

Student Discipline and Placement (SD&P) Information Manual

DISCIPLINE GUIDE

FORT WORTH ISD | STUDENT DISCIPLINE AND PLACEMENT
2801 Patino Road Room 101, Fort Worth, TX. 76112

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Student Discipline and Placement ([SD&P](#))

Department Description and Initiatives

Student Discipline and Placement supports campuses in interpreting the FWISD Student Code of Conduct. District Hearing Officers consider restorative options for students requiring alternative placement. District Hearing Officers ensure that students receive a Due Process conference before any alternative placement is considered. Students could be eligible to participate in our Diversionary Referral Program (DRP). Qualifying students would be assigned to DRP in lieu of a level II DAEP assignment. The hearing officer will determine eligibility for the Diversionary Referral Program. Student Discipline and Placement provides regular discipline data reports for each campus to support our district goal to reduce out of school suspensions and DAEP assignments.

- Alternative/Responsive Education
- On Campus Intervention (OCI)
- Residential Facilities
- Diversionary Referral Program (DRP)
- Diversionary Action Plans (DAP)
- Objective third party hearings (Due Process)
- Student Code of Conduct
- Contract campus oversight (Juvenile Justice Department Facilities and Residential Treatment Facilities)
- Administrator training in Restorative options
- Restorative practices support
- Campus consultations

FWISD embraces a district-wide adoption of Restorative Practices. Restorative and Equitable Practices are featured throughout the Student Code of Conduct. Reducing Out of School Suspensions and Dis-proportionality are district goals.

[Student Code of Conduct](#)



Staff Roles and Responsibilities

Principal | Alternative Education Programs Administrator (1)

- Leads the approach in setting goals for discipline across FWISD.
- Develops and Coordinates the District's policies and procedures pertaining to student discipline (including On Campus Intervention OCI), interpretation of the Student Code of Conduct, and the alternative educational placement of students.
- Responsible for all aspects of the district's discipline policy
- Ensures the District utilizes a uniform and equity focused approach to discipline.
- Serves as the lead champion of positive alternative education throughout the District and Campus
- Directs and Evaluates all Student Discipline and Placement Programs
- Provides intervention for students in violation of school board policies and involved in criminal activity within the school district.
- Engages District Divisions and departments that address issues of student discipline.
- Engages students, parents, and communities in development of initiatives that address student discipline and intervention.
- Oversees contracts for Tarrant Youth Recovery Campus, JJAEP, and the Detention Center
- Serves as the Principal for Insights, JJAEP, the Lynn W. Ross Tarrant County Detention Center, Safe Haven, Bridge Association/ACH, Tarrant Youth Recovery Campus, and the Assessment Center

Coordinator Responsive Education Programs | Student Discipline and Placement (1)

- Assists the Principal/Administrator of Alternative Education Programs to develop and coordinate the district's policies and procedures pertaining to student discipline, interpretation of the student code of conduct and the alternative education placement of students.
- Engages District divisions and departments that address issues of student discipline (school leadership, student services, attendance control, parent and public engagement, curriculum instruction and others).
- Prepares and provides quarterly data analysis report trends to campus Administrators and Executive staff.
- Helps prepare a budget with local and Title 1 funds, for all functions of the Student Discipline and Placement Department.
- Follows Texas Education Code Chapter 37, District policies that pertain to student discipline and working knowledge of the Texas Penal and Texas Juvenile Justice System.

- Assists and directs the staffing of all central office conferences and hearings.
- Assist PAEP in processing of all MOUs/MOAs with residential facilities and partners.
- Provides support and direction for On Campus Intervention programs in the district including the implementation of a more healing restorative intervention.
- Develops and maintains program guidelines for the Diversionary Referral Program (DRP)
- Works in collaboration with other departments to update the Student Code of Conduct.

Hearing Officers (3)

- Acts as the District designee to conduct hearings and conferences in a fair and impartial manner for students in jeopardy of removal from a traditional/mainstream school setting to a District Alternative Education Program or the Juvenile Justice Alternative Education Program (Due Process).
- Responsible for collecting and evaluating all the facts relevant to the conduct violation, determines the disciplinary outcome consistent with local and state policies.
- Compiles, maintains, and files conference/hearing data, records, and other required documents.
- Generates and interprets student discipline policies and the Student Code of Conduct; informs students and their parents/guardians of their rights and responsibilities.
- Assists school administrators in identifying the cause of student's misconduct and explores interventions and strategies to address behaviors of concern in lieu of removal.
- Serves as liaison between schools and community resources.
- Contributes to the planning and implementation of department procedures.

Data Clerk (1)

- Maintains records regarding withdrawing and enrolling students for six contracted schools: The Assessment Center, The Bridge, Tarrant Youth Recovery Campus, Safe Haven and Tarrant County Detention Center
- Builds master schedule for the six contracted sites: The Assessment Center, The Bridge, TYRC, Safe Haven and Tarrant County Detention Center
- Creates Student Schedules for six contracted sites: The Assessment Center, The Bridge, TYRC, Safe Haven and Tarrant County Detention Center
- Takes daily attendances and prints attendance verification report for the six contracted sites: The Assessment Center, The Bridge, TYRC, Safe Haven and Tarrant County Detention Center
- TRES exchanging records for six contracted sites: The Assessment Center, The Bridge, TYRC, Safe Haven and Tarrant County Detention Center

- Updates transcripts for six contracted sites: The Assessment Center, The Bridge, TYRC, Safe Haven and Tarrant County Detention Center
- Maintains TEA – Student Detail Report for six contracted sites: The Assessment Center, The Bridge, TYRC, Safe Haven and Tarrant County Detention Center
- Provides TEA Campus Summary Report for six contracted sites: The Assessment Center, The Bridge, TYRC, Safe Haven and Tarrant County Detention Center Administrative Associate for Student Discipline and Placement (1)

Administrative Associate for Student Discipline and Placement (1)

- Schedules and coordinates central office conferences/hearings for the hearing officers.
- Handles multi line phone system
- Orders supplies for the department including the contract sites.
- Enters PEIMS information for Texas Education Agency (TEA)
- Receives and enters MUNIS supplies ordered.
- Enters department work orders.
- Provides necessary documentation for the Legal department for appeals.
- Files all paperwork for Central Office Conferences/Hearings

Central Office Conferences/Hearings Procedures (COC)

Required Documents:

The department of Student Discipline and Placement makes all decisions regarding placement of a student who is in violation of the Student Code of Conduct to an alternative school setting. All necessary documents can be accessed through FOCUS. The documentation that is required for the conference/hearing, following TEA guidelines and mandates, is listed on the Central Office Report Form. The Hearing Officer will send the presenting Administrator a [checklist](#) if there is any information missing prior to the conference/hearing. Be sure to submit your packets by 8am on the day of the conference or the day before. This will allow the Hearing Officer to review your packet for missing information. Only information presented at the conference/hearing will be considered in making a placement decision.

The following documents are required for all Central Office Conferences:

- The Central Office Conference/Hearing Report Form must be signed by the campus Principal.
- Full narration of the incident by the Campus Behavior Coordinator (Signed)

- Parent notification letter with date and time of COC and offense.
- Disciplinary Action Notice (Suspension Notification for Parent/Student) (must be signed by parent, student & administrator) - if not the reporting administrator *must write a reason on the form as to why it wasn't signed by parent or student*
- Statements signed by the accused and all witnesses,
- including witnesses for the accused (**redact names of all witnesses in parent packet**). All statements must be typed. Include copies of the originals for the Hearing Officer.
- Include pictures and video to Hearing Officers ONLY
- Print Screen which displays the State Incident Number for the offense the student is being referred.
- Discipline Tracking Profile for the current school year.
- Student demographics/Emergency Card
- Current progress report, report card, transcript
- Graduation Plan for Seniors
- Home school is responsible for providing any work or instructional materials necessary for courses not taught at the DAEP/JJAEP
- Special Education Information, 504 or LEP and Manifestation results (*if applicable*)
- MTSS or school-based intervention documentation
- Violent Behavior (*if applicable*) and/or Suicide Risk Assessment

Helpful Information

Offense Descriptions and Acronyms

Principal Discretionary Offense Referral Form

To present a student for a COC on a discretionary offense (refer to the [SCC](#)), a Discretionary Offense Referral Form must be submitted with the Hearing Officer's packet at the time of the conference. The administrator must present documentation that substantiates (**provide evidence to support or prove the truth of**) that this student's presence on campus is a safety threat, the incident caused a major disruption, or the incident caused injury to another with no criminal action at the time of the conference.

Central Office Conference/Hearing Principal/AP presentation

Please review the linked presentation to further assist you in preparing for the conference.

[HB 114 Protocols](#)

The 88th Texas Legislative Session has brought many new changes, including HB 114. HB 114 makes offenses involving the possession and/or use of vapes a mandatory DAEP offense. School districts will now be required to place all students who are caught in possession and/or using vapes (of any kind – not just those with drugs) into their DAEP facilities.

All E-Cigarettes, Nicotine Vapes, Flavored Vapes, or THC Vapes must be presented to SD&P.

The consequences related to this new legislation is as follows:

- *E Cig/Vape pen device only (no THC) - 1 day @ On Campus Intervention (OCI)/Insights/Metro*
- *E Cig/Vape pen 2 or less devices with THC charge (1st offense) - 1 day @ OCI or Metro/Insights*
- *E Cig/Vape pen 2 or less devices with THC charge (repeat offenses) - 15 days @ Metro/Insights*
- *E Cig/Vape pen 3+ devices with THC charge - 20 days @ Metro/Insights*

[Homeless Students](#)

In 2019, the [McKinney-Vento Homeless Education Act](#) established measures for homeless students. This act limits schools from issuing out of school suspensions to homeless students, except for when they commit infractions that include violence, weapons, drugs or alcohol. For more information and resources, please contact [H.E.L.P. - Homeless Education](#).

The following links also have important information:

[TEHCY One Pager](#)

[TEHCY Exclusionary Discipline Rubric](#)

Students who are experiencing homelessness and are assigned to OSS are expected to be reported in PEIMS with Disciplinary-Action-Reason-Codes of “05, 11, 12, 14, 27, 28, 29, 30, 31, 32, 36, 62, or 64”.

Please do not use code 21 for any suspension that involves a homeless student. SD&P has made the required corrections to suspension codes.

SD&P Interventions

Student Discipline and Placement currently offers two restorative interventions aimed to reduce placements at Disciplinary Alternative Education Programs.

Diversionsary Action Plan (DAP)

A Diversionsary Action Plan (DAP) is a meeting with parents, students, a school administrator, and a hearing officer. This team develops a plan to support the student's success. These conferences can be conducted by teleconference if needed. The student, parent, and an administrator are required to participate in the DAP meeting with the Hearing Officer. Please call our main office to schedule a DAP.

Diversionsary Referral Program (DRP)

Student Discipline and Placement offers the Diversionsary Referral Program (DRP) as a restorative option for qualifying students. This program gives our department the discretion to offer students to participate in the DRP in lieu of a DAEP placement.

A Hearing Officer refers a student to the DRP. The student must agree to participate in the DRP. Students are required to successfully complete the DRP. Students that do not successfully complete DRP will be assigned to the DAEP campus for a minimum 15 days. The program begins during the first 6-week report period. There will be approximately 2 DRP sessions held each month. One class for high school students and one class for middle school students. This class is conducted by teleconference on Saturday morning and lasts approximately 3 hours.

Rather than being viewed as receiving a negative consequence, being in the DRP class should be considered a benefit. The goal of the program is to reduce the frequency of SCC violations with the student. It is our hope to do so via individual counseling, chemical dependency education or through referral of additional support services.

Other District Protocols

Placement Review Committee

Each school shall have a Placement Review Committee composed of three members. The committee will determine the placement of a student when a teacher has removed the student and refuses to allow the return of the student to the teacher's class. The committee will make a final determination of the student's placement when a student is removed under this section.

- The campus faculty shall choose two teachers to serve as members and one teacher to serve as an alternate member.
- The Campus Behavior Coordinator shall choose one member from the professional staff of the campus.
- The teacher refusing to readmit the student may not serve on the committee.

Administrator protocols can be found [here](#).

Chapter 37.002 - Texas Education Code

A teacher may remove a student from class when:

- The student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach or with the learning of other students; or
- The behavior is so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to teach or with the learning of other students.

A teacher may document any conduct by a student that does not conform to the Student Code of Conduct and may submit that documentation to the principal. A teacher must remove a student from class if the student engages in conduct that requires or permits DAEP placement or expulsion under the Texas Education Code, in which case the procedures for DAEP placement or expulsion will apply.

If the teacher removed the student from class for engaging in assault, aggravated assault, sexual assault, aggravated sexual assault, or assault against the teacher, the student may not be returned to the teacher's class without the teacher's consent. The teacher may not be coerced to consent. In accordance with federal law, the placement of a student with disabilities may be changed only by a duly constituted ARD Committee.

When a teacher utilizes a formal removal of the student from the classroom, the administrator may place the student in: (1) another appropriate classroom, (2) in-school suspension, (3) out-of-school suspension, or (4) DAEP.

No later than three school days after a teacher has formally removed a student from class, an administrator will schedule a conference with the Placement Review Committee. Prior to the conference, the student will be

provided an explanation of the basis for removal and be given an opportunity to respond. After the conference, the Placement Review Committee will make a final determination of the student's placement when a student is removed under this section.

A student who is sent to the campus behavior coordinator or other administrator's office through an ordinary or a formal teacher removal from class is not considered to have been removed from the classroom for the purposes of reporting data through the Public Education Information Management System (PEIMS) or other similar reports required by state or federal law.

If the teacher removed the student from class because the student engaged in assault resulting in bodily injury, aggravated assault, sexual assault, or aggravated sexual assault against the teacher, the student may not be returned to the teacher's class without the teacher's consent. In other cases where the teacher initiates a formal removal, the student may only be returned to the teacher's class without the teacher's consent if the Placement Review Committee determines that the teacher's class is the best or only alternative.

Administrative Transfers

Administrative Transfer due process reviews will be conducted based on the following code of conduct violations.

1. If a student has been convicted of or placed on deferred adjudication for a Title V offense (sexual assault, aggravated sexual assault, aggravated robbery, murder, manslaughter, SCC pg. 43) against another student, staff or victim connected to a school on or off campus, and the victim or victim's parents request that Fort Worth ISD transfer the offending student to another campus (following completion of the recommended DAEP placement), the offending student shall be transferred to another campus in the district. School districts are not required to provide transportation to students transferred under this section.
2. Substantiated Bullying – must show documentation and attempted interventions (Education Code 25.0342)
 - a. Another classroom at the campus to which the victim was assigned at the time the bullying occurred.
 - b. A campus in the district other than the campus to which the victim was assigned at the time the bullying occurred, in consultation with the parent or guardian of the student who engaged in bullying.
 - c. On the request of a parent or other person with authority to act on behalf of a student who is a victim of bullying, a board or its designee shall transfer the victim.
3. If a student committed a serious offense against another student or staff on campus that resulted in a substantial injury or if the student directs an imminent targeted threat towards a student or staff person.

Principals, please fill out the form to submit your request [here](#). Administrative transfer requests must be made within the student's first 5 days of DAEP placement, otherwise the request will be denied.

Currently there is no bus transportation for Elementary and Middle school students. If the parent is not able to transport the student on a daily basis, the request will be denied.

Bullying Information and Investigation Protocols

The Student Code of Conduct describes bullying behaviors and their consequences. If you have a student or parent that reports bullying behavior on your campus, you will find the bullying flowchart, the administrator bullying investigation form, and the Cease and Desist (Stay Away Agreement) on the FWISD Student Discipline and Placement website.

Bullying (as defined in SCC)

A single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves written or verbal expression, including electronic communication, or physical conduct that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property or on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity, and that: (1) has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; (2) is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student; (3) materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or (4) infringes on the rights of the victim at school, including cyberbullying (see definition below). See District policy FFI for additional information regarding bullying.

Title IX

If you have questions regarding Title IX issues, please contact Cynthia Allen, the Title IX Coordinator at [Employee Services](#) for more information.

Dress Code Guidelines

The District's dress code is established in an effort to improve student learning and to facilitate a safe learning environment. It is intended to instill discipline, prevent disruption, avoid safety hazards, and teach respect for authority.

General Guidelines

Students shall be dressed and groomed in a manner that is clean and neat and that will not be a health or safety hazard to themselves or others. The District prohibits any clothing or grooming that in the principal's judgment may reasonably be expected to cause disruption of or interference with normal school operations. The District's dress code shall be a part of the local Student Code of Conduct.

Discipline Consequences

Mitigating Factors should be considered every time you consider any form of discipline with a student.

When deciding to order a student to out-of-school suspension, DAEP placement, expulsion, or placement in JJAEP the District will consider: (1) self-defense (see definitions), (2) the student's intent (see definitions or lack of intent at the time of the misconduct), (3) the student's disciplinary history, (4) a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct to the extent required by state and federal law, (5) a student's status in the conservatorship of the Department of Family and Protective Services and (6) a student's status as homeless. These factors will be taken into consideration regardless of whether it is a discretionary or mandatory disciplinary consequence.

A student who, upon investigation, is found to be subject to bullying will not be disciplined on the basis of using reasonable self-defense in response to the bullying, as determined by the campus administration.

Campus administrators can access their school ISS/OSS/OCI numbers by following these steps: [FOCUS Instructions](#)

How To Enter Discipline in FOCUS

The link above provides more thorough steps in entering discipline in FOCUS. They were provided by Rhonda Fields and her team in technology.

In-School Suspension Guidelines (ISS)

The purpose of the ISS intervention is to address minor student offenses (Level I). Examples can be found in the [SCC](#). Some examples include but are not limited to skipping, minor disruptive behavior, excessive tardies, etc. Students may be assigned to ISS for the remainder of a class period or up to 3 school days. A student may be placed in an in-school suspension program at the discretion of the

campus behavior coordinator. The parent and/or guardian must be notified by the school administrator before the in-school suspension placement becomes official. Parents/guardians shall be notified prior to a student serving detention that is scheduled before/after school hours. Transportation arrangements must be made with the parent/guardian prior to the scheduled detention.

The student will be informed of the reason for placement in ISS and be given an opportunity to respond before the administrator's decision is final. While in ISS the student will complete assignments from his or her teacher.

Please refer to the [Quick Reference Guide](#) for more information.

Out-of-School Suspension Guidelines (OSS)

Reasons for OSS

Per [TEC §37.005](#), under NO circumstance may an OSS for a particular incident exceed three school days.

Mitigating Factors should be considered every time you consider any form of discipline with a student.

When deciding to order a student to out-of-school suspension, DAEP placement, expulsion, or placement in JJAEP the District will consider: (1) self-defense (see definitions), (2) the student's intent (see definitions or lack of intent at the time of the misconduct), (3) the student's disciplinary history, (4) a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct to the extent required by state and federal law, (5) a student's status in the conservatorship of the Department of Family and Protective Services and (6) a student's status as homeless. These factors will be considered regardless of discretionary or mandatory disciplinary consequences.

A student who, upon investigation, is found to be subject to bullying (see definitions) will not be disciplined based on using reasonable self-defense (see definitions) in response to the bullying, as determined by the campus administration.

Students may be suspended from school for code of conduct violations. Prior to any disciplinary consequence being given to any student, the following discipline management techniques should be considered.

- Tier I Positive Behavior Intervention Strategies

- [Multi-Tiered Systems of Support](#)
- Teacher-parent telephone conferences
- [Restorative Practices](#) such as restorative chats, restorative circles, and circles of support can be used to establish a respect agreement, building school community, repairing harm, decision making strategies and/or teaching content.
- Student-parent-teacher conferences
- Counseling by teacher, counselor, or administrative personnel
- [Bullying Contract](#)
- Behavior coaching
- Conflict Resolution
- Separation or [“stay away”](#) agreements or orders.
- Digital citizenship lesson
- Cooling-off time or "time out"
- Referral to student support team, outside agency or [Family Resource Center](#)
- Administrator-teacher-parent telephone conference call
- Verbal correction
- Seating changes in the classroom
- Behavioral contracts
- Confiscation of items that disrupt the educational process.
- Grade reductions as permitted by policy.
- Mediation
- Anger management.
- Apply behavior management strategies identified in individual student organizations or extracurriculars.
- Detention
- Diversionary Action Plans developed at the department of [Student Discipline and Placement](#) (The campus behavior coordinator must accompany the student and parent for this option)
- Restitution or restoration
- Removal of student to the office, other assigned areas or in-school suspension
- Lowered conduct grade
- School-assessed and school administered counseling and/or group socialization skills training
- Placement in the [On-Campus Intervention Program](#) for secondary students as specified in the Level I and II sections of the Student Code of Conduct
- Loss or restriction of privileges, including participation or membership in co-curricular or extracurricular activities, seeking or holding honorary positions, or speaking at school activities.

- Withdrawing or restriction of bus privileges.
- Consequences identified in co-curricular or extracurricular codes of conduct, constitutions, by-laws, or other guidelines.

State law allows a regular education student to be suspended for as many as three (3) school days per behavior violation. Out-of-school suspensions will not exceed 3 consecutive school days for each separate behavior violation. There is not a limit to the number of times a student may be suspended in a semester or school year. If a student receives OSS for a partial school day, that partial day is considered one of three total allowable OSS days. An OSS may not exceed 3 consecutive school days ([TEC 37.005](#)). An ARD must be held for special education students who have been assigned to 10 out-of-school suspension days in a single school year prior to any further out-of-school suspension days assigned.

Grade Level and Other Restrictions for Assigning OSS

A student who is in fifth grade or younger cannot receive an out-of-school suspension unless, while at school or at a school-sponsored activity, the student engages in conduct that contains the elements of an offense related to weapons, violent offense, an imminent safety concern, or unless the student engages in selling, giving, or delivering to another person or possessing, using, or being under the influence of marijuana or a controlled substance, a dangerous drug, or an alcoholic beverage.

A student who is homeless, as that term is defined in federal law for homeless children and youth, cannot receive an out-of-school suspension, unless the student engages in conduct that contains the elements of an offense related to weapons, a violent offense, an imminent safety concern, or unless the student engages in selling, giving, or delivering to another person or possessing, using, or being under the influence of marijuana or a controlled substance, a dangerous drug, or an alcoholic beverage.

Before any special education student (all grade levels), homeless student (all grade levels), student in protective custody (all grade levels), PreK-5th grade student, or a secondary student that has not been assigned to OCI for a similar offense in the same school year are suspended, the administrator must discuss other discipline options with their appropriate direct supervisor (i.e. Executive Director or Principal). Suspension for these students will only be allowed with the prior authorization from the appropriate direct supervisor (i.e. Executive Director or Principal).

Please refer to the [Quick Reference Guide](#) for more information.

On Campus Intervention Program (OCI)

The OCI program is to address behavioral issues of secondary students who have committed Level I or Level II offenses, Fort Worth ISD developed this intervention strategy as an on-campus self-contained classroom model. This allows the student to remain at their home campus, but in a separate educational environment. The OCI Program will include equitable and restorative practices to motivate students, support students, and to provide healing to students. A student may be placed in the On-Campus Intervention program for up to 10 consecutive school days for any offenses listed under Level I and/or Level II discretionary offenses. This program is only available to students in middle and high school.

This includes incidents/ offenses occurring within 300 feet of school property, while attending a school sponsored event, or while attending a school related activity on or off school property. OCI is the highest school level consequence that can be assigned to a student. Please refer to the [OCI handbook](#) for non OCI offense examples and OCI offense examples. If a student is assigned to OCI by the office of SD&P, that placement can be as long as 15 days.

Students placed in OCI are:

- prohibited from any other school campus.
- prohibited from attending school sponsored events/extracurriculars.
- Disobeying this directive could result in further disciplinary action.

Please review the [OCI](#) handbook for guidelines.

Off Campus Discipline Alternative Education Programs

Insights Elementary Alternative Campus (DAEP) is FWISD's Discipline Alternative Education Program for grades 3 through 5. Students are assigned to Insights for 15 – 30 school days. We have 1 assistant principal, 4 regular education teachers, 1 SPED teacher, and 1 Intervention specialist assigned to Insights. Insights is located at 1419 College Avenue, Fort Worth, Texas 76104 inside of DeZavala Elementary.

Metro Middle/High School Alternative Campus (DAEP) – is FWISD's Discipline Alternative Education Program (DAEP) for grades 6 through 12. Students are assigned to Metro for 15 – 45 days for Level II SCC violations. Metro is located at 2801 Patino Road, Fort Worth, Texas 76112.

Juvenile Justice Alternative Education Program (JJAEP) Per Chapter 37 of the Texas Education Code, counties with a population greater than 125,000 must establish a Juvenile Justice Alternative Education Program. In Tarrant County, JJAEP is located within the FWISD attendance zone. Students assigned to JJAEP are receiving the most serious placement that a school district can assign. Students assigned to JJAEP are for higher level offenses, such as the Title V offenses. FWISD provides JJAEP with six (6) on-site teachers and one (1) on-site assistant principal. Students are assigned to JJAEP for an average of 60 < 180 days. The grade levels assigned to JJAEP range from 5th (must be 10 years of age) to 12th grade. JJAEP is located at 3131 Sanguinet, Fort Worth, Texas 76107.

Residential Facilities (Contract Sites)

Juvenile Detention Center – is a residential facility/FWISD school for delinquent youth (incarcerated). The Detention Center is operated by Tarrant County Juvenile Department. This facility is for detained youth awaiting court proceedings. Juveniles in this facility have been referred by police. We have six (6) FWISD teachers and one (1) FWISD assistant principal serving the DC on site. This facility houses approximately 100+ students. The average stay for youth is approximately 12 or less school days. The age of students at the Detention Center is typically between 10 to 16.

Safe Haven - is a residential facility/FWISD school for women and children who are victims of domestic violence. The average stay for a family is approximately 20 school days. Some students can attend schools in the Meadowbrook pyramid. Students who are considered high risk receive

educational services at the facility. There are two (2) FWISD teachers on site. The daily class size is approximately 12 students ranging in grades PK-12.

Bridge Association/All Church Home- is a residential facility/FWISD school serving student who are in CPS custody, are runaways, or are transitioning through foster care. Youths are in SH for about 20 school days. FWISD provides one (1) teacher for approximately 15 students ranging in grades between 4-12.

Assessment Center- is a residential facility/FWISD school providing academic services for youth who are new to the United States. The students are awaiting placement with family. Their average stay is approximately 20 school days. FWISD provides two (2) teachers for approximately 15 students. The teachers provide educational services to students from PK-12.

Tarrant Youth Recovery Campus – TYRC is a residential facility/FWISD school for delinquent youth struggling with a drug dependency. TYRC is located within the Fort Worth ISD attendance zone. TYRC is operated by MHMR of Tarrant County. This agency provides 24-hour care for students between the ages of 10 and 18. Students are usually court ordered to participate in this program by a Juvenile Court judge. TYRC serves approximately 15 male students daily 7th- 12th

***FWISD also provides the residential facilities with one (1) Inclusion teacher, one (1) Physical Education teacher, one (1) Intervention Specialist, and two (2) Part time school counselors to support the five contracted facilities.*

Department Contact Information

Student Discipline and Placement (SD&P)

2801 Patino Rd, Fort Worth, Texas 76112

Main number: 817-814-2961

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