websites, and "social networking" sites, (Facebook, LinkedIn, Blogging, Twitter, and the like).

Student Participation in Social Media, and the like should adhere to the following:

A student may use District technology resources to participate in social media with parental consent and only as approved by the District in accordance with applicable laws, the student's age, grade-level, and approved instructional objectives. This includes text messaging, instant messaging, email, web logs (blogs), electronic forums, video-sharing websites (e.g., YouTube), editorial comments posted on the internet, and approved social networking sites.

Upon leaving employment, or upon request from the Superintendent, you must return any District-owned equipment or resources in your possession.

You must also return any records, written or electronic, to the District for records retention if you have reason to believe you are retaining the sole copy of a record subject to records retention requirements. You must destroy (delete or shred) any other confidential records remaining in your possession.

Consequences for Inappropriate Use

The following are possible consequences of inappropriate use of technology resources:

- Suspension of access to the District's technology resources,
- Revocation of the account, *or*
- A formal written warning notice up to, and including, termination, *and*
- Other disciplinary or legal action in accordance with the District's policies and applicable laws.

For additional information, visit our [Fort Worth ISD Policy Online DH policies](#) and [CQ policies](#).

5.11D Monitored Use

Electronic mail transmissions and other use of the technology system and tools by students and employees shall not be considered private. Designated District staff shall be authorized to monitor, and/or filter such communication at any time to ensure appropriate use.

5.11E Intellectual Property Rights

Students shall retain all rights to work they create as part of instruction or using the District's electronic communication system.

As an agent of the District, an employee, including a student employee, shall not have rights to work he or she creates on District time or using District technology resources. The District shall own any work or work product created by a District employee in the course and scope of his or her employment, including the right to obtain copyrights.

5.11F Disclaimer of Liability

The District shall not be liable for users' inappropriate use of the technology system and resources or violations of copyright restrictions or other laws, users' mistakes or negligence, and costs incurred by users. The District

shall not be responsible for ensuring the accuracy, age appropriateness, or usability of any information found on the internet.

5.11G Allocations

Technology will be allocated to meet the requirements and guidelines development by District Leadership. All acquisitions of technology, both hardware and software, including free resources, shall be reviewed and coordinated by District Leadership and conform to the District's established technology acquisition standards. The approval process for digital resources will be followed before the purchase and use of technology.

5.11H Donations

Technology donations shall be coordinated through the Division of Technology. Donations shall meet the approved minimum standards. Although donated equipment may be configured to run on the District wide area network, the Division of Technology shall not guarantee that all District-approved applications will run on the donated equipment. All donated technology resources must be approved by the District, regardless of the funding source. Before accepting a donation, submit a Technology Customer Service Request ticket. Include in the ticket the type of device (Chromebook, Laptop), make/model, quantity, planned use, anticipated timeline and donor contact.

5.11I The minimum standards for classroom technology are:

- One (1) teacher laptop
- One (1) classroom projection device

Requesting Equipment for New Classrooms

When enrollment changes result in the addition of a new FTE, the following procedures will be followed to obtain classroom technology equipment:

- Submit a Technology Customer Service Request ticket to the [Division of Technology](#) requesting the minimum classroom technology standards for a new classroom.
- Include room number and type of classroom: grade level, subject, etc.
- If additional data drops are necessary, an additional Footprint will be needed.

Requesting Interactive Whiteboard Room to Room Transfer

- Submit a Technology Customer Service Request ticket to the [Division of Technology](#).
- Attach a campus-staffing roster to the Footprint ticket request.
- Include room number and type of classroom: grade level, subject, etc.
- This may incur a campus expense.
- Wall-mounted interactive whiteboards or other classroom projection equipment should never be removed, relocated or modified by campus staff.

Teacher Laptops

Laptops issued to teachers remain Fort Worth ISD property and must be returned to the home campus or department upon separation from the District. Teacher laptops should move with the teacher between campuses.

For security reasons the teacher should submit a Technology Customer Service Support ticket to arrange for the laptop to be reimaged.

5.12 Outside Speakers and Consultants

Before a teacher may invite an outside speaker or consultant to make a presentation to a class, he or she must first obtain the approval of the principal.

5.13 Curriculum: Administrative and Teacher Expectations [\[EH\(LOCAL\)\]](#)

Principals and assistant principals shall:

- Monitor the implementation of the curriculum,
- Monitor lesson plans,
- Communicate the importance of effective curriculum and instruction practices on a regular basis,
- Observe classes, monitor curriculum and lessons, and evaluate assessment materials used on the campus,
- Meet as an administrative team on at least a weekly basis to discuss classroom visits, feedback conferences, and next steps in supporting teachers to improve their teaching practice,
- Provide support to teachers through the campus and/or learning networks, *and*
- Use, as a minimum, the following basic strategies to monitor curriculum:
 - Frequent documented classrooms visits using an approved District form,
 - Documented feedback conferences with each teacher to review classroom visits to improve instructional delivery and change teacher practice,
 - Documented formal observations (full lesson cycle) and frequent walk-through observations,
 - Curriculum planning meetings or reviews of minutes or agendas of such meetings, *and*
 - Periodic review of curriculum documents and assessment data being used by teachers to plan instruction.

Teachers shall:

- Teach the District curriculum using lesson plans;
- Frequently assess and document student mastery of curriculum objectives, modifying instruction to ensure student success, which includes interventions, differentiations, and enrichments; and
- Participate in curriculum development and revision activities, as appropriate.

5.14 Campus Expectations for Secondary DiG iN Student Devices and Elementary Devices

The purpose of the Digital Integration (DiG iN) Student Device Program is to increase student engagement by empowering students to access digital content and instructional resources at school and at home that supports the District mission of preparing students for success in college, career, and community leadership. The 2014-2015 school year marked the beginning of the DiG iN Student Device Program. During that time, the District began the implementation of a one-to-one student device program for all high school students. In 2018, the District began

implementing the program with middle schools. During the 2019-2020 school year, all secondary students (6th-12th Grade) had the opportunity to participate in the one-to-one student device program. During spring 2020, the District initiated the one-to-one student device program for all elementary students.

District expectations require the campuses to comply with the following:

- Identify professional staff members to act as managers of the DiG iN program and Elementary Device program at all school levels.
- Select at least one campus administrator to serve as the DiGiN Administrator at all school levels.
- Select at least one certified professional to serve as the DiGiN Facilitator at all school levels.
- Become proficient in the program procedures and guidelines outlined in the [DiG iN Handbook](#) on the [District website](#).
- Coordinate and conduct student device distribution and collection process using District developed processes and procedures for inventory management.
- Review the student device agreements in Online Registration before distributing devices to students.
- Share the student device agreements in the [Online Registration System](#) in paper form with parents before distributing devices to students.
- Properly manage the inventory of student devices by reporting loss, theft, and damage using the [TipWeb Inventory System](#), [Absolute Tracking System](#), and Student Device Repair Forms.
- Follow District guidelines as it pertains to misconduct and misuse of student devices.
- Follow procedures for student DAEP placements and withdrawals.
- Collaborate with the Educational Technology Digital Learning Specialist to create a comprehensive campus training and instructional coaching plan.
- Partner with the Campus Technology Liaison to establish a technology committee responsible for developing the campus digital learning plan.

5.14A Reporting Loss, Theft and Damage

The District requires secure locations and device attendance at all times.

IF A STAFF MEMBER FINDS A STUDENT DEVICE UNATTENDED, TAKE IT TO THE OFFICE OR TO THE CAMPUS DiG iN ADMINISTRATOR OR FACILITATOR. IT IS NEVER OKAY FOR A TEACHER TO HOLD A STUDENT DEVICE IN THE CLASSROOM.

DiG iN Administrators and Facilitators should follow the procedures and guidelines for reporting the loss, theft, and damage outlined in the DiGiN Device Handbook available on the District website.

If the device is lost or stolen, a student should report the theft or loss immediately to the campus administrator or DiGiN administrator.

If the device is lost or stolen, a Campus Device Administrator should follow these steps:

1. Follow the guidelines in the DiGiN Device Handbook available on the District website.
2. Complete the Report of Lost or Missing Student Device or the Report of Stolen Student Device.
3. Offer a replacement device if the inventory is available.

If a student loses his/her charger, carrying case, or bag, the student must pay to receive a replacement.

5.14B DiG iN Student Discipline

The campus collects the student device when the student transfers to DAEP or withdraws from the campus. Campuses are in charge of the withdrawal process. The DiGiN administrator must collect the student device before a student withdraws, whether they enroll later, in or out of the District. The existing campus withdrawal processes or paperwork need to include device collection. For example, if a student transfers to an alternative campus, it is the campus's responsibility to collect the device from the student at the discipline hearing or before. The campus should designate someone, such as the DiGiN administrator, to collect the student device, complete the TipWeb inventory change, and verify the asset in Focus.

5.14C DiG iN Student DAEP and Withdrawal Procedures

The campus collects the student device when the student transfers to DAEP or withdraws from the campus. Campuses are in charge of the withdrawal process. The DiGiN administrator must collect the student device before a student withdraws, whether they enroll later, in or out of the District. The existing campus withdrawal processes or paperwork need to include device collection. For example, if a student transfers to an alternative campus, it is the campus's responsibility to collect the device from the student at the discipline hearing or before. The campus should designate someone, such as the DiGiN administrator, to collect the student device, complete the TipWeb inventory change, and verify the asset in Focus.

If a student withdraws and does not return his/her device, the campus administrator should make reasonable efforts to reclaim the device, including:

- Speak to the parent personally and document this contact.
- Emailing the parent/guardian personally and documenting this contract.
- Tracking the device in Absolute and reporting the device lost or stolen as outlined in the procedures on the [DiGiN Device Handbook website](#).

Within ten days of student withdrawal, the Device Administrators complete the Report of Stolen Student Device.

5.15 Compliance Training

SafeSchools is an engaging online safety and compliance training library available for all FWISD employees. Libraries include Exceptional Child, School Bus Safety along with yearly mandatory courses required by state and federal laws. Employees are contacted by email when the courses are available along with their login information. The email will also contain a list of the mandatory training courses for the current school year and the due date. For an FAQ on SafeSchools click [here](#). SafeSchools also provides a forum to upload and manage the acceptance of school handbooks. Click the link to complete the [form](#).

Section 6: OPERATIONS

6.1 Outside Agency Access to Students

If a Law Enforcement Agency (police, sheriff, etc.) or someone from the Child Protective Services (CPS) division of the Texas Department of Family and Protective Services asks to question a student on your campus or seeks to remove a student from your campus as part of an investigation, you must complete the Outside Agency Access to Students Administrative Regulation Checklist.

6.2 Transportation Regulations

6.2A Transportation for School Attendance

Transportation is provided for all handicapped children and for regular program children who live beyond a two-mile radius from their assigned school. Children who attend special interest academic programs beyond a two (2)-mile radius will receive transportation from their home elementary school or designated pick up points.

Regular program student assigned bus routes and stops can be found at on the [FWISD Transportation website](#) via the “Which School Bus Do I ride?” link.

Elementary school “Schools of Choice” (SOC) and “Programs of Choice” (POC) bus stop locations will be at elementary campuses. Middle school SOC and POC bus stop locations will be at middle school campuses. High school SOC and Gold Seal POC bus stop locations will be at middle school campuses. The Transportation Department will consider stop requests for locations greater than two miles from the designated home elementary/middle school campus. All additional stops will be based on greatest concentration of students to be served in an area.

Except on a “space available basis,” transportation is provided for “hazardous walking routes” within the two (2)-mile radius. Transportation will not be provided for transfer students.

All requests for changes of stops or for additional stops or routes will be submitted by the principal to the director of transportation for consideration. All requests should be submitted on [Public Transportation Route Adjustment Request Form 622](#).

The District shall provide or pay for the transportation of a student to a higher-performing public school operated by another district, if the District is identified for corrective action, or to another public school within the District if the student’s school:

- Has been identified for school improvement;
- Has failed to make adequate yearly progress by the end of the first full school year after identification for school improvement;
- Has had corrective action implemented by the District for failure to make adequate yearly progress by the end of the second full school year after identification for school improvement; or,
- Has failed to make adequate yearly progress after one full school year of corrective action.

Regular program student assigned bus routes and stops can be found on the [FWISD Transportation website](#) via the [“Which School Bus Do I Ride?” link](#).

6.2B Field Trips

All requests for buses should be made online at least five (5) working days prior to the date of the trip. The earlier a request is received by the Transportation Department, the more efficiently the trip is planned. Confirmation is provided with an assigned trip number. Trips entered less than 5 days must be confirmed via telephone.

Generally, Bus capacities are 72 passengers, three (3) per seat for Elementary students, or 48 passengers, two (2) per seat for middle/high school students. This should help determine the number of buses to order when planning a field trip.

The Transportation Department cannot support trips on school days between 7:00 and 9:30 a.m., or 1:30 and 5:30 p.m. The best times for field transportation are between 9:30 a.m. and 1:30 p.m., after 5:30 p.m., or on nights and weekends.

6.2C Use of Vehicles Other Than Buses

Senate Bill 1, passed by the 74th Texas Legislature, authorized the use of private vehicles, including vans, with a maximum capacity of fifteen (15), one (1) adult driver and maximum of fourteen (14), one (1) adult driver and maximum of fourteen (14) passengers, for transporting students to and from school and to school-related activities.

Please note, however, that vehicles with a passenger capacity greater than fifteen (15) must be certified school buses or transit authority buses, which comply with the Texas Transportation Code [TEC: 541.201 (15)]. If there are any questions about the acceptability of such a bus, please contact the FWISD Transportation Department to review the vehicle's certification for appropriateness.

Volunteers who use their personal vehicles to transport individual students for extracurricular activities should understand that their own liability insurance policy is the first coverage in the event that damages occur. Currently, to the extent the FWISD insurance coverage exceeds the volunteer's insurance policy coverage, the FWISD's liability insurance coverage in any one vehicular, at fault, incident is limited to \$300,000 for bodily injury or death and \$100,000 for property damage. Payment to volunteers for the regular use of their vehicles may nullify their own insurance coverage; they should check with their insurance agent.

Questions regarding transportation should be directed to the Director of Transportation at 817.815.7901; questions regarding insurance should be directed to the Director of Risk Management at 817.814.2233.

6.3 Building Security

The principal is responsible for the security of all campus personnel, buildings, and contents. The following procedures are to be used to assure security:

Management of Building Keys/Access Control Cards

The principal will control all keys in an orderly manner in a locked metal cabinet. All assigned keys must be documented in a key control log which shows the date of issuance, key number, person assigned the key, and the access areas applicable to the key. Master keys are to be limited to the principal, assistant principal(s) and to the head custodian. The final disposition of the key must also be indicated; e.g., key checked back in, lost, etc. All keys and assignments must be very strictly controlled.

Only Child Nutrition Services managers will have keys to kitchen storage areas, refrigerators, and freezers. A duplicate set of keys is kept in the Child Nutrition Services central office.

Only the Technology Department has the authority to duplicate keys. Such duplication requires the principal's authorization. Persons making unauthorized duplicate keys will be subject to disciplinary action. Under no circumstances will students or non-District employees be allowed to have a key. Temporary or non-master key issuance may be made to faculty members for after-hour programs. Such keys must be returned on the workday immediately following the program.

Access control cards are managed through Safety & Security and access to the building is managed through the security software. If you know an employee is not returning, follow the access control procedures and retrieve the access control card.

Visitor Management System (VMS)

Campuses will use the Visitor Management System (VMS) to sign-in and monitor all visitors during the school day. The application will enable staff to scan a form of identification containing the person's photograph issued by a government entity. The VMS application will produce a visitor badge and cross reference visitors' names with state and local sex offender registries.

At no time should elementary students be left unattended with other students. A staff member or approved volunteer should be with students at all times.

Opening and Closing of the Building

The principal must maintain the building hours that are consistent with the schedule which is in use by the District's electronic security system. Any deviation must be approved by the Chief of District Operations.

The principal will provide a copy of these directions to the school staff and custodial staff regarding the procedures for opening, closing, and securing the buildings. Further, the principal will provide the necessary training for proper compliance.

Security of Rooms

The principal will ensure that all unoccupied areas and rooms (other than the restrooms) of the school are locked during the school day.

Use of the Building After School, Nights, Weekends and Holidays

The safety of personnel, buildings, and contents strongly argues against after-hour entry and occupation of buildings. The principal is responsible for all after-hour use of the buildings. Personnel who will be in the building after hours must be authorized on a specific occurrence basis by the principal and the [Safety and Security Department](#) notified at 817.814.2699.

Employee entry into the building and exiting the building during off hours requires notification of [Safety and Security](#) at 817.814.2699.

NOTE: Notify the [Safety and Security Department](#) at 817.814.2699 that the building is secured just prior to exiting.

6.4 Indoor Air Quality

Indoor air quality depends on the frequency of air replacement in a building, the cleanliness in a building, the effectiveness of the air filtration system, and the degree to which the heating and air conditioning systems control temperature and humidity appropriately within the building.

The importance of providing good indoor air quality to every classroom cannot be overstated. Properly controlled air quality will result in more alert and healthier teachers and students and a better learning environment.

In order to ensure the safety of all students, it is mandatory to follow the directions listed below when keeping animals on elementary school premises:

- Animals kept in classrooms must have an annual Certificate of Health signed by a veterinarian stating that the animal is healthy and does not pose a risk or threat to any student.
- Animals must be kept in a cage at all times, including weekends.
- Direct contact with students must be avoided.
- All excrement must be disposed of and handled by the teachers.
- Cages should be cleaned two (2) to three (3) times weekly.
- Animals must be examined by a veterinarian anytime symptoms of illness appear even though a Certificate of Health is on file.
- The original Certificate of Health must be filed in the FWISD Health Services Department.
- Food for animals must be stored in airtight, leak-proof containers.

As per the Texas Administrative Code Rule Subchapter A 297.6 *“Recommended Building Occupant Responsibilities”*-Subparagraph B.

- Product Usage. Products such as pesticides, air fresheners (including plug-ins), scented products (including candles), spray products and other materials that may be a health concern, should not be used.

It is FWISD's intentions that all individuals have a healthy environment for learning and/or working. The use of the following products such as, but not limited to, plug-in air fresheners and all types of air fresheners, pesticides, any cleaning materials brought from home that may cause a health concern are not allowed in FWISD buildings.

As to Subparagraph H, Sensitive Individuals, carefully consider and, to the extent feasible, accommodate the needs of sensitive individuals by the following:

- Consulting.
- Locating. Locate sensitive individuals away from potential sources of symptom triggering substances and activities.
- Discouraging. Discourage the use of scented personal care products or other scented products that may cause adverse reaction in sensitive individuals.

If a student or teacher is a hypersensitive individual and after careful research of the situation no solution can be found, that individual may be relocated to see if there is an improvement. It is FWISD's intention to work with students, teachers, or other staff members to maintain a healthy learning and working environment.

- Custodians can help by making sure they clean and dust effectively and on a regular schedule. Copies of mold clean-up procedures are available from the Environmental Department by calling the Maintenance and Operations main number at 817.815.7400.
- Any air quality concerns that cannot be corrected by custodial functions, by adjusting local thermostats or by other mechanical means should be addressed to the attention of the Environmental/Asbestos Department via the work order system.
- The Environmental/Asbestos Department has responsibility for checking the indoor air quality of each building. Methods may include the use of portable instruments, in-depth testing procedures and/or other means to make sure the air systems are working properly. An Asbestos Management Plan is kept in each school and is available to all employees.

6.5 Locked Emergency Exits

Every exterior door is a potential emergency exit in the event of a fire. Therefore, none of the exterior doors in any school building may be chained. Violation of this procedure could result in being fined by the Fire Department. The Fire Department has also stated that the interior doors may not be chained.

All building administrators and custodians have the responsibility to make sure that all exterior doors have operable panic locks and that such panic lock mechanisms are not rendered unusable or circumvented with chains. All door locking mechanisms are automated through the access control system. No person may lock a door in the open position with a hex key or other similar tool. No door should be propped or held open. Any temporary changes to this procedure requires contact with the District Safety and Security office.

High priority work orders for the repair of panic bar systems must be turned into the Maintenance Department as soon as a faulty locking mechanism is discovered. The Maintenance Department will address such work orders on an emergency (safety) basis.

6.6 Lead Content in Water Supply

Although there are no state or federal requirements for the District to conduct water sampling, Fort Worth ISD has developed a voluntary lead in drinking water monitoring program based on guidelines established by the Environmental Protection Agency (EPA). In the summer of 2016 the FWISD Environmental Department conducted a comprehensive program to sample drinking water for lead, identify patterns of lead concentration in systems and fountain types that may contribute to elevated lead levels, and recommend lead reduction procedures to be executed by the FWISD Plumbing Department. The EPA guidelines that were referenced in developing the sampling program recommended actions be taken if a water source was found to contain a lead concentration of 20 parts per billion (ppb) or greater. To add an extra layer of comfort and to mirror standards that the City of Fort Worth must meet when testing its water system for lead content, FWISD decided to meet a more stringent standard of 15 ppb for all water sources. Sources that were found to contain lead concentrations greater than 15 ppb were disabled until corrective action could be performed. In some cases, sample locations were completely abandoned due to lack of use, redundancy, or alternative water fountains being installed nearby.

Following the sampling and response actions from the comprehensive sampling completed in 2016, the Environmental Department developed a periodic sampling program. This program is designed to provide a consistent evaluation of drinking water quality throughout FWISD by visiting each campus on a rotating basis and

evaluating any location that contains lead in concentrations exceeding 10 ppb (half of the EPA's recommended action level). By continuously monitoring sample sites with lead concentrations above 10 ppb, FWISD will be able to address problem sites before they reach our action level of 15 ppb and prioritize areas needing preventive maintenance.

Should any regulations or requirements be established by the state or federal government, FWISD will adjust the drinking water monitoring program to meet those standards.

6.7 Integrated Pest Management (Building Level Initiatives)

Pesticides are powerful tools for controlling pests. However, pesticides need to be used carefully and judiciously, especially when used in sensitive areas where children are present. Children are more sensitive than adults to pesticides. Young children can have greater exposure to pesticides from crawling, exploring, or other hand to mouth activities.

The Fort Worth ISD, in compliance with state law, has adopted an Integrated Pest Management System that includes, among other things, specific requirements for dealing with pest problems. Among the most important of these guidelines, are specific requirements that specify who may apply control chemicals. Only individuals with a state applicator's license can make pesticide applications, this includes the placing of glue boards, snap traps, insecticides, herbicides, fungicides, termiticides, and rodenticides. If it is a pest, then only licensed applicators can rid the school district of this pest; not teachers, coaches, or custodians, unless they are licensed.

There are important roles for all employees with regard to pest management. Effective pest control steps include avoiding food storage in the classroom, ensuring proper waste disposal, and making sure that materials are not stored in such a way as to provide a habitat for pests.

If pests are still a problem after taking the above steps, a work order may be submitted through normal channels to have Maintenance assess the situation for the best control.

However, employees who purchase over-the-counter insect repellants are allowed to apply them on themselves, but not to another employee or student. More information may be obtained by contacting Fort Worth ISD Maintenance and Operations.

Classrooms and Offices

- Allow food and beverages only in designated areas.
- If indoor plants are present, keep them healthy. When small insect infestations appear, remove them manually.
- Keep areas as dry as possible by removing standing water and water-damaged or wet materials.
- In the science lab, store animal foods in tightly sealed containers and regularly clean cages 2 or 3 times per week. In all areas, remove dust and debris.
- Routinely clean lockers and desks.
- Remove empty soft drink cans daily.

Food Preparation Areas and Serving Areas

- Allow eating only in dining areas.

- Store food and waste in containers that are inaccessible to pests. Containers must have tight lids and be made of plastic, glass, or metal. Waste should be removed at the end of each day and containers cleaned.
- Create inhospitable living conditions for pests by reducing availability of food and water, remove food debris, sweep up all crumbs, fix dripping faucets and leaks, and dry out wet areas.
- Improve cleaning practices, including promptly cleaning food preparation equipment after use and removing grease accumulation from vents, ovens, and stoves. Use caulk or paint to seal cracks and crevices.

Custodial Responsibilities

- Keep doors shut when not in use.
- Vacuum carpeted areas frequently.
- After use, clean mops and mop buckets promptly; dry mop buckets and hang mops vertically on rack above floor drain.
- Clean trash cans regularly, use plastic liners in trashcans, and use secure lids.
- Store paper products or cardboard boxes away from moist areas and direct contact with the floor or the walls. This practice also allows for ease in inspection.

Maintenance Area Responsibilities

- Repair leaks and correct other plumbing problems promptly to deny pests access to water.
- Clean floor drains, strainers, and grates routinely. Seal pipe chases.
- Place screens on vents, windows, and floor drains to prevent cockroaches and other pests from using unscreened ducts or vents as pathways.
- Keep areas dry. Avoid conditions that allow formation of condensation. Areas that never dry out are conducive to molds and fungi. Increasing ventilation may be necessary.
- Keep areas free of debris and empty soft drink cans.
- Place weather stripping on doors.
- Caulk and seal openings in walls.
- Install or repair screens.
- Install air curtains.
- Keep vegetation, shrubs, and wood mulch at least one foot away from structures.

6.8 Non-School Use of School Facilities

Board Policy [GKD\(LOCAL\)](#): Community Use of School Facilities provides detailed guidelines for use of the school by outside organizations. FWISD campus property is available for public use to organizations as outlined in Policy GKD(LOCAL) if the event does not interfere with regular school activities or with other events during non-school hours associated with the regular school program.

If school facilities are used for non-school related functions and/or activities after 4:00 p.m. on school days, there may be a charge for reimbursement of District expenses. The charges will be paid by the sponsoring organization.

Rentals and scheduling of Secondary athletic fields/gymnasiums and Elementary play fields are handled directly at the campus.

Campus Rentals

The following instructions are to be used to request the use of a FWISD school cafeteria, auditorium, classroom, library, parking lot, and/or elementary school gym:

- The requesting organization must be one of the types identified in Policy [GKD\(LOCAL\)](#) and must provide supporting documentation.
- Proof of insurance and/or non-profit status may be required – the Facilities Planning Department staff will assist as needed.
- The requesting organization must complete a Request for Use of Facilities via the online portal or an emailed reservation form – both available on the [Facilities Planning and Geographic Information System Analysis website](#).
- A Rental Fee may apply. Review the Facility Rental Fee Schedule.
- The rental process takes approximately two weeks to complete. Therefore, all requests should be submitted to the Facilities and Planning Department not less than 15 days prior to the date requested.
- Within 48 hours of receiving the request, the form will be submitted to the Principal for approval or denial. The Facilities and Planning Department will take no further action until confirmation has been received from the Principal.
- If approved, a Rental Contract will be prepared for the requesting organization.
- If a fee is charged, payment must be received before occupancy and the issuance of a Permit to Use Facilities.
- Once payment is received and the contract is signed by both parties, a Permit to Use Facilities will be issued.
- A requestor cannot use any FWISD facility until the rental fees have been paid and a Permit to Use facilities issued.
- For questions, please contact the [Facilities Planning and Geographic Information System Analysis website](#) at 817.814.2064 or email facilityrentals@fwisd.org.

Use this [link](#) to access the *Request for Use of Facilities Form* and the *Facility Rental Fee Schedule*.

Secondary Athletic Area Rentals

The following instructions are to be used to request the use of a FWISD High School or Middle School (Secondary Campus) athletic field or gymnasium:

- The requesting organization **MUST** be one of the types of organizations listed at [GKD\(LOCAL\)](#) and provide supporting documentation.

- A Certificate of Liability Insurance must be provided with the request form. The policy must have a minimum coverage of \$100,000 per occurrence and \$300,000 per event and list FWISD as an Additional Insured.
- The requesting organization must complete the Request for Use of Facilities Form – Campus Athletic in detail and send/take the form directly to the requested school.
- A Rental Fee may apply. Each campus must have a Rental Fee Schedule published on its campus webpage.
- The Request for Use of Facilities Form, Certificate of Liability Insurance, and supporting documentation acknowledging the organization is one of the types allowed in policy must be submitted to the requested school not less than 30 days prior to the date requested.
- If approved, a Rental Contract will be prepared by the school.
- If a fee is charged, payment must be received in full before the event takes place. The fee is to be paid directly to the requested school.
- Cancellation fees may apply.

Use this [link](#) to access the *Request for Use of Facilities Form – Campus Athletic* and the *Rental Contract*.

School-Related Activities

Priorities for scheduling the use of school facilities shall be as follows:

- Section 1. Regularly scheduled educational programs, including instructional activities; meetings, practices, and performances of school-sponsored groups; and staff meetings related to official school business.
- Section 2. Meetings and other activities of school support groups organized for the sole purpose of supporting the schools or school-sponsored activities.
- Section 3. Meetings and other activities of groups made up primarily of school-aged children.
- Section 4. Meetings of employee organizations.
- Section 5. Meetings of governmental agencies.
- Section 6. Meetings of neighborhood associations
- Section 7. Meetings and other activities of not-for-profit organizations on a first-come, first-served basis.

To ensure the security of the building, the custodian or designee shall be present in the building and supervise all such activities.

Organizations or Groups Outside the District

Organizations listed in groups 3, 5, 6, and 7 above shall sign, prior to use, an agreement holding the district harmless, and indemnifying the district in the event of property damage or bodily injury.

Organizations listed in groups 3, 4, and 6 above may request use of facilities and grounds and are exempt from payment of rental fees so long as meetings and activities are held at a time when appropriate personnel are available for supervision of the facility/activity. At other times, reimbursement for personnel expenses shall be charged in accordance with a fee schedule published by [Facilities Planning and Geographic Information System Analysis website](#). Reimbursements may likewise be charged for utilities and/or supplies.

Organizations listed in group 5 and 7 above shall be charged rental fees in accordance with a rental fee schedule published by Facility Planning and GIS.

The Superintendent or designee may waive fees in instances where it serves the best interest of the school district.

Principals are to refer requesting organizations to the rental fee schedule published by the division of business and finance, but should not quote a price for an event.

6.9 Use of Kitchens

The preparation of food in the school kitchens for purposes other than merchandising the same in due course of business is forbidden. On special occasions, the [Assistant Director of Nutrition Services](#) may authorize the preparation of food in the kitchens to be served at gatherings of school officials or employees, the PTA/PTO, or other school-related or approved District activities. A Child Nutrition staff member must be present.

Commercial caterers may be permitted to serve school groups using school facilities if prior approval is received from the [Assistant Director of Nutrition Services](#). The caterer will not use the school kitchen to prepare the food. The caterer will provide liability insurance in amounts as determined by the [Facilities Planning and Geographic Information System Analysis website](#) in coordination with the [Risk Management Department](#).

All requests for the use of the cafeteria shall be made to the [Assistant Director of Nutrition Services](#) at least 2 weeks in advance of use.

6.10 Special Note about Elections

State law requires the District to provide election space to any taxing entity that requests it. While the District is required to provide the space, the principal of the campus is allowed to designate the areas where the election is to be held. The custodian may be required to open the building early for elections on school days, but no additional custodial staff should be required for these elections; i.e., on a regular business day, there should be no custodial overtime incurred for elections. See Texas Association of School Boards (TASB) [Schools as Polling Places](#) guidance.

6.11 Prohibited Activities and Required Conduct

No meeting or activity shall be permitted in a school building or on school grounds that is in any way contrary to the purpose of the District. Doctrines or theories that are subversive to the Constitution or laws of the State of Texas or of the United States of America shall not be advanced. Social or political change by violence shall not be advanced. Private, profit-making enterprises shall not be promoted. Lectures, musical comedies, theatrical productions, or any other assemblies that are, in the judgment of the Superintendent or designee, of a questionable nature shall not be permitted.

Organizations using school facilities shall:

- Conduct their business in an orderly manner.
- Abide by all laws and policies, including but not limited to those prohibiting the use, sale, or possession of alcoholic beverages, illegal drugs, firearms, and the use of tobacco products on school property.
- Make no alteration, temporary or permanent, to school property without prior written consent from the Superintendent.

6.12 Operation of Vending Machines

Elementary Schools

Vending machines shall not be authorized in elementary schools in the District except in teachers' lounges or workrooms. All products shall be restricted to and consumed in the staff lounges and may not be used by students.

Secondary Schools

Vending machines may be operated in approved areas in high schools as long as they are not located in an area where reimbursable meals are served or consumed. Vending machines in middle schools must be turned off thirty minutes prior to and after meal services.

Principals may contract with companies that will service the machines and collect the monies. Contracts shall conform to the minimum requirements established by the [Business and Finance office](#). The Chief Financial Officer must approve all exceptions. A copy of the signed contract shall be forwarded to the Chief Financial Officer.

The principal must also ensure all vending machines comply with the Smart Snacks in School Standards located on the [Texas Department of Agriculture's website](#).

- Food and beverage items in vending machines must comply with the Smart Snacks standards & portion size restrictions.
- All drinks, containers, and cases shall be stored away from the kitchen area. No items for vending machines may be stored in any Child Nutrition Services storage areas.

High School

All carbonated vending machines need to comply with the Smart Snacks standard and may not be sold or made available to students until the end of the last scheduled class. For additional information, please see the Policy Clarification section of the [Texas Department of Agriculture's website](#).

Revenue from vending machines on campus shall be controlled by the school principal and processed through the Campus/Student Activity Account. Rules governing activity funds can be found in the Activity Fund Manual.

6.13 All Foods Sold in Schools (Smart Snacks)

The Healthy Hunger-Free Kids Act (HHFKA) of 2010 required the United States Department of Agriculture to establish nutrition standards for all foods sold in school beyond the federally supported meals program. This new rule, called Smart Snacks in School, carefully balances science-based nutrition guidelines with practical and flexible solutions to promote healthier eating on campus.

The Smart Snacks in School standards ensure that all snack foods and beverages available for sale to students in school are tasty and nutritious. Smart Snacks replaced the Texas Public School Nutrition Policy (TPSNP) and its Competitive Foods/Foods of Minimal Nutritional Value (FMNV) that has been in place since 2006.

The Smart Snack guidelines are outlined below and affect all foods sold in schools.

Nutrition Standards for Foods

Any food sold in schools must:

- Be a "whole grain-rich" grain product; or

- Have as the first ingredient a fruit, a vegetable, a dairy product or a protein food; or
- Be a combination food that contains at least ¼ cup of fruit and/or vegetable; or
- Contain 10% of the Daily Value (DV) of one of the nutrients of public health concern in the 2010 Dietary Guidelines for Americans (calcium, potassium, vitamin D, or dietary fiber).*

Foods must meet the following nutrient requirements:

- **Calorie limits:** Snack items: ≤ 200 calories Entrée items: ≤ 350 calories
- **Sodium limits:** Snack items: ≤ 200 mg** Entrée items: ≤ 480 mg
- **Fat limits:** Total fat: ≤ 35% of calories Saturated fat: < 10% of calories Trans fat: zero grams
- **Sugar limit:** ≤ 35% of weight from total sugars in food

* On July 1, 2016, foods may not qualify using the 10% DV criteria.

** On July 1, 2016, snack items must contain ≤ 200 mg sodium per item

Nutrition Standards for Beverages - All schools may sell:

- Plain water (with or without carbonation) There is no portion size limit for plain water
- Unflavored low-fat milk
- Unflavored or flavored fat free milk and milk alternatives permitted by NSLP/SBP
- 100 % fruit or vegetable juice and
- 100% fruit or vegetable juice diluted with water (with or without carbonation), and no added sweeteners
- Elementary schools may sell up to 8-ounce portions
- Middle & High Schools may sell up to 12-ounce portions of milk and juice

High Schools may sell:

No more than 20-ounce portions of:

- Calorie-free, flavored water (with or without carbonation); and
- Other flavored and/or carbonated beverages that are labeled to contain < 5 calories per 8 fluid ounces or ≤ 10 calories per 20 fluid ounces

No more than 12-ounce portions of:

- Beverages with ≤ 40 calories per 8 fluid ounces, or ≤ 60 calories per 12 fluid ounces

Other Requirements

Fundraisers and Exempt Days

- The standards do not apply during non-school hours, on weekends, at off-campus fundraising events, or on exempt days
- Exempt dates must be provided to the local Child Nutrition Services department via the Smart Snack Day Form. See the District Wellness Policy for more information.

Accompaniments

Accompaniments, such as cream cheese, salad dressing, and butter, must be included in the nutrient profile as part of the food item sold. This helps control the amount of calories, fat, sugar, and sodium added to foods by accompaniments, which can be significant.

6.14 Mobile Vending Vehicles

The city of Fort Worth Code of Ordinances prohibits the sale or offering to sell from any mobile vending vehicle of any ice cream, frozen desserts, or other edible substances within two (2) blocks of any school, or on any park or other municipal recreation facility, or directly in front of any commercially or industrially zoned property. This prohibition does not extend to school premises where the school has invited the vendor onto its property for the purpose of conducting business.

6.15 Facilities Built Prior to 1977

Facilities built prior to 1977 must incorporate Policy [CS\(LEGAL\)](#) and [GA\(LEGAL\)](#) to assure compliance with the Americans with Disabilities Act (ADA). See applicable excerpts from both policies below:

[CS\(LEGAL\)](#) READILY ACCESSIBLE PROGRAMS

No qualified individual with a disability shall, because the District's facilities are inaccessible to or unusable by individuals with disabilities, be excluded from participation in, or be denied the benefits of, the services, programs, and activities of the District or be subject to discrimination.

The District shall operate each program, service, or activity so that when viewed in its entirety, it is readily accessible to and usable by individuals with disabilities. The District is not, however, required to make each existing facility or every part of a facility accessible to and usable by individuals with disabilities.

Compliance with these requirements may be achieved by:

- Redesigning or acquisitioning equipment.
- Reassigning classes or other services to accessible buildings.
- Assigning aides to qualified individuals with disabilities.
- Home visits.
- Delivery of services at alternate accessible sites.
- Alteration of existing facilities.
- Constructing new facilities that comply with 34 CFR 104.23 and 28 CFR 35.151.
- Any other methods that would result in making services, programs, and activities accessible to individuals with disabilities.

[GA\(LEGAL\)](#) NONDISCRIMINATION

No person shall, on the grounds of race, color, or national origin, be excluded from participation, be denied the benefits of, or be subjected to discrimination under any District program or activity.

An officer or employee of the District who is acting or purporting to act in an official capacity may not, because of a person's race, religion, color, sex, or national origin:

- Refuse to permit the person to use facilities open to the public and owned, operated, or managed by or on behalf of the District,
- Refuse to permit the person to participate in a program owned, operated, or managed by or on behalf of the District,
- Refuse to grant a benefit to the person, *or*
- Impose an unreasonable burden on the person.

Section 7: INTRA-DISTRICT ASSIGNMENTS

7.1 Assignments Between Attendance Areas

Intra-District Assignments: The following guidelines shall apply to intra-district assignments for elementary, middle, and high schools.

- A student's residence determines his or her home school attendance zone.
- A student cannot enroll in a school outside of his or her attendance zone without an approved transfer.
- A student who enrolls with false documents will be removed from the campus at the end of the six weeks period and/or campus grading period and enrolled into the home campus.

Intra-District Alternatives

Transfer policies are located in the [Online Board Policy Manual](#) and Intradistrict Transfers and Classroom Assignments in Board Policy [FDB\(LOCAL\)](#).

- Assignments in prekindergarten may be granted as long as space is available at the receiving school. Prekindergarten assignments are granted for one (1) year only.
- A student enrolling in a Program of Choice academic program shall designate the school at which the Program of Choice academic program is offered as his or her home school. An assignment to another school out of a Program of Choice academic program is governed by district assignment procedures.
- A student who transfers and desires to participate in athletics will be subject to the transfer regulations of the UIL and the FWISD. Parents of students transferring should contact the director of athletics compliance for explanation of these regulations.
- A student whose parent or guardian moves out of the attendance area during the school year will be allowed to continue in the same school for the remainder of that school year without a transfer.
- A student whose parent or guardian moves out of the school district during the school year will be allowed to attend tuition-free for the remainder of the school year if he or she continues in the same school.

Assignment Denials

- Assignments are granted on a space-availability basis and based on the priority order outlined in policy.
- A student who is denied a transfer can appeal through the procedures established in [FNG\(LOCAL\)](#)

7.2 Attendance Area Maps

Principals will be provided a written description of each school attendance area boundary upon request, as well as a listing of the streets and street numbers within the boundaries of the attendance area. Refer to these resources to determine each student's place of attendance. You may also find school attendance zone information on the [FWISD webpage](#), under the Families tab, then School Locator or at www.fwisd.org/schoollocator.

7.3 Gold Seal Programs of Choice

Students wishing to participate in a Gold Seal program or School of Choice must complete the Choice application and be assigned through the lottery or waiting list process.

Based on admission and grade level criteria at each individual Program of Choice, students will have the option to attend the following schools:

Elementary - Programs and Schools of Choice:

- Alice Carlson Applied Learning Center: K – 5th
- JT Stevens, Applied Learning Center: K – 5th
- Daggett Montessori Elementary - K-5
- Riverside Applied Learning Center: K – 5th

Middle School - Schools of Choice:

- Applied Learning Academy
- Daggett Montessori Middle School
- World Languages Institute
- Young Men's Leadership Academy
- Young Women's Leadership Academy

High School - Gold Seal Programs of Choice:

Offered at all comprehensive high schools. Refer to the [Choices Catalog](#) located on the [Gold Seal website](#) for a description of programs offered at each campus.

- Arlington Heights High School
- Amon Carter-Riverside High School
- Benbrook Middle – High School
- Diamond Hill-Jarvis High School
- Paul Laurence Dunbar High School
- Eastern Hills High School
- North Side High School
- R.L. Paschal High School
- Polytechnic High School
- Southwest High School
- South Hills High School
- Western Hills High School
- O.D. Wyatt High School

High School – Schools of Choice:

- I.M. Terrell Academy for STEM and VPA
- Marine Creek Collegiate High School
- TCC South Campus/FWISD Collegiate High School
- Texas Academy of Biomedical Science (TABS)
- Green B. Trimble Technical High School
- World Languages Institute
- Young Men's Leadership Academy
- Young Women's Leadership Academy

Once a student has been accepted into a Program of Choice or School of Choice, that school becomes the student's home school. The student can return to his or her attendance-zone home school at any time; however, a student cannot be administratively removed from the School of Choice or Program of Choice without the approval of the Chief Innovation Officer. If the school attended is not in the student's residential attendance zone, a high school student who is removed or discontinues a Program of Choice or School of Choice will be ineligible to participate in varsity athletics for one year.

Gold Seal programs and Schools of Choice are not available to students applying through the Open Transfer process.

Elementary “Schools of Choice” (SOC) and “Programs of Choice” (POC) bus stop locations will be at elementary campuses. Middle SOC and POC bus stop locations will be at middle school campuses. High SOC and Gold Seal POC bus stop locations will be at middle school campuses. The [Transportation Department](#) will consider stop requests for locations greater than two miles from the designated home elementary/middle school campus. All additional stops will be based on greatest concentration of students to be served in an area.

Bus routes are determined by students’ home addresses only. Transportation is not provided for before or after school activities or extracurricular activities.

Transportation is not provided to students living outside the FWISD attendance boundary.

7.4 Special Education Transportation

Special Education transportation is available for students with disabilities eligible to receive it, as determined by each student’s IEP. The Fort Worth ISD Special Education evaluation specialists assigned to their respective schools can provide information regarding transportation feeder patterns for the following specialized programs: Early Childhood Special Education (ECSE), Social Emotional Academic Support (SEAS), Reaching Independence through Structured Education (RISE), and Regional Day School Program for the Deaf (RDSPD).

7.5 Elementary Open Transfer Procedures

The [Elementary Transfer Fillable Form](#) is also located in the Resources/Forms Section of this Bulletin.

Provided that a grade level has not reached capacity, a transfer request shall be considered and granted in the following order of priority:

- A sibling of a resident student currently enrolled at the requested school
- A child of a resident District employee
- A resident of the District, but residing outside the attendance area of the requested school
- A child of a nonresident District employee
- A nonresident student subject to tuition

No waiting period is required. Campuses that have the capacity to accept students shall assist families with the process, however; no transfers shall be processed prior to the tenth day of instruction for the school year in which the transfer is requested.

7.6 Transfer Procedures

- Parent contacts receiving school to make transfer request and to determine if space is available.
- Receiving Principal looks at all transfer requests and accepts/denies request transfer based on space available and the priority order.
- If transfer is accepted, the receiving Principal signs the transfer form. The parent takes the signed transfer form to the home school for approval and withdrawal of the student.

7.7 Transfer Issues

- A transfer will be good for kindergarten through Grade 5. It cannot be revoked because of behavior, attendance, or test scores.

- Transfers should not be granted if the result would negatively impact either school (i.e., the home school would lose a teacher or the receiving school would be out of compliance).

7.8 Secondary Open Transfer Procedures

Transfers must be granted according to board policy [\[FDB \(LOCAL\)\]](#)

Secondary Fort Worth ISD students (grades 6 through 12) wanting to change schools under the Open Transfer program for the 2023-2024 school year will have the opportunity to submit their application beginning in March 2023. Parents may request a transfer from their child's home school to another campus, where space is available, by completing an online application in the [Student Transfer Request System](#).

A transfer, once made, shall remain in effect as long as the student is in the same school. Parents will be responsible for transporting their child if granted a general transfer.

Public Education Grant (PEG) transfers from low-performing schools will also be accepted during this timeframe. However, a student from a PEG campus may not transfer to another low-performing school. Campuses that have been identified as PEG campuses have already received transfer information.

Several FWISD campuses have been identified as at or near capacity campuses because they are near their maximum enrollment capacity. However, these campuses may accept transfer requests, but they will be placed on a wait list and enrolled based on available space. (*The wait list does not apply to Programs of Choice). Please see the campuses identified as "at or near capacity" campuses below:

- Arlington Heights High School
- Diamond Hill-Jarvis High School
- North Side High School
- O.D. Wyatt High School
- R.L. Paschal High School
- Polytechnic High School
- Kirkpatrick Middle School
- McLean Middle School
- Meadowbrook Middle School
- Charles Nash Elementary School
- Clifford Davis Elementary School
- Lily B. Clayton Elementary School
- North Hi Mount Elementary School
- Westcliff Elementary School
- Westpark Elementary School

The following are FWISD Schools of Choice and DO NOT accept transfers:

- I.M. Terrell Academy for STEM and VPA
- Marine Creek Collegiate
- Trimble Tech High School
- Texas Academy of Biomedical Sciences
- TCC South Collegiate High School

- World Languages Institute
- Young Men's Leadership Academy
- Young Women's Leadership Academy
- Applied Learning Academy
- Como Montessori
- Daggett Montessori
- Alice Carlson Applied Learning Center
- Riverside Applied Learning Center

Transfer requests will be approved in the order of:

1. A PEG student applying from a school within the District.
2. A resident sibling of a resident student currently enrolled at the requested school.
3. A child of a resident District employee.
4. A resident of the District residing outside the attendance area of the requested school.
5. A child of a nonresident District employee.
6. A PEG student applying from a school outside the District.
7. A nonresident student, subject to tuition.

For more information contact [School Leadership](#).

7.9 Secondary Attendance Areas of Choice

Students who live in the Westcreek Elementary School attendance area west of the line formed by McCart and Westcreek may choose to attend Southwest High School or South Hills High School. The school chosen becomes the student's home school. Students who do not make a choice will be automatically assigned to Southwest High School. You may also find school attendance zone information on the [FWISD webpage](#), under the Families tab, then School Locator.

Section 8. PERSONNEL GUIDELINES REGARDING PROFESSIONAL DUTY ABSENCE AND RETIREMENT/RESIGNATION

8.1 Employee Absences

Professional trips and other absences for which a [Form 910](#) is required must be approved according to the following guidelines:

- All building level personnel must have approval by the building Principal with final approval from the appropriate Executive Director, Division Chief, and the Superintendent for an out-of-country trip. Forms must be submitted at least seven (7) days prior to the absence. In cases where money is requested, forms must be submitted twenty-one (21) days prior to the absence.
- Personnel who are not assigned at the building level must have signed approval by the Director of their department.
- Counselors, Assistant Principals, Principals, and above must have the approval of their appropriate Executive Director and Division Chief.

Absence from Duty Report, TSSI 612, must be signed by the Principal or immediate administrative supervisor. TSSI 612 for principals must be signed by the Executive Director and Division Chief.

Requests for absence for any reason not covered [\[DEC\(LOCAL\)\]](#) by policy must be submitted on [Form 910](#) to the Talent Management Department, Superintendent or designee for approval prior to the absence.

8.2 Teachers Leaving the Campus/Length of Workday

Each teacher actively engaged in the instruction and supervision of students is entitled to at least a thirty (30) minute lunch period free from all duties and responsibilities connected with the instruction and supervision of students. Teachers may leave the campus during this lunch period only after signing out in the office and signing in upon returning to the building. A teacher returning late to the building is subject to docking of one-fifth (1/5) of a day's pay.

Teachers are required to be on duty ten (10) minutes before the bell which admits students to the building and remain on duty for five (5) minutes after the final student dismissal bell. Reasonable accommodations for attending students' needs should be made before and/or after official duty hours.

The teacher workday at traditional locations is as follows:

Level	Duty Start	Class Start	Class End	Duty End
Elementary Schools	7:40 a.m.	7:50 a.m.	3:20 p.m.	3:25 p.m.
Middle Schools	8:55 a.m.	9:00 a.m.	4:30 p.m.	4:35 p.m.
High Schools	8:05 a.m.	8:15 a.m.	3:45 p.m.	3:50 p.m.

Teachers will be available for staff meetings before and/or after official duty hours as necessary to maintain and enhance effectiveness in meeting students' needs.

Summer hours for school building personnel will be 8:00 a.m. to 4:00 p.m. daily unless otherwise approved by the Superintendent. [\[\(DK\(LOCAL\)\)\]](#)

8.3 Non-Exempt Personnel Length of Workday

The FWISD adheres to the Fair Labor Standards Act. For questions or clarifications to the Fair Labor Standards Act, contact the [Talent Management Department](#).

School-Based Non-Exempt Personnel Work Hours:

Full time school-based non-exempt personnel work 8 hours per day; 40 hours per week. Some non-exempt school personnel will have a 30-minute paid lunch included in the 8-hour day:

- Administrative Associates
- Administrative Assistants
- Campus Monitors
- Deaf Interpreters
- Instructional Assistants
- Substitutes that work in these positions and
- Other positions designated by the position's Division leadership team.

Custodians will be expected to follow their regular work schedules as provided by the Custodial Supervisor.

Typical work schedule for the personnel listed above:

OPTION #1	8:00 a.m. - 11:30 a.m.	3.50 hours	OPTION #2	7:30 a.m. - 12:00 p.m.	4.50 hours
	11:30 a.m. - 12:00 p.m.	Lunch		12:00 p.m. - 12:30 p.m.	Lunch
	12:00 p.m. - 4:00 p.m.	4.00 hours		12:30 p.m. - 3:30 p.m.	3:00 hours

Notes/Reminders:

- All non-exempt employees are encouraged to take a lunch break; however, during the lunch break, all employees are "on-call" for emergencies. If in the event an employee is required to work during his/her lunch he/she is not permitted to leave early because the lunch break is compensated.
- Two (2) rest breaks of 15 minutes or less are allowable when time and circumstances permit; however, employees may not leave early in lieu of rest breaks. The rest breaks should be uninterrupted and without work tasks.
- If attendance is required at a meeting(s) beyond the required 40 hours in a work week for non-exempt staff, the employee will be paid overtime or given compensatory time.
- Lunch breaks and rest breaks are not required by the Fair Labor Standards Act.
- See [DEC\(REGULATION\)](#) regarding Overtime Procedures.

Clerical Personnel:

- While any member of the office staff is on break, other staff designated by the campus/department administration must be available to cover the office.
- The principal, or designee, may adjust the start and end times of office personnel so that staff are available in the office before and after school. The principal, or designee, shall determine the work schedule of non-exempt staff within the weekly 40 hours [\[DK\(LOCAL\)\]](#).

Instructional Assistants - Instructional assistants have no planning period.

School-Based Non-Exempt Overtime/Comp Time

Payment for work will be made according to the following criteria:

- Up to 40 physical work hours = straight time.
- Additional hours over 40 physical work hours in one (1) workweek (Saturday thru Friday) equals overtime.

Assistants and associates may work overtime only with prior approval of the principal or department supervisor. Payment for overtime must come from campus/department budgets.

Compensatory time off will be given according to the following criteria:

- Nonexempt employees will receive 1 1/2 hours of paid compensatory time off for each hour of overtime worked rather than paying a premium rate for the overtime.
- In accordance with Board Policy [DEC\(LOCAL\)](#) at the District's option, non-exempt employees may receive compensatory time off, rather than overtime pay, for overtime work. The employee shall be informed in advance if overtime hours will be compensated as compensatory time rather than pay earned.
- Compensatory time earned by non-exempt employees may not accrue beyond 60 hours. If an employee has a balance of more than 60 hours of overtime, the employee will be required to use compensatory time, or at the District's option, will receive overtime pay.
- Compensatory time and overtime hours worked are recorded in KRONOS. It is the administrator's responsibility to ensure that comp time is taken at the agreed upon time.
- An employee shall use compensatory time within the fiscal year in which it was earned. If an employee has any unused compensatory time remaining at the end of a fiscal year, the District shall pay the employee at the required rate for overtime pay.
- In the event that an employee fails to use allocated compensatory time before the end of the year, the compensatory time will be reclassified to be paid overtime and the employee will receive compensation from the campus site-based budget.
- Compensatory time may be used at either the employee's or the District's option. An employee may use compensatory time in accordance with the District's leave policies and if such use does not unduly disrupt the operations of the District. {See [DEC\(LOCAL\)](#)} The District may require an employee to use compensatory time when in the best interest of the District.
- In the event that an employee works unauthorized overtime, the employee is insubordinate for not following District directives. The employee shall be compensated. However, the employee will be subject to appropriate disciplinary action, up to and including actions as outlined in [DCD\(LOCAL\)](#).

Payment for overtime must come from site-based funds.

- If paid for overtime, figure time and one-half (1 1/2) per hour worked overtime.
- If given comp time, allow time and one-half (1 1/2) per hour worked overtime.

8.4 Retirement [\[DEG\(LOCAL\)\]](#)

Teachers: Notification of retirement at the end of the contract or during the term of the contract must be given not later than the 45th day before the first day of instruction of the following school year.

Non-Teachers: Notification of retirement at the end of the contract or during the term of the contract must be given not later than the 45th day before the first day of instruction of the following school year.

The above notification schedules shall be observed to gain entitlement to terminal pay, if eligible, (unless waived by the Board on the recommendation of the superintendent or designee for good cause or emergency).

8.5 Resignation [\[DFE\(LOCAL\)\]](#)

According to Board Policy any teacher who wishes to resign effective at the end of the school year must do so forty-five (45) days before the beginning of the first day of the instructional day of the new school year in order that a replacement can be employed for the new school year.

A teacher may relinquish his or her employment and leave the employment of the District during the term of contract, at a time mutually acceptable to both parties, by written request to the superintendent of schools.

It is the district's practice to require two weeks' notice of the teacher's resignation in order to have the opportunity to seek and select a qualified replacement.

The final check for any employee who resigns/retires from the district will reflect final compensation of salary.

8.6 Removal of Substitute from School Roster

In order to facilitate this process, retrieve the Removal of Substitute from School Roster Form, complete and either mail or fax it to the Central Calling office at 817.814.2780. All requests for the removal of a substitute from the school's roster require the signature of the principal in order to be processed. All information provided may be shared with the substitute.

Section 9. STUDENT TRIPS AND FUNDRAISERS

9.1 Guidelines for Student Trips

No field trip can be requested or scheduled within the two (2) weeks prior to state assessments (STAAR) or during state assessments (STAAR). Refer to the 2022-2023 Traditional School Calendar for dates.

Note: All forms necessary for Student Trips must be submitted to the appropriate Executive Director at least 2 weeks prior to the field trip.

Required Forms:

In District Field Trips:	Field Trip Request System Adult Sponsors (Alternative to 905) Form, listing all participating adults (teachers, staff, & chaperones)
In Metroplex Field Trips: (Out of District)	Field Trip Request System Itinerary Form Adult Sponsors (Alternative to 905) Form, listing all participating adults (teachers, staff, & chaperones)
Out of Metroplex Field Trips:	Field Trip Request System Itinerary Form Form 905 (Absence from Duty for Travel) for each participating FWISD employee List of all other chaperones Form 910 for additional expenses (optional)
Overnight Field Trips: (Both In & Out of District)	Field Trip Request System Itinerary Form Field Trip Forms to be completed Adult Sponsors (Alternative to 905) Form, listing all participating adults (teachers, staff, & chaperones) Hotel confirmation, mode of transportation, and contact information Health and Safety checklist Memo ensuring students will not partake in water activities Form 910 for additional expenses (optional)

Pre-Kindergarten - Fifth Grade Field Trips

For each field trip, a parent or guardian is required to sign a Parental Permission and Release and Indemnity Trip Form 829 each school year. The school will keep this form on file in the main office. The principal or designee will notify parents/guardians before each field trip is taken. Any child who does not have a signed Parental Permission and Release from Claims and Indemnity Form shall not participate in any field trip.

Student Trips Initiated by Classroom Teachers

School sponsored field trips scheduled during the school day must have an educational purpose that is related to a specific course of study, a classroom activity, or an approved co-curricular activity, such as UIL academic, performing arts, or athletic competitions. Other than UIL competitions (academic, athletic, choral and instrumental

music, theatre), no field trips may be scheduled during the last week of school.

Classroom teachers wishing to plan a local field trip for their students will comply with the following:

Students who participate in school-sponsored trips shall be required to ride in transportation provided by the school to and from the event. Exceptions may be made if the student's parent or guardian personally requests that the student be allowed to ride with his or her parent or presents a written request to the principal prior to the scheduled trip that the student be allowed to ride with an adult, not a student, designated by the parent. The District shall not be liable for any injuries that occur to students riding in vehicles that are not provided by the school.

Classroom teachers wishing to plan a local field trip for their students shall comply with the following:

- A teacher may take students on local field trips with prior approval of the principal. Local is defined as any zip code within FWISD.
- A teacher may permit a student to participate in a field trip or other activity under school sponsors away from the school with written permission from the parent.
- Appropriate supervision is required at all field trips. At the elementary level, a ratio of one chaperone for every ten (10) students is required. At the secondary level, a ratio of one chaperone for every fifteen (15) students is required for day trips. A ratio of one chaperone for every ten (10) students is required in the event of overnight trips.
- An employee will not be permitted to take his/her own child on a field trip unless that child is officially assigned by the principal as a part of the employee's load as a teacher, coach, aide, bus driver, or other similar position.
- All adults attending a field trip must pass a background check.

Texas Education Agency (Commissioner Jim Nelson's letter of April 12, 2001) "Reward field trips" for passing state assessments unintentionally publicize the results of students who did not pass and, therefore, are forbidden."

- No field trips during assessment week for grades participating in local/state assessments.
- No field trips two weeks prior to state assessments.
- No field trips the first two weeks of school
- No field trips the last week of school

9.2 Guidelines for Out-of-District Trips

The following guidelines apply for all out-of-district, out-of-state, out-of-country, recreational or educational trips and meetings. Note: Additional Guidelines are provided in the further sections for Foreign Study, UIL, and Visual and Performing Arts.

All Field Trip Request Approval Forms (are located in the Forms' Section) for first semester field trips must be received in the appropriate director's office by the first week in October unless special circumstances prevent pre-planning.

Second semester field trips must be received and approved no later than first week of February. All Field Trip Request Approval Forms in the Resources/Forms' Section for out-of-district, out-of-state and out-of-county must be accompanied with a Field Trip Required Itinerary Form with the Health and Safety Checklist completed.

In no case shall a trip entered into the [Field Trip Request System](#) be accepted later than three (3) weeks prior to a planned event, unless discussed and approved by the appropriate Executive Director.

No field trips may be scheduled during the last week of school other than UIL competitions (academic, athletic, choral, dance, instrumental music, theatre, visual arts, CTE Leadership competitions, JROTC drill meets competitions.)

The principal, classroom teacher, subject area program director, or appropriate director must agree that the trip would benefit students and comply or align with the goals and objectives for that particular program or course. Principals may not approve special activities considered to be high risk, such as swimming, skateboarding, scuba diving, snorkeling, or skydiving.

The announcement of trips to students who are raising funds or the making of trip arrangements with students or parent booster clubs is not to be made until approval has been given and the [Field Trip Request System](#) paperwork and the Field Trip Required Itinerary (if applicable) has been returned to the school.

Upon approval of the field trip in the [Field Trip Request System](#) and the Field Trip Required Itinerary (if applicable), the teacher in charge of the trip should hold a meeting with students, parents and chaperones to discuss the trip and provide the guidelines for student expectations (if at all possible, after school hours). The teacher may then make travel arrangements (i.e. bus, airfare, hotel, etc.).

All funding for out-of-district, out-of-state or out-of-country trips must be secured thirty (30) days prior to the trip being taken and deposited with the school finance assistant. A purchase order must be initiated thirty (30) days prior to the trip for bus, airfare, hotel, etc.

A ratio of one (1) chaperone for every ten (10) students is required. If the trip is coeducational, the chaperones shall be both male and female. It is the teacher's responsibility to ensure that there are adequate chaperones to supervise students.

All non-school chaperones must pass a FWISD security check before traveling on any trip.

At least twenty-one (21) days prior to taking any trip teachers and chaperones must complete a 910 and submit it to their principal for approval. All 910s for the approved trip should be submitted together. A copy of the approved [Field Trip Request System](#) paperwork and Required Itinerary Form with Health and Safety Checklist completed should be included.

All 910s signed by the principal, are to be submitted to the appropriate Executive Director at least twenty-one (21) days prior to the actual trip. This time is needed to ensure that all appropriate signatures (i.e. senior/executive directors, assistant superintendents, or chiefs) for the 910s have been received and submitted to the Purchasing Department, if necessary.

Teacher absence and request for substitute should be submitted in the system with appropriate approval to cover funding.

All out-of-state 910s must also be signed by the Chief of Schools.

All out-of-country 910s must also be signed by the Chief of Schools.

A parent/guardian must complete sign, and submit the Parent Permission, Release, and Indemnity for Field Trips Form 829 and the [Medical Information Form 829A](#) at least five (5) days prior to taking the trip. These forms must be

completed by the parent for all out-of-district, out-of-state, out-of-country, outdoor educational and recreational trips whether or not students stay overnight.

- A copy of each of these forms should be on file in the principal's office and a copy sent to the appropriate Executive Director, if required.
- The teacher should carry copies of the permission and medical forms on the trip.
- Emergency numbers must be included as a precautionary measure in the event of an emergency requiring a parent/guardian to be contacted.

A first aid kit is required on all field trips.

Students are required to attend all scheduled activities during the field trip.

Students will stay in a group with the assigned chaperone(s) during the period for which there is no activity planned (i.e. to eat together or to participate in any recreational activity).

If the request involves an overnight stay, assurance must be given that adequate housing has been secured.

Teachers/chaperones will not share a room with students. A student will not stay alone in a room. Only same-gender students will be allowed to stay in a room.

Students will be housed in the hotel rooms or dormitory rooms that are assigned to them. They shall not leave their rooms after hours without the prior approval of the teacher. The teacher's room will be as near as possible to the students' rooms.

Under no circumstances shall students be allowed to make their own after-hours plans without parent and teacher approval. The teacher will be available to assist and supervise the students during the after-hours period.

Under no circumstances shall students be allowed to cross the border of the continental United States until a teacher receives written permission from the Chief of Schools and the Superintendent.

Teachers or paraprofessionals are not permitted to plan, publicize, or organize recreational trips which require students to be gone overnight during any of the 180 instructional days of the school calendar. Recreational trips such as the senior day picnic and the 5th and 8th grade parties will be planned and coordinated by the principal, and assisted by faculty members, during non-school hours.

9.3 Additional Guidelines for Foreign Study Programs

Students may be offered several opportunities each year to study abroad. Student groups may take advantage of fall, winter and spring breaks and summer vacations to travel to those countries whose languages and cultures they have been studying. Permission for these trips should be requested using the [Field Trip Request System](#) and the Field Trip Required Itinerary. If approval is granted for the trip, teachers are to follow the appropriate guidelines listed in section 9.1. A list of all students participating and a copy of the parent permission form are to be sent to the [World Languages Department](#) prior to taking the trip. We reserve the right to cancel student trips when the safety of our students might be compromised due to National Security Alerts.

9.4 Additional Guidelines for University Interscholastic League (UIL)

Academic Trips to Participate in Invitational Tournaments, Area and Regional Contests, and State Competitions; JROTC Drill Meets and Competitions (UIL Music is in Section 9.6, CTE Leadership Competition in Section 9.7, and UIL Athletics in Section 9.8).

Coaches/sponsors in each high school may enter UIL competitions outside the school district within the guidelines below. Expenses for CTE Leadership Competitions will be paid as indicated below by the [Division of Innovation](#), Teaching and Learning Center, contact number: 817.814.1510. The Visual and Performing Arts (VPA) department will pay expenses for Music and OAP UIL Competitions, contact number: 817.814.2621. Competitions may be in any UIL academic area. These competitions must be UIL invitational meets or use testing materials similar to UIL materials. Coaches/sponsors must request such trips by completing a 910 Form, signed by the principal, to receive expense money. All 910s should be in the Content-specific Curriculum Office ten (10) days prior to the competitions. Trips requiring lodging arrangements need to be submitted three (3) weeks prior to the event.

Within Tarrant County

- A maximum of twelve (12) individual student entry fees per school will be paid for participation in a maximum of ten (10) competitions within Tarrant County.
- No transportation costs or food expenses will be provided.

Contiguous Counties (Dallas, Denton, Ellis, Johnson, Parker, and Wise)

- A maximum of twelve (12) individual student entry fees will be paid for participation in a maximum of four (4) competitions within contiguous counties.
- Transportation costs will be paid.
- No food or lodging will be provided.

Competitions Within a 125-mile Radius of Fort Worth

- Entry fees, transportation costs, and food expenses (not to exceed what the district has specified for food and transportation), will be paid for up to twelve (12) individual student entries per school for participation in a maximum of two (2) competitions within a 125-mile radius of Fort Worth.
- No lodging expenses will be provided.

Competitions Within a 225-mile Radius of Fort Worth

Entry fees, transportation costs, food expenses (not to exceed what the district has specified for food and transportation) and lodging expenses, will be paid for a maximum of twelve (12) individual student entries per school for participation in a maximum of two (2) competitions within a 225-mile radius of Fort Worth.

Competitions Farther Than 225 miles From Fort Worth

Expenses for trips to competitions located more than 225 miles from Fort Worth will be paid only by special permission from the director of UIL academics. Permission is to be requested at least three (3) weeks prior to the event. A maximum of twelve (12) individual student entry fees per school will be paid for a maximum of one (1) trip per year.

Competitions

- The general expenses for conducting the district academic spring meet will be paid by the Academics Department, but no personal expenses or transportation costs will be paid.
- All expenses to compete in the area, regional, and state academic meets will be paid by the Academics Department.
- All schools should stay at the same district-selected hotel accommodations, unless an individual school chooses to pay for different accommodations.

Other Provisions

- Only students who are officially entered in competitions may go on trips at district expense. No alternate competitor's expenses will be paid. The school should be responsible for expenses of alternates.
- Students should be given the expected behaviors for UIL trips.
- Every school has a maximum limit on the UIL budget for competitions (food, transportation and lodging). Frequently check with the Content-specific Curriculum Office as to the status of your account.

9.5 Student Guidelines for UIL Academic Regional Meet

- Only those students who have been qualified to advance to the Regional Meet will attend the meet; no alternates will go to the meet unless they are taking the place of students qualified to the meet.
- Students will return in the same vehicle they went in unless otherwise designated or unless approved before the trip.
- No one may use private or public transportation either going or coming unless approved before the trip.
- Students will stay in the rooms and in groupings assigned unless changes are approved before the trip.
- No telephone calls will be made from the rooms even though the calls may be by credit card or reverse charge. No pay videos will be used in the rooms, if available.
- After arriving at the motel, the vehicles will be used only to take students to and from events or nearby restaurants.
- Under no circumstances will students drive the vehicles. Students will not be given the keys to the vehicle for any reason.
- The use of alcoholic beverages is forbidden. [\[FNCF\(LEGAL\)\]](#).
- Students will not be allowed to smoke on any trip. [\[FNCD\(LEGAL\)\]](#)
- Students are representing their schools and their school district and should conduct themselves in a praiseworthy manner.
- Students should dress in an appropriate manner at all times. Consult the coach/sponsor for appropriate dress standards.
- Sponsors will know the whereabouts of students at all times. Students should inform parents of the motel telephone number in case of emergency.

9.6 Additional Guidelines for Trips, Appearances, and Competitions of Visual and Performing Arts

Programs: Art, Band, Choir, Dance, Marching Band, Mariachi, Orchestra, and Theatre

Local Appearances

- Appearances must be approved by the principal, director, program director, and Chief of Schools or Division of Innovation and must meet the guidelines for the district as stated in District policy.
- Appearances during a non-duty period or during the summer months must be specifically approved by the Chief of Schools or Division of Innovation.

UIL Competition/Evaluation

Participation in the UIL organizational events is expected and required for stipends. Entry forms and requests for payment of fees and transportation costs are to be submitted to the VPA office five (5) weeks prior to the first day of the contest. This will make it possible for the VPA office to meet the entry deadline for fees and transportation.

Out-of-District Trips

A marching band may go on an out-of-district football trip designated by the principal as the budget permits. The game should be close enough to Fort Worth for the band to return the same night. Should the football trip for the band necessitate an overnight stay, the trip must be entered into the [Field Trip Request System](#) and the Field Trip Required Itinerary (if applicable) 910 Form, must be submitted to the director of instrumental music ten (10) days prior to the activity. No arrangements can be made until the Field Trip Request Approval Form and the Field Trip Itinerary (if applicable) are approved and returned to the school.

Visual and Performing Arts groups may participate in no more than two (2) out-of-district activities per school year. One (1) out-of-district activity may be with the loss of one (1) school day; the other out-of-district activity may be with the loss of two (2) school days, not to exceed one (1) out-of-district activity per semester. A 910 Form is required.

A list of students participating will be given to the attendance clerk prior to the trip.

A music group may enter four (4) contests/festivals during the year. Only one (1) of the four (4) contests/festivals may require loss of one (1) school day.

- Teachers of music may accompany their students to the following conferences, competitions, or performances without the loss of pay with approved substitute request and funding: American Choral Directors Association (ACDA), Southwest Division of the American Choral Directors Association (SWACDA), Texas Music Educators Association (TMEA), UIL and/or other nationally invited musically significant events.
- All trips that conform to Section 9.5 Guidelines for Trips, Appearances, and Competitions of Visual and Performing Arts Programs: Art, Band, Choir, Dance, Marching Band, Mariachi, Orchestra, and Theatre.

A Field Trip Itinerary is required for trips outside of the District- this includes Dallas and Arlington. Field trips must have both male and female chaperones. If out of state or overnight trips, an additional FWISD employee is required to attend. Saturday or after-school trips, where students are meeting at the destination, do not require trip paperwork, unless the event is District related.

Special Appearances (State, National, or International)

If a school fine arts group is invited to make a special appearance at a meeting of state, national, or international interest (i.e., Cotton Bowl Parade, Rose Bowl Parade, Midwest Clinic, Jazz Festival, European Tour), each such invitation shall be considered first by the principal and the campus director of the program, the content director of the program, and the executive director of visual and performing arts. A written request for permission to accept the invitation is then made by the principal to the Principal Supervisor. This request should be made as soon as possible after the invitation is received.

Funding for Contests, Invitations, and Performances

- Full funding of travel will be limited to TMEA All-State, TDEA events, TAEA-YAM contest, Congressional Art Competition, National Medalists for Scholastic Art and Writing UIL Wind Ensemble, VASE State Contests
 - Day of travel before and after contest
 - Transportation for students and chaperones (1:10)
 - Lodging per GSA rates for students and chaperones (1:10)
 - Meals per diem for students and chaperones (1:10)
- Partial funding of travel will be limited to invitations to perform or award recognition from TMEA, TBA, The Midwest Clinic, TAME, ACDA, SWADCA, TCDA, Music for All, Saul Bell Design Award, and Content Director approved Dance and Art contests. Funding will include:
 - Transportation
 - Airfare for students and chaperones (1:10)
 - Charter Bus limited to 2 days
 - One overnight stay for students and chaperones (1:10)
 - Lodging per GSA Rates
 - One full day of Meals for students and chaperones (1:10)
 - Per GSA Rates

The group/ensemble will incur all other costs associated with an invitation to perform (i.e. guest artists, programs, etc.).

Prior to entering a contest or applying to be considered for a clinic proposal or “invitation to perform,” teachers must submit a Performance/Travel Funding Application with a preliminary cost (if selected) for review that includes what funding will be paid for by the campus, Booster Club, or outside entity. The content leader will approve or deny the request to enter.

Eligibility

Eligibility is the responsibility of the teacher and/or the Principal. [FM\(LEGAL\)](#) needs to be followed in determining eligibility.

Suspension from Extracurricular Activities: A student will be suspended from participation in any extracurricular activity sponsored or sanctioned by the District or UIL after a grade evaluation period in which the student received a grade lower than the equivalent of 70 on a scale of 100 in any academic class other than an identified honors, advanced classes or dual credit courses. A suspension continues for at least three (3) weeks and is not removed during the year until the conditions of REINSTATEMENT described below are met.

Education Code 33.081(c) defines “Grade Evaluation Period” as:

- The six-week grade reporting period, *or*
- The first six (6) weeks of a semester and each grade reporting period thereafter, in the case of a district with a grade-reporting period longer than six (6) weeks.

The [FWISD Athletic Department](#) prepares an Academic Eligibility calendar as determined by the FWISD school calendar.

Extracurricular Activity as Defined in Policy [FM\(LEGAL\)](#): An extracurricular activity is an activity sponsored by the UIL, the Board, or an organization sanctioned by Board resolution. The activity is not necessarily directly related to instruction of the essential knowledge and skills but may have an indirect relation to some areas of the curriculum. Extracurricular activities include, but are not limited to: Public performances, contests, demonstrations, displays, and club activities. In addition, an activity is subject to this policy only if one (1) of the following applies:

- The activity is competitive,
- The activity is held in conjunction with another activity that is considered extracurricular,
- The activity is held off-campus, except in a case in which adequate facilities do not exist on campus,
- The general public is invited, *or*
- An admission is charged.

UIL Concert & Sight-Reading Evaluation

Effective May 1, 2019, the Texas Education Agency has amended 19 TAC 76.001.

This amendment allows a student who has not passed all classes but is enrolled in a state-approved music course that participates in University Interscholastic League (UIL) Concert and Sight-Reading Evaluation to perform with the ensemble during the UIL evaluation performance.

The District waives the eligibility requirement for student participation in UIL Concert and Sight-Reading Evaluation to perform with the ensemble during the UIL evaluation performance.

Certain Performances 19 TAC 76.2: A student ineligible to participate in extracurricular activities but who is enrolled in a state-approved course that requires demonstration of the mastery of the essential knowledge and skills in a public performance may participate in the performance if:

- The performance is one to which the general public is invited, *and*
- The requirement for student participation in public is stated in the essential knowledge and skills of the course.

9.7 Guidelines for Career and Technical Education Competitive Events

As an integral part of Career and Technical Education (CTE) instructional programs, CTE students are provided the opportunity to participate in student organizations, such as co-curricular Career and Technical Student Organizations (CTSO) and program-specific competitive events. CTE competitive events not affiliated with the Texas Education Agency (TEA), must be approved by the CTE Department, aligned to CTE curriculum, and have regional, state and national advancement opportunities.

The purpose of CTSO and CTE competitive events is to enhance student learning through contextual instruction, personal leadership development, applied learning and real-world application.

Career and Technical Education Student Organizations (CTSO):

- Business Professionals of America (BPA) – Texas
- DECA, Texas Association
- Future Business Leaders of America (FBLA) – Texas
- Family, Career and Community Leaders of America (FCCLA) – Texas Association
- Health Occupation Students of America (HOSA) – Texas Association
- SkillsUSA Texas
- Texas Association of Future Educators (TAFE)
- Texas FFA Association
- Texas Technology Students Association (TSA)

Competitive events other than TEA sanctioned CTSO's recognized by FWISD – CTE include:

- FIRST Robotics – Texas
- BEST Robotics – Texas
 - Campuses may choose between pursuing FIRST Robotics or BEST Robotics for each academic year
- Texas ProStart Invitational

The cost (affiliation fees, membership dues, etc.) of joining a CTE organization is the responsibility of the individual student and/or their affiliated chapter or team.

CTE will not pay the cost of entering and/or preparing for competitions. All competition fees for student competitors are to be paid for by the individual student competitor or the CTSO chapter.

A maximum of twelve (12) student competitors per advisor is eligible for paid expenses (conference registration, transportation, meals and lodging) by CTE. Students registered under an advisor at local/regional competition, must maintain membership under the same advisor the entire school year. Travel accommodations and conference registration for additional students can be covered by the campus or chapter and submitted to the campus for processing. Advisors must request approval to attend leadership conferences/competitive events by completing and submitting the required travel packet to the Organization Advisor Lead for review and pre-approval before submitting to the CTE office. If no lead is assigned, then submit all paperwork directly to the CTE office. Contact the [Career and Technical Education Department](#) for more information.

All CTE travel forms must be:

- submitted at the same time
- filled out electronically (typed; not handwritten) with all required signatures
- submitted digitally two (2) weeks prior or earlier for a trip that does not require lodging*
- submitted digitally four (4) weeks prior or earlier for a trip that does require lodging*

*Failure to meet the above requirements may result in cancellation of travel.

For any issues completing travel, see your Campus Liaison/Department Chair or Organization Advisor Lead.

*It is the responsibility of the advisor to adhere to all cancellation policies and procedures and submit evidence of cancellation(s) to the Organization Advisor Lead and Region Coordinator as soon as possible. Cancellation fees incurred may be charged to the campus and/or chapter.

CTE will not pay expenses for the following students:

- aptitude test-takers
- non-competitive voting delegates
- non-competitive award officers or attendees
- competitors over the maximum number of twelve (12) and
- project submissions not requiring attendance.

CTE will not pay for lodging within Tarrant County and such expenses will not be reimbursed.

CTE will pay for up to twelve (12) students per chapter advisor who are:

- An affiliated member of a chapter with fully paid membership dues, as required by the organization.
- Competing in an event that advances to the next level of competition as set forth by the individual rules and mandates of the CTE organization.

Allowable travel expenses for student competitors will be paid for by the CTE Department as follows:

Area, District, and/or Regional Competitions:

- Conference registration fees are paid for a maximum of twelve (12) student competitors per active advisor.
- Transportation is provided based on approved General Services Administration (GSA) rates.
*** See Transportation Specifics
- Meals are provided based on approved General Services Administration (GSA) rates.
*** See Meals Specifics
- Lodging beyond 50 miles (based on shortest route) from the FWISD Administration Building is provided based on approved General Services Administration (GSA) rates or Conference Hotel Rates.
*** See Lodging Specifics

State and National Competitions:

Conference registration fees are paid for a maximum of twelve (12) student competitors per active advisor that have competed at the Area, District, and/or Regional Competition and have advanced to State or National Competition.

- Transportation is provided based on approved General Services Administration (GSA) rates.
** See Transportation Specifics
- Meals are provided based on approved General Services Administration (GSA) rates.
***See Meals Specifics
- Lodging outside of Tarrant County is provided based on approved General Services Administration (GSA) rates or Conference Hotel Rates. ***See Lodging Specifics
- A complete travel packet for students who qualified to advance (state and/or national competition) must be submitted to the CTE Office within five school days following a competitive event. In addition to the travel documents, the travel packet must include the complete advisor information packet and competition results from the organization listing the winners who advanced, the category of competition, and the place awarded. The CTE Office cannot accept incomplete, unsigned, or piecemeal travel packets. A date stamp or email submission date will mark the day/date/time that a completed travel packet was submitted. *
- Complete travel packets for state and national competitions must be completed and submitted to the CTE Office four (4) or more weeks prior to departing for the competitive event. *

*Failure to meet the above requirements will result in notification to campus administration indicating that CTE cannot guarantee the trip will occur.

Transportation Specifics

- CTE will determine the safest and most cost-effective mode of transportation. In the event, a teacher chooses to utilize an alternate form of transportation; the teacher is responsible for all costs involved and will not be reimbursed.
- When at the competition venue, the teacher is responsible for all costs involved and will not be reimbursed if a teacher chooses to:
 - use an alternate form of transportation than which was secured by CTE, *or*
 - deviate from the established itinerary.
- ALL advisors will share the mode of transportation as selected and secured by the CTE Office.
- Should a teacher not follow cancellation policies, he/she may be held responsible for any incurred costs or fees.

Meal Specifics

- Funding will not be made available for meals that are provided by a conference, a competition, an organization or a lodging site as part of the registration fee, competition fee, membership dues or cost of lodging, including continental breakfast.
- Meals purchased at a price over and above the established GSA rate are the sole responsibility of the purchaser. CTE will not reimburse amounts for meals purchased over and above the established GSA rate.
- Meals will be paid or reimbursed for travel that includes lodging.

Lodging Specifics

- Overnight trips require approval of both a Division Chief and the Superintendent. Formal approval must be received prior to informing students of an overnight stay, regardless of funding source.

- CTE will determine and secure lodging and means of transportation for ALL FWISD teachers and students based on availability.
- Teachers choosing to secure reservations on their own, utilizing a personal credit card or through the FWISD Travel Agent, may need to arrange for separate transportation for which they will held be responsible. The cost of transportation and any cost over the set GSA mileage and/or lodging rates will not be reimbursed.
- Should a teacher not follow cancellation policies, he/she may be held responsible for any incurred costs or fees.
- Lodging is secured based on 4 students per room or 2 adults per room, based on GSA rates, number of attendees, gender and space availability. Lodging IS NOT campus specific. Rooming with students and/or adults from other campuses should be the expectation. If an adult chooses to room alone and the room rate is above the GSA rate, the additional cost must be absorbed by the individual.

The Organization Advisor Lead (or advisor if Lead does not exist) must submit all travel forms together, complete, and with all required signatures to: [Career and Technical Education \(CTE\) Department](#), 1050 Bridgewood Drive Suite 118, Fort Worth, Texas 76112. For questions and/or clarification, call the CTE office at 817.814.1530.

9.8 Additional Guidelines for UIL Athletic Competitions

Games/events will not be scheduled the day prior to STAAR testing.

Games/events the day of a STAAR test will not be scheduled before 5:00 p.m.

After school practices preceding a STAAR test day must conclude by 5:30 p.m.

Games/events can be scheduled the day prior to a STAAR re-test. Students who must take a retest cannot participate in a game/event the day prior to the re-test, or practice past 5:30 p.m. the day prior to a re-test.

Regularly scheduled local games/events do not require a Field Trip Request Approval Form. Schedules are approved by the school principal and Athletic Department prior to the season.

Transportation will be in a school bus, rental van/vehicle, or District vehicle.

Transportation will be funded by the Athletic Department to all regularly scheduled games/events in Tarrant and contiguous counties, as well as the cities of Granbury and Mineral Wells. Campus funds will be used for transportation beyond these areas.

Students will travel with their team/group to and from the athletic event. Any request by a parent to take their child home after an event will require a hand-delivered written note 48 hours in advance, approved by the Principal and Athletic Department.

Schools wishing to schedule a game/event requiring an overnight stay must have prior approval from the campus principal and Athletic Department. A completed Field Trip Request Form will be required.

All post-season/playoff arrangements and expenses will be made through the Athletic Department.

For all overnight trips:

- Coaches/sponsors will not share a room with a student(s)
- A student will not stay alone in a room
- Only same-gender students will be allowed to stay or visit in a room

- Only same-gender coaches/sponsors will share a room
- Coaches and students will be aware of assigned room numbers and emergency contact information.
- Coaches/sponsors will observe and approve the condition of each room prior to check-out
- High-risk activities are not allowed, including swimming, hot tubs, electric scooters and skateboarding, etc.
- Student phone or computer use after “lights out” will need approval of the coach or sponsor.
- Only students who have exhibited prior membership on a team will be allowed to travel. Additional students must be approved by the campus Principal and the Athletic Department.

Designated School Administrator

The school district Superintendent and/or designee is responsible for enacting and enforcing a crowd management policy for contests sponsored by his/her district. Guidelines: (By no means is this list of guidelines inclusive).

- A crowd control policy for season athletic contests shall be endorsed by the school board and on file with the district executive chairman and in possession of those in the individual school directly responsible.
- All interscholastic contests must be approved by the superintendent or his designee.
- There must be a designated administrator at all home contests (who is not coaching at the contest).
- An administrator from both schools is required when contests are at a neutral site or for a playoff contest.
- Students, participants and staff members are expected to conduct themselves in a sportsmanlike manner. Failure to do so will be a violation and subject to penalty.
- The member school superintendent is responsible for initiating disciplinary measures against those guilty of violations.
- The host administration must insure the safety of the officials.

For varsity contests the school designee shall meet the officials:

- Introduce himself/herself
- Indicate where he/she will be sitting.

The designated school administrator shall meet the officials at the designated times as listed below:

- Baseball: 30 minutes prior to the game at the conference with coaches and umpires.
- Basketball: 30 minutes prior to the game.
- Football: At least 30 minutes prior to the game meet with referee on the field.
- Soccer: Prior to the start of the game, on the field with center official and lines persons.
- Softball: 30 minutes prior to the game at the conference with coaches and umpires.
- Volleyball: Immediately after the officials enter the court.

In all contests, a game administrator shall be appointed by the home school. That person shall be a coach (other than the game coach), teacher or administrator. The responsibilities of the game administrator are as follows:

- See that officials are directed to their dressing room,
- Meet with the officials prior to game time (preferably on the playing field or court),
- Inform the officials where the game administrator will be seated,
- Assist the officials if they need to discourage unsportsmanlike conduct of a fan, player or coach (such as removal from the gym),

- Check with the officials after the game to see if there is any misconduct that needs to be reported,
- Offer to provide an escort for the officials to their cars,
- Report incidents to the appropriate school administrator, *and*
- Report severe verbal abuse or physical contact of the official and any ejections of coaches and fans to the UIL office in writing within the next two working days.
- Provide escort for the visiting team to their bus.

9.9 Fundraising Guidelines – Elementary and Secondary

Fundraising activities by student groups and/or for school-sponsored projects shall be allowed with the Principal's prior approval and under the supervision of a project sponsor. The Fundraiser/Sales Application (IFF-116) must be approved prior to the commencement of any fundraiser.

Student participation in approved fundraising activities shall not interfere with the regular instructional program. The collection of monies that takes the time of students or teachers during school hours is strictly forbidden, unless the monies collected represent payment for school lunches, monies that will benefit the school or its students, or other authorized fees or debt.

Students should be permitted to participate in fund drives (i.e., canned food, clothes, toys) for non-school charitable organizations, nonprofit entities, or relief efforts related to natural disasters (e.g., hurricanes, tornadoes, tsunamis, and the like) as official representatives of their schools with the approval of the Principal. Student participation shall be on a strictly volunteer basis and shall not disrupt the regular school day. The principal shall notify the Department of School Leadership of the activity.

Most activities that involve the collection of money by students or staff members are considered to be fundraisers. The exceptions are:

- Fees and replacement charges for Instructional Materials – as published annually by Curriculum Policy.
- District Initiated and led Humanitarian drives such as M.A.C.E., United Way and U.N.C.F.
- Student Debt
- Cafeteria charges / payments

The following are examples of some fundraisers:

- Any program where your school will receive a percentage of sales.
(For example: Yo-Yo Extravaganza or school pictures.)
- Candy Sales
- Merchandise Sales

It is recommended that School carnivals go through the PTA/PTO. However, in the absence of a PTA/PTO or their unwillingness to manage a carnival, it may be handled by the Campus.

Activities that generate funds for the campus, but do not involve the collection of money by students or staff members are allowed. These activities are not considered fundraisers, but are viewed as donations to the school. The following are some examples:

- Box Tops
- Grocery Store Rebates

- Department Store Rebates
- Family Nights

Out-of-district trips for elementary students (ie: 5th Grade Celebration) require Division of School Leadership approval. Do not announce plans or collect money for any trip until it has been approved.

No outside organization may solicit contributions of any type from students within the schools.

Please refer to the FWISD Activity Funds Manual for additional information regarding fundraising and the expenditure of funds.

Section 10. SAFETY AND SECURITY/EMERGENCY MANAGEMENT

10.1 Safety and Security Overview

The [Safety and Security Department](#) is committed to making FWISD the safest school district in Texas. The department assists administrators with all campus safety needs by providing knowledgeable staff and resources tailored to each campus. Help is always available via the Safety and Security 24-Hour Help Desk at 817.814.2699.

Campus Safety

Administrators on each campus will designate a Campus Safety and Emergency Response Team (CSERT) [see Campus Emergency Operations Plan, Section B number III (CEOP B III)] to assist campuses through all phases of emergency management. CSERT members will serve in critical roles before, during and after an emergency. Therefore, staff selected as CSERT members must be willing to actively participate in campus safety related task such as identifying and reporting broken doors, assisting with fire and lockdown drills, and attending training for their designated area of responsibility.

At minimum a CSERT should include the following persons to the closest extent possible of assigned staff on campus:

Administrator, Area Advisor, Nurse, School Resource Officer, Campus Monitor, Front office staff member, 2-5 Faculty members. Additionally, recommended others include custodians, cafeteria staff, coaching staff, counselor, parent liaison, volunteers.

The CSERT should meet at least monthly and Meeting Minutes should be kept and placed in the Emergency Operations Plan binder. Additional CSERT information to aid in pre-planning for emergencies, documenting required emergency drills and training resources may be found on the [Safety and Security Department website](#).

Signage

- All exterior doors should be numbered to assist with rapid emergency response.
- Parking/No parking, bus lanes, and crosswalks should have signage and/or be clearly marked.
- All classrooms and offices should have Fire Exit Maps and Standard Response Protocols posted near the door.

Access Control

Ensure safety protocols for access to the campus are followed. Do not allow entry of unauthorized persons. All employees must wear a FWISD badge above the waist and visible during the work day. Verify doors, windows and locks are functioning properly, use Raptor visitor management system, and closely monitor cameras. If any of the above malfunction or need repair, submit a work order immediately.

Classroom doors should be locked during instruction.

Doors with outside access into the building should be closed and locked and never propped open.

Additional plans for Special needs students

Each campus shall establish a Safety Plan detailing procedures for students with permanent or temporary physical, cognitive, and/or sensory impairments, including deafness, visual impairments and/or autism spectrum disorders. The plan must include the names and training dates of designated and substitute staff expected to execute the plan which must be updated annually. The names and schedules (including room numbers) of students requiring special evacuation orders must be included with the plan along with a copy disseminated to the designated evacuation team members. Emergency equipment (evacuation chairs, strobe lighting, emergency kits, etc.) must be inspected at least annually and no later than 10 days following the first instructional day of school. The plan must be placed on file with the campus principal and made readily accessible to staff on a need to know basis.

10.2 Safety and Security Staff Resources

Area Advisors (AA)

Area Advisors are security specialists and a campus administrator's direct contact with the Safety and Security Department. One AA is assigned to each high school campus, and they provide security services for all middle and elementary schools in the same pyramid. AA work directly with campus administrators and school resource officers to plan and maintain a safe school environment. Contact the AA for assistance with Access Control, Visitor Management, Camera Surveillance, Emergency Drill Resources, Campus Safety Planning and any other issues of concern covered in the Emergency Operations Procedure Manual.

Emergency Management Coordinator

The Emergency Management Coordinator is responsible for all District and campus emergency operations planning. Contact the EMC office at 817.814.2673 for assistance with completing Campus Emergency Operations Plans, Emergency Drill compliance, health protocols, and regulatory compliance information.

Police Officers

School Resource Officers (SRO) are uniformed law enforcement officers who serve on a school campus as their daily duty post. The SROs receive specialized training on policing issues that are unique to the school environment. SROs enforce state laws, act as mentors to students and respond to all school emergencies.

Campus Monitors

Campus Monitors assist with maintaining the overall security for their assigned schools. Campus Monitors patrol school grounds looking for safety hazards, security problems, and criminal activity. The monitors assist with student and visitor traffic during school hours and report safety issues to administrators and AAs.

10.3 24-Hour Safety and Security Assistance

The [Safety and Security Department](#) provides service 24 hours a day, 7 days a week via the 24-hour Security Help Desk. Security personnel monitor the camera surveillance system, control building access, and make emergency response calls to police, fire, and District maintenance. Administrators should direct campus staff members to call the security desk at 817.814.2699 prior to accessing any campus after normal school hours.

10.4 Campus Emergency Preparedness

Many students who are attending classes in portable buildings are often required to change classes during a rain shower, thereby getting their clothes and shoes wet. Principals are to inform teachers that students should not be required to go from the main building to a portable building, or vice versa, during a rain shower. The exception to this is when a severe thunderstorm or tornado warning has been issued by the National Weather Service. All occupants outside the main facility will be brought inside prior to an inbound storm arrival. Students should not be placed on the school bus during inclement weather, including tornado warnings, severe thunderstorms, or hailstorms.

10.5 Campus Evacuation Routes

Campus Evacuation Maps and Rally Points Diagram with the [Teacher Emergency Response Protocol Sheet](#) shall be displayed in individual classrooms and other occupied areas so that everyone may read and understand them. Campus administration is responsible for developing and posting signs inside the school facility.

- Campus Evacuation and Rally Points Diagram
- Campus Rally Points – PAR Form

10.6 Campus Safety Drill Requirements

All instructional facilities are mandated by state law to complete several safety and security drills during the school year. Drills should be completed during the first two weeks of the month in which they are assigned.

A [Campus Drill Due Date Calendar](#) worksheet is distributed to school administrators in August of each year. Administrators must record the scheduled drill date in the first column of the worksheet and send it to the pyramid Executive Director, Area Advisor and the Emergency Management Office by the end of the second week of school. The original copy of the Campus Drill Due Date Calendar worksheet is to be kept with the Principal's copy of the Campus Emergency Operations Plan.

As drills are completed, the drills are recorded in both the online drill reporting system and the paper hard copy of the Campus Drill Due Date Calendar Worksheet. The paper copy is the backup for the online system. The Campus Drill Calendar Worksheet is due at the end of the school year with all the recorded drill completion information for the year.

The following drills are required of all instructional facilities in the FWISD:

FIRE Drill: Required each month that has 10 or more school days

- Actions: Complete evacuation of the building; gather at a point not less than three times the height of the building
- Take attendance of students and report results to the principal (school incident commander). The principal or designee will record student and staff accountability in the *Problems Encountered* box on the [Drill Reporting System](#). Designate "PAR – All students and staff accounted for" or "No PAR – Students or staff not accounted for" and describe actions taken.

LOCKDOWN Drill: Required once each semester

- Actions: Lock exterior doors, lock classroom doors, cover windows, lights off, students out of sight
- A lockdown status is used when a dangerous situation is inside the building or outside on school grounds.

SECURE Drill: Required once per school year

- Actions: Exterior doors secured, conduct normal school operations with the exception of no one enters or exits without approval from the Security and Safety Department
- A secure status is used when there is an emergency outside of the building or nearby that could affect the safety of a school.

EVACUATE Drill: Required once per year

- Actions: Move students quickly and efficiently from one area of the campus to another.
- An evacuation is used to avoid some type of threat.

SHELTER-IN-PLACE Drill: Required once per year

- Actions: Secure doors, close windows, simulate shutdown of air handling units (HVAC), simulate taping exterior doors and windows
- For external hazardous materials release: For schools that are located within a half mile of a railroad track or interstate, this drill is in simulated response to hazardous materials leaks from a train car or truck trailer. There are specific actions that must be taken in these situations. The principal should coordinate with the Area Advisor and/or District Emergency Management Coordinator before the drill to ensure proper procedures are followed.

SEVERE WEATHER/TORNADO Drill: Required once per year

- Actions: Move all students and staff to designated safe areas
- Used when severe weather or a tornado is imminent

HOLD Drill: Required once per year

- Actions: Keep hallways clear, stay in class, keep students from moving within the building
- Use Hold when there is a situation on campus where movement of students needs to be restricted.

EMERGENCY BUTTON: Push Emergency Button only in case of an actual emergency (simulate, but do not push during drills).

Principals should coordinate drill activities with their Executive Director and Area Advisor. Debrief scheduled drills with CSERT and include drill debrief notes in CSERT monthly Meeting Minutes. Inform the Emergency Management Coordinator and School Resource Officers of the planned drill schedule once it is completed.

10.7 Know the Plan

The Fort Worth Independent School District is committed to the safety and security of students, faculty, staff, and visitors in its facilities. In order to support that commitment, the District urges all students, employees, and parents

to [Know the Plan](#) by regularly reviewing and practicing emergency mitigation/prevention, preparedness, response, and recovery procedures relevant to natural, technological, and security hazards.

Fort Worth ISD's Emergency Operations Plan has been developed using best security practices and with the cooperation of local government to address the four phases of emergency management – prevention/mitigation, preparedness, response, and recovery. Everyone is part of the District's emergency response and can help save lives and prevent loss or damage to property.

10.8 Vandalism/Theft

Vandalism/Theft Over \$50, Illegal Entry

In the event of vandalism, theft, or illegal entry, the principal or designee shall notify each of the following immediately:

- The Fort Worth Police Department,
- The [Safety and Security Department](#), who will notify the school-police liaison team,
- The [Internal Audit Department](#),
- The Office of Professional Standards at 817-814-1880 when an employee is suspected of being involved,
- The [Maintenance Department](#), who will conduct an inspection and submit a damage repair cost estimate to the principal. The principal shall then establish the dollar amount to be assessed and shall report that amount, in writing, to Safety and Security for the collection of restitution, *and*
- The [Division of Technology](#) who will conduct an inspection and submit a damage repair cost to the principal for any technology related items.
- The [District Budget Office](#): Fax Form 920 and a copy of the Police report to the Budget office at FAX # 817.814.2145 and to Safety & Security at FAX # 817.814.2665.

If acts of vandalism, theft, or illegal entry within a school building are discovered after hours by school security, the following must be notified as soon as possible by security personnel:

- The Fort Worth Police Department,
- The School Principal (follow procedures in Section 1.7 of this Bulletin), *and*
- The Maintenance and Operations Area Director.

If acts of vandalism, theft, or illegal entry cannot be reported to the principal or to school security, the reporting person should notify the Fort Worth Police Department as soon as possible.

Acts of vandalism, theft, or illegal entry occurring on property other than a school building (buses, athletic complex, etc.) shall be reported to the appropriate district administrator. The administrator shall follow procedures in Section 1.7 of this Bulletin.

Vandalism/Theft Under \$50, No Illegal Entry

- Maintenance Department personnel shall conduct an inspection and submit a damage repair cost estimate to the principal. The principal shall then establish the dollar amount to be assessed and collect restitution for damages.

- A report, Form 920, shall be filed with the Budget Office. The amount of restitution assessed should be indicated on this form. The principal may take disciplinary action as deemed appropriate.

When payment is made at the school, cash management procedures will be followed at the campus.

Form 111, Restitution Report, will be completed and payment will be remitted to the District.

Reference the Activity Funds Manual.

When students enrolled at one campus are found guilty of vandalism at another campus, the aggrieved school principal shall notify the home school principal so that appropriate measures may be taken.

Damage to Private Property

The district accepts no liability for private property, which is damaged or stolen. However, the district shall make reasonable attempts to collect restitution for individuals whose property was damaged or stolen on school property.

Who should I notify of a stolen desktop or laptop computer?

All computer thefts should be reported to the Fort Worth Police Department at 817.392.4222 (non-emergency) or online and Fort Worth ISD Safety & Security at 817.814.2699.

Note: Be sure to advise Safety & Security of any sensitive information that was kept on the computer.

A police report must be filed. To file a report, call the Fort Worth Police Department's non-emergency number at 817.392.4222.

[Form 920](#) and a copy of the Police report that has been submitted should be completed and faxed to:

- [FWISD Safety and Security](#) at 817.814.2680
- [FWISD Budget Office](#) at 817.814.2145
- [FWISD Internal Audit](#) at 817.814.1973

The [Division of Technology](#) will be notified electronically by Safety and Security.

Do I need to report my computer stolen to the Division of Technology?

No. Once you have reported the computer theft to Safety and Security, the Division of Technology will be notified of the theft, which will initiate the stolen computer investigation process.

When reporting a stolen computer, what information is needed?

When reporting a stolen computer, be prepared to provide the information below:

- Computer brand and type (Example: Dell laptop, HP desktop)
- Computer asset number (Example: DX9867456)
- Computer serial number (Example: MCX00564849840348)
- Location of system prior to theft

Other helpful information:

- Computer name (Example: 854-LiB-001)
- Name of User (Example: Ann Smith)

Can a stolen District computer be retrieved and returned to me?

In some cases, a District-owned computer may be located and retrieved. In the event that a system is retrieved and viable, the user will be notified by Safety and Security.

Can a stolen mouse, monitor, or keyboard be tracked by the Division of Technology electronically?

No.

Can the Division of Technology track and retrieve a non-District-owned computer?

No.

What should I do if a computer reported missing or stolen is later found in the building?

Notify Safety and Security as soon as possible. Additionally, the person who filed the initial Police report should contact the assigned detective to update the report.

Do schools or departments receive replacement funds for lost or stolen computers?

The Budget department will:

- Review the original source of funding.
- Assess availability of replacement funds.
- Notify if replacement funds are available.

Section 11. EMERGENCY CLOSING AND EARLY DISMISSAL PROCEDURES

11.1 Emergency Closing or Delayed Opening of Schools – Inclement Weather

Weather conditions can create weather related emergencies that sometimes make it necessary to close schools. In some instances, weather and street conditions improve later in the morning so that schools can be opened two (2) hours later than normal. Other emergency situations could cause limited or specific closings or delayed openings.

The District works closely with the National Weather Service and receives a briefing the day before expected severe weather. This allows the District to make timely arrangements for potentially bad weather. Early notification alerts decision makers and ensures supplies and manpower are available for inclement weather response. The District has a plan for the emergency closing of schools and another plan for delaying opening of schools, if necessitated by severe weather or other emergency.

Weather updates will be issued throughout the day. The District [Safety and Security Department](#) will coordinate with the Fort Worth Emergency Management Office, National Weather Service, [FWISD Transportation Department](#), local school districts and other educational institutions, Texas Department of Transportation (TXDOT), and the Texas Department of Public Safety (DPS).

The procedures which apply to each plan are explained in this section. Uniform adherence to these procedures is necessary in order to prevent confusion when either plan is implemented. Therefore, it is imperative that each employee of the FWISD be familiar with the procedures in both plans.

The Principal or Designee will disseminate these procedures to all building personnel, students, and parents:

Employee Responsibility to Be Informed:

- It is every employee's responsibility to monitor the [District website](#), phone app, social media sites (Facebook, Twitter) and listen to the radio or television whenever announcements are imminent regarding emergencies in the schools.
- Mobile app and website posting, social media announcements and local radio and television stations will be notified of the decision to close or delay opening school. This notification of the media will be accomplished by persons assigned by the superintendent.

School Closings

- The final decision for closing the schools will be made by the Superintendent or, in his absence, the Deputy Superintendent. This decision will be made if at all possible by 5:00 a.m. of the day involved.

Delayed Opening of School

Where there is a possibility of improved weather and/or street conditions later in the morning, a delayed school opening announcement will be made to the public. An announcement on the District mobile app, website, on District social media sites and to local radio and television stations will be made by 5:30 a.m. that schools will open and buses will run two (2) hours later than the regular time. Dismissal will be at the regular time.

Principals, other administrative staff members, and secretaries report, if possible, at the regular time; teachers and other instructional staff members should report for work as close to the regular time as conditions permit for safe

travel. No one, unless there are extenuating circumstances, shall be penalized for not being at his or her workstation at the regular work time.

Each Principal will implement an abbreviated class schedule which will, under the circumstances, best serve the pupils.

In an emergency, the superintendent or his/her designee will notify the Chief of Schools.

11.2 Unscheduled Early Dismissals

Students shall be released only to the parent/guardian listed on the “Student Emergency Record Card” or to another person designated by the person so listed. [\[FF\(LOCAL\)\]](#)

The Principal or Designee will:

- Distribute early dismissal procedures information to each parent/guardian, *and*
- Keep a current file, as appropriate, regarding parent requests for early/emergency dismissals.

11.3 ParentLink Phone/Email/Text Notification System

The Fort Worth ISD uses the ParentLink notification system linking principals, teachers, parents, students and the community together through our mobile app, web portal, email messaging, phone notifications and SMS text messaging.

ParentLink is a fast and reliable communications method, provided accurate contact information for each student has been entered into the system. Each campus must ensure that all parents have been provided the opportunity to choose the methods of communication they prefer: telephone voice, email, text message or all three. This information will be entered into the system and can be updated at any time by the user through the “Preferences” settings in the mobile app.

Campus personnel are responsible for monitoring and updating this contact information as needed, utilizing the “Reports” and “Message Tracking” tools. Campus leadership will also ensure that staff, students, and families are familiar with how to download the free Fort Worth ISD mobile app.

Section 12. BUSINESS AND FINANCE PROCEDURES

12.1 Accounting Procedures

The Accounting Department has created a [link](#) under the District's document center, available to all District employees, in order to centralize important department documents, forms and other resource information.

The following information can be found in the [Accounting Document Center page](#):

Request for Reimbursement

[Mileage Reimbursement](#)

This form is used to reimburse employees on a mileage basis for use of their personal vehicle while performing FWISD duties such as transporting reports to and from the administration building or from school to school, attending meetings, going to the post office, warehouse, etc. Employees receiving a monthly auto allowance may not request mileage reimbursement. All mileage must be for activities authorized by the employee's supervisor. Reimbursement of Tolls or Parking requires scanned receipts.

Note: See deadlines for submitting mileage reimbursement requests in the Accounting Document Center.

[Reimbursement of Expense](#)

This form is used to request reimbursement for expenditures incurred by staff for FWISD related activities. Reimbursements are limited to a maximum of \$150.00 per request. A scanned copy of original receipts must accompany the Request for Reimbursements. Request for reimbursement of expenses follow the same due dates as the mileage reimbursement request. See deadlines for submitting mileage reimbursement of expense requests in the [Accounting Document Center](#).

All reimbursements including mileage will be processed with the monthly payroll and appear on the employee's paycheck. These reimbursements are not taxable income and will not be reported as income.

12.2 Accounts Payable Procedures

The Accounts Payable Department has created a [link](#) under the District's document center, available to all District employees, in order to centralize important department documents, forms and other resource information. The following information can be found in the [Accounts Payable Document Center](#):

- A/P Distribution List: List of A/P clerk names and their corresponding vendors.
- Accounts Payable Manual: This manual provides guidelines and procedures currently in place for payment process, purchase orders, reimbursement, and other payables.

12.3 Accounting for Fixed Assets

State accounting guidelines require that the assets of the District be properly controlled. The District will periodically conduct a physical inventory of its capital assets and will develop and maintain procedures to record the acquisition of, transfer of, and disposal of capital assets. This inventory will be an annual fixed asset inventory for District campuses and will be conducted each year, with a 2-week window for completion. Campus Principals will be notified through the Elementary and/or Secondary Leadership Departments of when the annual inventory will take place.

Inventory listings will be distributed to campuses via email attachments. Responses must be sent to the fixed asset accountant by return email as outlined in the instructions provided. The fixed asset inventory authorization letter, sample inventory, inventory procedures, and current campus inventory worksheets are available in the [Accounting Department Document Center](#).

In order to follow state guidelines and comply with accounting standards, the District must accurately account for all fixed assets acquired through purchase, construction, or donation. Therefore, all fixed asset purchases will be made via a system generated purchase order.

A fixed asset is defined as an item of a tangible nature that is not consumed in use, having a useful life of one (1) year or more and a cost value of \$5,000 or more. This no longer includes group assets that have individual cost values less than \$5,000, but when purchased collectively, have a total one-time purchase cost over \$5,000. Fixed assets will be depreciated over an established useful life based on category type.

12.4 Purchase of Fixed Assets

A purchase order must be approved by the [Purchasing Department](#) prior to the fixed asset items being ordered.

The following object codes should be used for the purchase of fixed assets:

6629	Building Purchase, Construction or Improvements
6631	Vehicles per unit cost of \$5,000 or more
6639	Furniture, Equipment, and Software of \$5,000 or more
6659	Capital Leases, Furniture, and Equipment.

Items with a cost value of less than \$5,000 should be charged as materials or supplies (object code 63XX), not recorded or depreciated as fixed assets. Library books and other media and musical instruments are not considered fixed assets unless they meet the fixed asset criteria listed above.

Expenditures for repairs to equipment and maintenance agreements with outside vendors are not considered fixed asset expenses and should be coded to object code 6249. Minor software and license agreements should be coded to object code 6399, unless the unit cost is more than \$5,000 and the agreement is for more than two years.

Fixed assets may be purchased with internal finance funds by purchase order. When purchasing an item defined as a fixed asset, the account code to use for these purchases is 461-11-66XX-001-XXX-99-11-542-00000. This account is requested for use through the [Budget Department](#), along with a transfer of funds from 6399 to cover the purchase.

12.5 Transfer or Retirement of Fixed Assets

The following policy for removal of fixed assets has been established. Types of transfers are:

- Transfer to another school or location within the District,
- Transfer to a vendor for repair or replacement *and*
- Disposal - damaged, surplus, theft.

Transfers are made by completing Form 927 and sending all copies to the warehouse. Form 927 must be signed by a principal, director, or any designated person. Fixed Assets are not to be disposed of at the school site nor removed from the site without a properly completed 927. A copy of Form 927 should be maintained at the school.

12.6 Donation of Fixed Assets

Whenever a person or an outside organization wants to donate a fixed asset to the District, the donor should contact the [District Grants and Development Department](#) to facilitate the examination of the requested donation, since it may require insurance coverage or special requirements to use the item.

The basis or value of the donated items will need to be specified at the point of acceptance by the District, to facilitate proper accounting for the item. A copy of the completed donation document is to be sent to the fixed asset accountant in the Accounting Department.

12.7 Budget

The [Budget Department](#) is responsible for developing and overseeing the district's annual budget. The department's goal is to maximize financial resources and to equitably distribute these resources to schools and departments to ensure that the public's investment in our students, staff and schools is properly used.

Also the [Budget Department Document Center](#) provides resources and detailed instructions as well as access to the Account Component Handbook.

12.8 Compensation and Employee Records

As part of the Business Finance Division, the Compensation and Employee Records Department supports student success by providing high quality, efficient, and personalized customer service, therefore allowing all district employees to focus on supporting and preparing students for success in college, career, and community leadership.

The [Compensation and Employee Records Department](#) is responsible for ensuring that every employee is paid at the appropriate rate through administration of a market-competitive compensation system. On the department's [website](#) employees can access the most recent year's Compensation Manual. The department also administers the District's Sick Leave Bank and Perks Plus Employee Discount Program.

Through [Employee Records](#), employees may review their official District file, request an official service record, receive information on how to verify employment, and learn more about student loan forms. In addition, the Employee Records Department is responsible for name change requests and questions regarding general information on the Employee Self Service portal.

12.9 Grants and Development

A grant is an award of monetary assistance, usually tied to a very specific purpose or program plan. The [Grants and Development Department](#) serves as the District clearinghouse for all grant applications and awards. The Grants and Development Department identifies, cultivates, and manages external funding opportunities and coordinates the proposal development process. Before applying for a grant, employees must complete the [Intent to Apply for Grant Funding form](#) and submit it to the Grants and Development Department.

A donation or gift is an award given without stipulations that does not need to be repaid. In general, donations and gifts have few or no performance requirements. Donations and gifts valued at less than \$10,000 should be reported to the Grants and Development Department and maintained in a school's internal finance account. Employees

should thank each donor promptly with a phone call, handwritten note, or letter from a supervisor. Upon request, the [Donation Acknowledgement form](#) should be completed and provided to donors.

Employees must ensure that grants, donations, and gifts are used as they were intended to be used. Employees must 1) document the proper stewardship of all revenue sources, 2) retain timely reports on the use and management of grants, donations, and gifts, 3) and obtain a donor's consent in writing before altering the conditions of financial transactions.

Refer to the [Fort Worth ISD Grants Manual](#) for additional procedures.

12.10 Purchasing

The [Purchasing website/portal](#) contains a wealth of information such as approved vendors, contract forms, purchasing manual, buyer contacts and a link to travel information.

Section 13. RESOURCES/FORMS

[Affidavit of Educational Guardianship Referral – English and Spanish](#)

[Affidavit of Residency – English and Spanish](#)

[Elementary Transfer Form – English and Spanish](#)

[Appointment of Agent – English and Spanish](#)

[Athletics – Important Forms and Information](#)

[Consent to Release High School Transcript – English and Spanish](#)

[Credit Request Information Letter](#)

[Donation Acknowledgement Form](#)

[Enrollment Packet – English and Spanish](#)

[Field Trip Request Approval Form](#)

[Form 905 – Absence from Duty for Travel](#)

[Form 910 – Travel Cost Estimator](#)

[Form 920 – Report of Stolen Student Device](#)

[Grandparent Form – English & Spanish](#)

[Hotel Occupancy Tax Exemption Form](#)

[Intent to Apply for Grant Funding Form](#)

[Medical Information Addition to Parent Permission Form – English and Spanish](#)

[Medication Administration Request Form – English and Spanish](#)

[Mileage and Out-of-Pocket Reimbursement Procedures](#)

[Mileage Reimbursement Log](#)

[Consent to Human Sexuality Instruction \(HS\) – English and Spanish](#)

[Consent to Human Sexuality Instruction \(MS\) – English and Spanish](#)

[Consent to Prevention Instruction \(HS\) – English and Spanish](#)

[Consent to Prevention Instruction \(MS\) – English and Spanish](#)

[Public Transportation Route Adjustment Request Form 622](#)

[Reimbursement of Expense Form](#)

[SafeSchools Request to Add Student Handbook](#)

[Safety and Security – Important Forms and Information](#)

[Self-Administration of Prescribed Asthma or Anaphylaxis Medicine by Student – English and Spanish](#)

[Specialized Health Care Procedures Authorization Form – English and Spanish](#)

[Student Information Form](#)

[Teacher Emergency Response Protocol](#)

[Texas Sales and Use Tax Exemption Certification](#)

[Texas Sales and Use Taxes Exemption Letter](#)

[W-9 Form](#)