

Wylie Independent School District



A G E N D A

REGULAR SESSION – MONDAY, AUGUST 18, 2025 - 5:00 P.M.

WYLIE ISD EDUCATIONAL SERVICE CENTER

951 S. Ballard

Wylie, Texas 75098

A. Call to Order

Roll Call, Establishment of Quorum

B. Public Forum for Agenda Items Only

C. Closed Session

1. Students – Texas Government Code Section 551.082 to deliberate a case: (1) involving discipline of a public school child.

Texas Government Code Section 551.0821 to deliberate a matter regarding a public school student if personally identifiable information about the student will necessarily be revealed by the deliberation.

- a. Conduct Expulsion Review

D. Board Workshop: Legislative Update

E. Executive Session – Section 551, Texas Government Code

1. Personnel – Texas Government Code Section 551.074 to deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee, or to hear a complaint or charge against an officer or employee.
 - a. Consider seeking sanctions against teacher's certificate for contract abandonment.
 - b. Recommendation to send notice of proposed termination to Dalton Pearson for good cause
 - c. Additional Personnel Units
2. Real Estate – Texas Government Code Section 551.072 to deliberate the purchase, exchange, lease, or value of real property if deliberation in an open meeting would have a detrimental effect on the position of the governmental body in negotiations with a third person.
3. Consultation with Legal Counsel – Texas Government Code Section 551.071, to consult with the District's attorney, in person or by phone, on a matter in which the duty of the attorney to the District, under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with Chapter 551 of the Texas Government Code
 - a. Recommendation to send notice of proposed termination to Dalton Pearson for good cause.

F. Open Session (Begins at approximately 7:00 p.m.)

1. Invocation
2. Pledge of Allegiance

G. Recognitions

1. Introduction of Executive Director of Fine Arts – Craig Needham

2. Introduction of Principal – Hartman Early Childhood Learning Center – Shawnell Bradshaw
3. Wylie Way Award – Ron and Mary Warkentine
4. Solar Car Challenge – Wylie East High School
5. Skills USA - Wylie East High School
6. Skills USA Robotics – National Championships - Wylie High School
7. HOSA International Leadership Conference – 1st Place Medical Innovation - Wylie High School
8. Future Farmers of America (FFA) – Lone Star Degree – Wylie High School

H. Information Reports and Public Meetings (No Action Required)

1. STAAR Accountability Update
2. Policy Updates
3. Achieving Zero Deficit Initiative (AZDI) Report
4. Student Handbook Review

I. Public Forum

J. Action Items

1. Consent Agenda

- a. Minutes
- b. Approval of Financial Reports
 1. Financial Reports
 2. Investment Report

- c. Wylie ISD Texas Teacher Evaluation and Support System (T-TESS) and Goal Setting & Professional Development (GSPD) Appraisal Calendar 2025-2026
- d. Wylie ISD Texas Teacher Evaluation and Support System (T-TESS) and Professional Performance Review (PPR) Appraisers 2025-2026
- e. Request Approval for the 2025-2026 Student Code of Conduct
- f. Request Approval for Innovative Student Courses 2025-2026
- g. Consider Approving RFP 2026-J06-100 – Fine Arts Contracted Services
- h. Consider Approval RFP 2026-J06-101 – Local Retail and Grocery
- i. Consider Approval RFP 2026-J06-102 – Instructional Supplies, Services, Subscriptions and Software
- j. Consider Approval of Adult Lunch Meal Price Increase
- k. Consider Approval of Gifts and Donations
- l. Proposal to Change Date of September 2025 Board Meeting
- m. Consider Action on UIL SB 401 Homeschool Student Participation Update
- n. Consider Approval of District of Innovation Amendment
- o. Consider Approval of Local Policy Updates: FNCE(LOCAL), EFB(LOCAL), FM(LOCAL), AND FD(LOCAL)
- p. Request Authority for Superintendent or Designee to Give Approval for Remote Homebound Instruction for Special Education Students

- q. Request Authority for Superintendent or Designee to Give Approval for 504 General Education Remote Homebound Instruction

2. New and Unfinished Action Items

- a. Adoption of Ordinance Setting Tax Rate for 2025-2026 School Year
- b. Budget Amendment 1 for the 2025-2026 School Year
- c. Consider and Take Action Regarding Expulsion Hearing on a Student Matter
- d. Consider Employee's Resignation without Good Cause and Proposed Complaint to the State Board of Educator Certification for Abandonment of Contract
- e. Consideration and possible action to approve the recommendation of the Superintendent, as presented, to send notice of proposed termination for good cause to Dalton Pearson.
- f. Personnel – Section 551.074 of the Texas Government Code
 - 1. Resignations
 - 2. Employment
 - 3. Additional Personnel Units

K. Adjournment

Information Reports and Public Meetings (No Action Required)

Subject: STAAR Accountability Update

The presentation highlights the district's results from the 2025 STAAR/EOC administrations. In addition, the A-F rating will be shared, which was released on August 12, 2025.

Contact: Dr. Kim Spicer, Deputy Superintendent

Subject: Policy Updates

The presentation will cover the immediate changes to board policy that must occur prior to September 1, 2025 due to legislation passed during the 89th Legislature. Policies requiring amendment include:

- FM (Local) and FD (Local) due to SB 401, which addresses non-enrolled students' participation in UIL activities.
- EFB (Local) due to SB 13, which addresses new guidelines for libraries and books.
- FNCE (Local) due to HB 1481, which requires school districts to adopt new policy regarding the prohibition of personal communication devices during the school day.

Contact: Dr. Jessica Branch, Chief of Staff

Subject: Achieving Zero Deficit Initiative (AZDI) Report

For the last couple of years, the district has adopted a deficit budget and that practice will not be sustainable over a long period of time. The administration has developed a systemic plan to achieve a balanced budget. We will present an overview of the upcoming Achieving Zero Deficit Initiative (AZDI) on our steps to make sure the district maintains a strong financial position.

Contact: Dr. David Vinson, Superintendent

Subject: Student Handbook Review

The presentation will cover the major changes to the 25-26 Student Handbook, based on changes pushed out from the 89th Legislative Session. Topics include the impact of Senate Bill 12, House Bill 6, and House Bill 1481.

Contact: Scott Winn, Assistant Superintendent for Student Services

Consent Agenda

Subject: Board Minutes

Attached for your review are the minutes from the Regular Meeting on June 16, 2025, as well as a Special Called Meeting held on Monday, July 21, 2025. If no changes are noted, it is recommended that you approve the minutes as presented by administration.

Contact: Rhonda Tracy, Assistant to the Superintendent

Subject: Financial Reports

Attached for your review are the Financial Reports. If no changes are noted, it is recommended that you approve the report as presented by administration.

Contact: Scott Roderick, CPA, Assistant Superintendent for Finance and Operations

Subject: Investment Reports

Attached for your review are the Investment Reports. If no changes are noted, it is recommended that you approve the report as presented by administration.

Contact: Scott Roderick, CPA, Assistant Superintendent for Finance and Operations

Subject: Wylie ISD Texas Teacher Evaluation and Support System (T-TESS) and Goal Setting & Professional Development (GSPD) Appraisal Calendar 2025-2026

Campus administrators have been provided with the updated T-TESS Manual as well as the important dates. Campus administrators will conduct updated training for their staff during professional development to ensure all staff members are knowledgeable regarding the T-TESS process. Please view the links below to see the information provided for campus administrators.

[T-TESS Manual 25-26](#)

[T-TESS Important Dates 25-26](#)

[T-TESS PD Campus Refresher 25-26](#)

Contact: Amanda Lannan, Assistant Superintendent for Human Resources

Subject: Wylie ISD Texas Teacher Evaluation and Support System (T-TESS) and Professional Performance Review (PPR) Appraisers 2025-2026

The attached list of administrators is approved as appraisers for the T-TESS and PPR instruments in the Wylie Independent School District and may conduct teacher appraisals when so designated by the teacher's supervisor. The teacher's supervisor shall conduct the teacher's appraisal unless determined otherwise. It is recommended that you approve this item as presented by administration.

Contact: Amanda Lannan, Assistant Superintendent for Human Resources

Subject: Request Approval for 2025-2026 Student Code of Conduct

Attached for your review is the 2025-2026 Student Code of Conduct (SCC). It is recommended that you approve the Student Code of Conduct as presented to promote a safe, secure, and optimal learning environment for all students.

Contact: Scott Winn, Assistant Superintendent for Student Services

Subject: Request Approval for Innovative Student Courses 2025-2026

In accordance with TEA regulations involving innovative courses, a school district may offer any state-approved innovative course for state elective credit. Attached for your review is a list of innovative courses proposed for use in Wylie ISD during the 2025-2026 school year. All of these courses were approved for use during the 2025-2026 school year by the Texas Education Agency. It is recommended that you approve this item as presented by administration.

Contact: Dr. Kim Spicer, Deputy Superintendent and Dr. Stephen Davis, Executive Director for Secondary Education

Subject: Consider Approving RFP 2026-J06-100 – Fine Arts Contracted Services

This request for proposal is an extended opening bid to capture the fine arts service vendors. This is the list of vendors for this extended RFP. It is recommended that you approve this item as presented by administration.

Contact: Scott Roderick, CPA, Assistant Superintendent for Finance and Operations

Subject: Consider Approval RFP 2026-J06-101 – Local Retail and Grocery

This request for proposal is an extended opening bid to capture the local retail and grocery vendors. This is the list of vendors for this extended RFP. It is recommended that you approve this item as presented by administration.

Contact: Scott Roderick, CPA, Assistant Superintendent for Finance and Operations

Subject: Consider Approval RFP 2026-J06-102 – Instructional Supplies, Services, Subscriptions and Software

This request for proposal is an extended opening bid to capture the instructional supplies, services, subscriptions and software vendors. This is the list of vendors for this extended RFP. It is recommended that you approve this item as presented by administration.

Contact: Scott Roderick, CPA, Assistant Superintendent for Finance and Operations

Subject: Consider Approval of Adult Lunch Meal Price Increase

Each year, our Student Nutrition Department is required to perform a calculation of our meal prices for our breakfast and lunches. The USDA releases their reimbursement rates for the upcoming year and to be compliant with the National School Lunch Program (NSLP) and the School Breakfast Program (SBP), entities receiving funds must check their prices charged. Wylie ISD is compliant in all areas except for adult lunch prices. We currently charge \$4.50 per adult lunch meal. To simplify the process, we recommend keeping the prices in increments of \$0.25. We recommend increasing the Adult lunch meal price to \$4.75. It is recommended that you approve this item as presented by administration.

Contact: Scott Roderick, CPA, Assistant Superintendent for Finance and Operations

Subject: Consider Approval of Gifts and Donations

The district receives donations from a variety of sources including PTA's, area businesses and other groups. Many organizations within the District benefit from donations such as campuses, student groups, teachers, and class. All donations made to the District must be approved by the Board of Trustees. The report is a list of donations received from January 2025 to June 2025. It is recommended that you approve this item as presented by administration.

Contact: Scott Roderick, CPA, Assistant Superintendent for Finance and Operations

Subject: Proposal to Change Date of September 2025 Board Meeting

We are proposing to change the date of the September 2025 Board Meeting as Monday, September 15 conflicts with the Wylie High School Homecoming Parade. It is recommended that you approve this item as presented by administration.

Contact: Dr. David Vinson, Superintendent

Subject: Consider Action on UIL SB401 Homeschool Student Participation Update

SB 401 requires the board to take action to opt out of letting homeschool and private school children participate in UIL activities. We have updated FM(Local) and FD(Local) to Opt-out for Homeschool in Extracurriculars.

Contact: Dr. Kim Spicer, Deputy Superintendent

Subject: Consider Approval of District of Innovation Amendment

During the 89th Legislative Session, House Bill 6 restricted exemptions through a District of Innovation for anything related to Chapter 37, the Texas School Discipline Code. Wylie ISD has one component pertaining to Chapter 37, allowing the district to utilize our current discipline matrix for students caught in possession or use of an e-cigarette in lieu of mandatory DAEP. E-cigarette use and possession were readdressed through House Bill 6 and are primarily in alignment with what we were using through our discipline matrix.

We have surveyed our DWEIC for approval of the amendment, and they have indicated that they support the change. We will ask for your final approval in the consent agenda presented at the August meeting.

Contact: Dr. Jessica Branch, Chief of Staff

Subject: Consider Approval of Local Policy Updates: FNCE(LOCAL), EFB(LOCAL), FM(LOCAL), and FD(LOCAL)

Attached are the policy updates we will ask you to approve at the August Board Meeting. We have received proposed drafts. These are all attached for your review.

- **FNCE Local - Personal Communication Devices**
- **EFB Local - Library Materials**
- **FM Local - Opt-out for Homeschool in Extracurriculars**
- **FD Local - Opt-out for Homeschool in Extracurriculars**

Contact: Dr. Jessica Branch, Chief of Staff

Subject: Request Authority for Superintendent or Designee to give Approval for Remote Homebound Instruction for Special Education Students

Request to approve remote homebound services for a Wylie ISD Special Education student with significant health concerns. Virtual homebound services will allow this student to continue to receive services outlined in the IEP.

Contact: Dr. Kim Spicer, Deputy Superintendent

Subject: Request Authority for Superintendent or Designee to give Approval for 504 General Education Remote Homebound Instruction

Request to approve remote homebound services for a Wylie ISD student who receives 504 services due to a physical disability. Virtual homebound services will allow this student to continue with her coursework while recovering from surgery.

Contact: Dr. Kim Spicer, Deputy Superintendent

MOTION REQUESTED

It is recommended that the Consent Agenda, Items “a-q”, be approved as presented by Administration.

**WYLIE INDEPENDENT SCHOOL DISTRICT
WYLIE, TEXAS**

MONDAY, JUNE 16, 2025 - BOARD MEETING - REGULAR SESSION:

The Wylie Independent School District Board of Trustees met in regular session on Monday, June 16, 2025, at the Wylie Independent School District Educational Service Center, 951 S. Ballard, Wylie, Texas, 75098.

CALL TO ORDER:

Board President, Dr. Jacob Day called the meeting to order at 6:00 p.m.

Board members present: Jacob Day, Bill Howard, Suzi Kennon, Virdie Montgomery, Kylie Reising, Stacie Smith, and Mike Williams

Board members absent: None

School Officials Present: Superintendent Dr. David Vinson, Deputy Superintendent Dr. Kim Spicer, Assistant Superintendents Scott Winn, Scott Roderick and Amanda Lannan, Chief of Staff Dr. Jessica Branch, Chief Information Officer April Cunningham, Principals, Tiffany Doolan, Brian Alexander, Jennifer Wiseman, Heather Buckley, Levi Turner, May Zucha, Jason Ervin, TJ Fields, Christa Smyder, Christ Dunkle, Erica Brunson, Crystal Harrelson, Vanessa Hudgins, Kellye Morton, Tiffany Leech, Stephanie Nishiyama, Ashala Foppe-Morris, Assistant Principal Janet Wyatt, Executive Director for Community Relations Ian Halperin, Executive Director of Elementary Education Joei Shermer, Executive Director of Fine Arts Glenn Lambert, Executive Director for human Resources Adam Jacobson, Executive Director for Special Services Leslie Coble, Executive Director of Special Education Morgan Power, Executive Director of Academic and Career Connections Jason Hudson, Director of Special Services Jill Vasquez, Director of Staff Development Lee Hattaway, Director of the Wylie Way Amanda Martin, Director of Assessment and Accountability Andie Doty, Director of Health Services Amy Hillin

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School Officials Present (Cont.)	Audio/Visual Technician Daniel Dollar, Assistant to the Superintendent Rhonda Tracy Administrative Assistant for Finance and Operations Donna Nettles, Administrative Assistant for Student Services Joelle Dudrow, Administrative Assistant for Communications LaWanna Moody, Administrative Assistant for Community Relations Diane Neel, District Receptionist Carrie Ann Taylor
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Visitors:	Approximately 75
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EXECUTIVE SESSION

At 6:00 p.m., the board was called into Executive Session to discuss the following:

1. Personnel – Texas Government Code Section 551.074 to deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee, or to hear a complaint or charge against an officer or employee.
 - a. Additional Personnel Units
 - b. Discuss Additional Responsibilities of Safety and Security Specialist
2. Real Estate – Texas Government Code Section 551.072 to deliberate the purchase, exchange, lease, or value of real property if deliberation in an open meeting would have a detrimental effect on the position of the governmental body in negotiations with a third person.
3. Consultation with Legal Counsel – Texas Government Code Section 551.071, to consult with the district's attorney, in person or by phone, on a matter in which the duty of the attorney to the District, under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with Chapter 551 of the Texas Government Code.

OPEN SESSION:

At 7:00 p.m., the meeting moved into open session.

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RECOGNITIONS

1. Introduction of Mary Zucha, Cooper Junior High School Principal
2. Introduction of Leslie Dodson, Executive Director for Student Services
3. Creating Leaders and Advocates for Schools (CLAAS) – Graduation
4. Texas High School Lacrosse League – Division C – State Champions – Wylie East High School and Wylie High School
5. Air Force Junior Reserve Officer Training Corps (AFJROTC) – Nationally Accredited Joint Cadet Leadership Course- Distinguished Graduate, Honor Graduate, and Honor Graduate & Military Officer of World War National Award Winner – Wylie High School

INFORMATION REPORTS AND PUBLIC MEETINGS (NO ACTION REQUIRED)

1. Presentation and Public Hearing on the 2025-2026 Budget and Proposed Tax Rate by Scott Roderick. The Public Hearing began at 7:40 p.m. and ended at 7:41 p.m. No one came forward to speak.
2. April Cunningham, Executive Director of Communications gave a Communications and Community Relations Update.
3. Dr. Jessica Branch presented a Legislative Update focusing on HB6.

ACTION ITEMS:

1. Consent Agenda
 - a. Minutes
 - b. Financial Reports
 1. Financial Reports
 2. Investment Reports
 3. Student Nutrition Reports
 - c. Budget Amendment 9 for the 2024-2025 School Year
 - d. Request to Cancel July 21, 2025, Regular Scheduled Board Meeting
 - e. Consider Resolution Approving Emergency Closure

Consent Agenda (Continued)

- f. Consider Approving RFP 2025-J06-100 – Fine Arts Contracted Services
- g. Consider Approval RFP 2025-J06-101 – Local Restaurant, Fast Food and Catering
- h. Consider Approval RFP 2025-J06-102 - Local Retail and Grocery
- i. Consider Approval RFP 2025-J06-103 – Instructional Supplies, Services, Subscriptions and Software
- j. Consider Student Breakfast and Lunch Price Increase
- k. Consider Approval TASB Board Policy Update 125
- l. Consider Approval of Avant Foreign Language Resolution

M/M by Stacie Smith and seconded by Kylie Reising to approve the consent agenda items “a-l” as presented by administration

Motion carried unanimously, 7-0.

2. New and Unfinished Action Items

- a. Board Resolution Adopting the Budget for the 2025-2026 Fiscal Year

M/M by Virddie Montgomery and seconded by Bill Howard to approve the resolution adopting the budget for the 2025-2026 Fiscal Year which includes \$165,000 for Accelerated Instruction as presented by administration

Motion carried unanimously, 7-0.

- b. Discuss and take action to adopt an Order Authorizing the Defeasance and Redemption of a Portion of Wylie Independent School District Unlimited Tax School Building Bonds, Series 2015B; And All Matters Incident or Related Thereto

New and Unfinished Action Items (Continued)

M/M by Kylie Reising and seconded by Stacie Smith to adopt an order authorizing the defeasance and redemption of a portion of Wylie ISD unlimited tax school building bonds, series 2015B and all matters related.

Motion carried unanimously, 7-0.

- c. Consider Approval of Additional Responsibilities for Safety and Security Specialist

M/M by Stacie Smith and seconded by Kylie Reising to approve additional responsibilities for the Safety and Security Specialist as presented by administration.

Motion carried unanimously, 7-0.

- d. Consider Approval of DH(LOCAL) Update

M/M by Kylie Reising and seconded by Mike Williams to approve DH(LOCAL) Updates as presented by administration.

Motion carried unanimously, 7-0.

- e. Consideration and Possible Action to Approve Endorsement of Garland ISD Trustee Robert Selders, Jr. for Region 10, Position A, on the TASB Board of Directors

M/M by Suzi Kennon and seconded by Stacie Smith to approve the Endorsement of Garland ISD Trustee Robert Selders, Jr. for Region 10, Position A, on the TASB Board of Directors

Motion carried unanimously, 7-0.

- f. Consider Approval of Proposed 2025-2026 Compensation Plan

M/M by Bill Howard and seconded by Stacie Smith to approve the Proposed 2025-2026 compensation Plan as presented by administration.

Motion carried unanimously, 7-0.

New and Unfinished Action Items (Continued)

- g. Personnel – Section 551.074 of the Texas Government Code
 - 1. Resignations
 - 2. Employment
 - 3. Additional Personnel Units

M/M by Kylie Reising and seconded by Bill Howard to approve resignations, employment, and additional personnel units as presented by administration

Motion carried unanimously, 7-0.

ADJOURNMENT:

At 8:39p.m., the meeting was adjourned by mutual consent.

Dr. Jacob Day, President

Kylie Reising, Secretary

**WYLIE INDEPENDENT SCHOOL DISTRICT
WYLIE, TEXAS**

MONDAY, JULY 21, 2025 - BOARD MEETING – SPECIAL CALLED SESSION:

The Wylie Independent School District Board of Trustees met in a special called session on Monday, July 21, 2025, at the Wylie Independent School District Educational Service Center, 951 S. Ballard, Wylie, Texas, 75098.

CALL TO ORDER:

Board President, Dr. Jacob Day, called the meeting to order at 8:00 a.m.

Board members present: Jacob Day, Virdie Montgomery, Kylie Reising, Stacie Smith and Mike Williams

Board members absent: Bill Howard and Suzi Kennon

School Officials Present: Superintendent Dr. David Vinson, Deputy Superintendent Dr. Kim Spicer, Assistant Superintendents Scott Winn, Scott Roderick and Amanda Lannan, Chief of Staff Dr. Jessica Branch, Chief Information Officer April Cunningham, Web/Multimedia Coordinator Doug Bellamy, Audio/Visual Technician Daniel Dollar, and Assistant to the Superintendent Rhonda Tracy

Visitors: 1

OPEN SESSION:

At 8:00 a.m., the meeting moved into open session.

PUBLIC FORUM

No one signed in to speak in Public Forum.

CLOSED SESSION

1. Pursuant to Texas Government Code Section 551.0821, to deliberate a matter regarding a public school student if personally identifiable information about the student will necessarily be revealed by the deliberation.
2. Pursuant to Texas Government Code Section 551.074, to hear a complaint or charge against an officer or employee, or to deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee

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3. Pursuant to Texas Government Code Section 551.074, to hear a complaint or charge against an officer or employee, or to deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee
 - a. Conduct Level III Hearing on a student matter.

NEW AND UNFINISHED ACTION ITEMS

1. Consider and Take Action regarding a Level III hearing on a student matter.

M/M by Stacie Smith and seconded by Mike Williams to deny the Level III Grievance filed by Parent, thereby denying his requested relief.

Motion passed unanimously, 5-0.

ADJOURNMENT:

At 8:56 a.m., the meeting was adjourned by mutual consent.

Dr. Jacob Day, President

Kylie Reising, Secretary

Wylie Independent School District

Interim Financial Reports

July 31, 2025

Wylie Independent School District

Interim Financial Reports

As of July 31, 2025

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Wylie Independent School District

Balance Sheet

All Governmental Funds

July 31, 2025

		<u>General Fund</u>	<u>Food Service Fund</u>	<u>Special Revenue Fund</u>	<u>Debt Service Fund</u>	<u>Capital Projects Fund</u>
Assets						
1110	Cash and cash equivalents	\$ 8,068,128	\$ 912,568	\$ 2,230,597	\$ 25,086	\$ 5,461,647
1120	Current investments	57,311,374	3,706,611	3,470,491	41,895,121	222,596,250
1225	Taxes receivable, net	792,967	-	-	425,432	-
1240	Due from other governments	1,003,623	-	1,066,395	840,788	-
1250	Accrued Interest	-	-	-	-	-
1260	Due from other funds	1,084,478	-	5,611	-	-
1290	Other receivables	1,261	-	2,830	-	-
1300	Inventories	55,879	-	-	-	-
1490	Other current assets	116,046	-	-	-	-
		<u>116,046</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
1000	Total Assets	<u>\$ 68,433,756</u>	<u>\$ 4,619,179</u>	<u>\$ 6,775,924</u>	<u>\$ 43,186,427</u>	<u>\$ 228,057,897</u>
Liabilities						
2110	Accounts payable	\$ -	\$ -	\$ -	\$ -	\$ -
2150	Payroll deductions & withholdings	1,867,571	33,746	27,085	-	-
2160	Accrued wages payable	8,768,567	226,598	166,450	-	-
2170	Due to other funds	892,324	-	197,788	-	-
2180	Due to other governments	-	-	-	83,399	-
2200	Accrued expenditures	-	-	-	-	-
2300	Unearned revenue	-	-	695,412	-	-
2400	Payable from restricted assets	-	-	-	-	-
2600	Deferred Inflows	792,967	883	-	425,432	-
		<u>792,967</u>	<u>883</u>	<u>-</u>	<u>425,432</u>	<u>-</u>
2000	Total Liabilities	<u>12,321,429</u>	<u>261,227</u>	<u>1,086,735</u>	<u>508,831</u>	<u>-</u>
Fund Balances						
3410	Investments in Inventory	\$ 48,850	\$ -	\$ -	\$ -	\$ -
3430	Reserve for Prepaid Items	2,886,849	-	-	-	-
3450	Restricted for Federal/State Funds Grant Restrictions	-	4,357,952	9,558	-	-
3470	Reserve for Capital Acq/Contractual Obligations	-	-	-	-	228,057,897
3480	Restricted for Retirement of Long-Term Debt	-	-	-	34,838,726	-
3490	Other reserves of fund balance	301,242	-	4,421,349	-	-
3540	Designated Fund Balance - Campus Activity Fund	-	-	1,258,282	-	-
3570	Assigned Fund Balance - Construction Projects	10,000,000	-	-	-	-
3590	Other Designated Fund Balances	9,566,696	-	-	-	-
3600	Unassigned Fund Balance	33,308,690	-	-	7,838,870	-
		<u>33,308,690</u>	<u>-</u>	<u>-</u>	<u>7,838,870</u>	<u>-</u>
3000	Total Fund Balances *	<u>56,112,327</u>	<u>4,357,952</u>	<u>5,689,189</u>	<u>42,677,596</u>	<u>228,057,897</u>
4000	Total Liabilities and Fund Balances	<u>\$ 68,433,756</u>	<u>\$ 4,619,179</u>	<u>\$ 6,775,924</u>	<u>\$ 43,186,427</u>	<u>\$ 228,057,897</u>

* Fund Balances do not include 2024-2025 year-end entries.

Wylie Independent School District

Budget and Actual

General Fund

July 1, 2025 through July 31, 2025

		<u>Budget*</u>	<u>YTD Actual**</u>	<u>% of Budget</u>
Revenues				
5700	Local & intermediate sources	\$ 85,751,731	\$ 678,926	0.79%
5800	State sources	118,104,874	12,847,408	10.88%
5900	Federal sources	<u>823,800</u>	<u>-</u>	<u>0.00%</u>
	Total Revenues	<u>204,680,405</u>	<u>13,526,334</u>	<u>6.61%</u>
Expenditures				
11	Instruction	133,656,940	1,587,360	1.19%
12	Instructional resources & media	1,338,866	30,945	2.31%
13	Staff development	5,959,273	367,078	6.16%
21	Instructional administration	2,207,764	206,503	9.35%
23	School administration	11,356,214	732,262	6.45%
31	Guidance and counseling	6,532,077	110,562	1.69%
32	Social Work Services	65,471	686	1.05%
33	Health services	2,211,660	29,560	1.34%
34	Student transportation	9,064,237	388,787	4.29%
35	Food Services	125,000	569	0.46%
36	Co-curricular activities	6,474,741	185,936	2.87%
41	General administration	8,879,171	919,845	10.36%
51	Plant maintenance & operations	21,649,969	3,567,899	16.48%
52	Security	2,676,160	28,271	1.06%
53	Technology	5,431,788	579,726	10.67%
61	Community service	1,000	-	0.00%
71	Debt service	4,563,482	501,460	10.99%
81	Facilities Acquisition and Construction	36,093	-	0.00%
95	JJAEP Programs	96,000	-	0.00%
99	Other Intergovernmental Charges	970,000	-	0.00%
	Total Expenditures	<u>223,295,906</u>	<u>9,237,449</u>	<u>4.14%</u>
Excess Revenues Over/(Under) Expenditures		<u>(18,615,501)</u>	<u>4,288,885</u>	
7XXX	Other Financing Sources	1,638,800	56	
8XXX	Other Financing Uses	<u>-</u>	<u>-</u>	
	Total Other Financing Sources/(Uses)	<u>1,638,800</u>	<u>56</u>	
Beginning Fund Balance - July 1, 2024		<u>51,823,386</u>	<u>51,823,386</u>	
Estimated Fund Balance - Ending		<u>\$ 34,846,685</u>	<u>\$ 56,112,327</u>	

Notes:

- * The budget will be amended throughout the year as needed.
- ** Year-To-Date Actuals includes all revenues and expenditures.
- *** May be off < > \$1 due to rounding.

WYLIE INDEPENDENT SCHOOL DISTRICT

Budget - Revenue Detail

General Fund

July 1, 2025 through July 31, 2025

	<u>Original Budget</u>	<u>Approved Amended Budget</u>	<u>YTD Actual</u>	<u>% of Budget</u>
REVENUES				
Local Resources				
5711 Taxes, Current Year Levy	\$ 80,971,258	\$ 80,971,258	\$ 120,030	0.15%
5712 Taxes, Prior Years	300,000	300,000	(18,842)	-6.28%
5716 Penalties and Interest	210,000	210,000	25,476	12.13%
5719 Other Tax Revenue	20,000	20,000	1,079	5.40%
Total Property Tax Revenue	81,501,258	81,501,258	127,743	0.16%
Other Local Revenue				
5735 Student Transfer Tuition	30,000	30,000	-	0.00%
5736 Summer Camp Tuition	50,000	50,000	-	0.00%
5737 Summer School Tuition	-	-	(153)	0.00%
5742 Earnings from Investments	2,700,000	2,700,000	251,615	9.32%
5743 Rent	500,000	500,000	37,603	7.52%
5744 Donations	171,773	171,773	25	0.01%
5745 Insurance Recovery	-	-	-	0.00%
5749 Other Revenue from Local Sources	380,000	380,000	248,825	65.48%
5752 Athletic Activity	418,700	418,700	13,268	3.17%
Total Other Local Resources	4,250,473	4,250,473	551,183	12.97%
Total Local Resources	85,751,731	85,751,731	678,926	0.79%
State Sources				
5811 Per Capita Apportionment	7,339,180	7,339,180	749,946	10.22%
5812 Foundation School Program (FSP)	99,403,751	99,403,751	11,240,103	11.31%
5819 Other FSP Revenues	-	-	-	0.00%
5829 State Revenue	-	-	-	0.00%
5831 TRS on Behalf	11,361,943	11,361,943	857,359	7.55%
5842 Supplemental State Visually Impaired	-	-	-	0.00%
5849 SSA State Revenues	-	-	-	0.00%
Total State Revenue	118,104,874	118,104,874	12,847,408	10.88%
Federal Resources				
5919 Indirect Costs from Federal Funds (SSA)	-	-	-	0.00%
5929 Indirect Costs from Federal Funds (TEA)	75,000	75,000	-	0.00%
5931 School Health Services (SHARS)	500,000	500,000	-	0.00%
5932 Medicaid Adm Claiming Program (MAC)	25,000	25,000	-	0.00%
5939 State Comp/Flood Area	3,800	3,800	-	0.00%
5941 Impact Aid	100,000	100,000	-	0.00%
5946 Federal Revenue from Federal Agencies	120,000	120,000	-	0.00%
Total Federal Revenue	823,800	823,800	-	0.00%
TOTAL REVENUES	\$ 204,680,405	\$ 204,680,405	\$ 13,526,334	6.61%

WYLIE INDEPENDENT SCHOOL DISTRICT
Expenditure Detail by Object
General Fund
July 1, 2025 through July 31, 2025

		<u>Original Budget</u>	<u>Amended Budget</u>	<u>YTD Actual</u>	<u>% of Budget</u>
EXPENSES					
6100s					
6100-6199	Payroll	\$ 183,396,980	\$ 183,396,980	\$ 4,350,211	2.37%
6200s					
6200-6299	Professional & Contracted Services	15,978,651	15,972,170	813,775	5.09%
6300s					
6300-6399	Supplies & Materials	12,590,757	12,518,517	1,105,840	8.83%
6400s					
6400-6499	Other Operating Costs	6,415,636	6,486,578	2,444,913	37.69%
6500s					
6500-6599	Debt Services	4,563,482	4,563,482	501,460	10.99%
6600s					
6600-6699	Capital Outlay	350,400	358,179	21,250	5.93%
TOTAL EXPENSES		\$ 223,295,906	\$ 223,295,906	\$ 9,237,449	4.14%

Wylie Independent School District

Budget and Actual

Food Service Fund

July 1, 2025 through July 31, 2025

		<u>Budget*</u>	<u>YTD Actual**</u>	<u>% of Budget</u>
Revenues				
5700	Local & intermediate sources	\$ 6,332,340	\$ 353,675	5.59%
5800	State sources	250,000	18,279	7.31%
5900	Federal sources	<u>4,930,442</u>	<u>-</u>	<u>0.00%</u>
	Total Revenues	<u>11,512,782</u>	<u>371,954</u>	<u>3.23%</u>
Expenditures				
35	Food Services	12,984,542	176,827	1.36%
51	Plant Maintenance and Operations	28,240	5	0.02%
71	Debt Service (copiers)	-	-	0.00%
81	Facilities Acquisition and Construction	<u>-</u>	<u>-</u>	<u>0.00%</u>
	Total Expenditures	<u>13,012,782</u>	<u>176,832</u>	<u>1.36%</u>
	Excess Revenues Over/(Under) Expenditures	(1,500,000)	195,122	
7XXX	Other Financing Sources	-	-	
8XXX	Other Financing Uses	<u>-</u>	<u>-</u>	
	Total Other Financing Sources/(Uses)	<u>-</u>	<u>-</u>	
Actual Fund Balance - July 1, 2024				
		<u>4,162,830</u>	<u>4,162,830</u>	
Estimated Fund Balance - Ending				
		<u>\$ 2,662,830</u>	<u>\$ 4,357,952</u>	

Notes:

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WYLIE INDEPENDENT SCHOOL DISTRICT

Budget - Revenue Detail

Food Service Fund

July 1, 2025 through July 31, 2025

	<u>Original Budget</u>	<u>Approved Amended Budget</u>	<u>YTD Actual</u>	<u>% of Budget</u>
REVENUES				
Other Local Revenue				
5742 Earnings from Investments	\$ 100,000	\$ 100,000	\$ 17,914	17.91%
5745 Insurance Recovery	-	-	-	0.00%
5749 Other Revenue from Local Sources	16,000	16,000	-	0.00%
5751 Food Service Activity	6,216,340	6,216,340	335,761	5.40%
Total Local Resources	<u>6,332,340</u>	<u>6,332,340</u>	<u>353,675</u>	<u>5.59%</u>
State Sources				
5829 State Revenue	50,000	50,000	18,279	36.56%
5831 TRS on Behalf	200,000	200,000	-	0.00%
Total State Revenue	<u>250,000</u>	<u>250,000</u>	<u>18,279</u>	<u>7.31%</u>
Federal Resources				
5919 Federal Revenue	-	-	-	0.00%
5921 NSLP-School Breakfast	650,000	650,000	-	0.00%
5922 NSLP - School Lunch	3,500,000	3,500,000	-	0.00%
5923 USDA Donated Commodities	780,442	780,442	-	0.00%
5939 Fed Rev Distributed by TX Govt Agency	-	-	-	0.00%
Total Federal Revenue	<u>4,930,442</u>	<u>4,930,442</u>	<u>-</u>	<u>0.00%</u>
TOTAL REVENUES	<u><u>\$ 11,512,782</u></u>	<u><u>\$ 11,512,782</u></u>	<u><u>\$ 371,954</u></u>	<u><u>3.23%</u></u>

WYLIE INDEPENDENT SCHOOL DISTRICT

Expenditure Detail by Object

Food Service Fund

July 1, 2025 through July 31, 2025

	<u>Original Budget</u>	<u>Amended Budget</u>	<u>YTD Actual</u>	<u>% of Budget</u>
EXPENSES				
6100s				
6100-6199 Payroll	\$ 4,982,250	\$ 4,982,250	\$ 93,838	1.88%
6200s				
6200-6299 Professional & Contracted Services	213,240	213,240	5	0.00%
6300s				
6300-6399 Supplies & Materials	6,138,792	6,138,792	78,644	1.28%
6400s				
6400-6499 Other Operating Costs	78,500	78,500	4,345	5.54%
6500s				
6500-6599 Debt Services	-	-	-	0.00%
6600s				
6600-6699 Capital Outlay	1,600,000	1,600,000	-	0.00%
TOTAL EXPENSES	\$ 13,012,782	\$ 13,012,782	\$ 176,832	1.36%

Wylie Independent School District

Budget and Actual

Special Revenue Fund

July 1, 2025 through July 31, 2025

		<u>Budget*</u>	<u>YTD Actual**</u>	<u>% of Budget</u>
Revenues				
5700	Local & intermediate sources	\$ 143,777	\$ 103,176	71.76%
5800	State sources	1,241,718	938,491	75.58%
5900	Federal sources	<u>1,237,430</u>	<u>-</u>	<u>0.00%</u>
	Total Revenues	<u>2,622,925</u>	<u>1,041,667</u>	<u>39.71%</u>
Expenditures				
11	Instruction	4,176,362	32,885	0.79%
12	Instructional resources & media	93,600	(133)	-0.14%
13	Staff development	201,240	14,642	7.28%
21	Instructional administration	-	-	0.00%
23	School administration	18,631	256	1.37%
31	Guidance and counseling	189,553	14,046	7.41%
32	Social work services	12,837	-	0.00%
33	Health services	-	-	0.00%
34	Student transportation	1,226,501	-	0.00%
35	Food Service	2,590	-	0.00%
36	Co-curricular activities	441,499	1,678	0.38%
41	General administration	5,500	-	0.00%
51	Plant maintenance & operations	9,672	-	0.00%
52	Security	265,492	-	0.00%
53	Technology	-	-	0.00%
61	Community service	7,368	1,608	21.82%
71	Debt service	-	-	0.00%
81	Facilities acquisition and construction	33,891	-	0.00%
93	Payments to SSA member districts	-	-	0.00%
	Total Expenditures	<u>6,684,736</u>	<u>64,982</u>	<u>0.97%</u>
Excess Revenues Over/(Under) Expenditures		(4,061,811)	976,685	
7XXX	Other Financing Sources	-	-	
8XXX	Other Financing Uses	<u>-</u>	<u>-</u>	
	Total Other Financing Sources/(Uses)	<u>-</u>	<u>-</u>	
Actual Fund Balance - July 1, 2024		<u>4,712,504</u>	<u>4,712,504</u>	
Estimated Fund Balance - Ending		<u>\$ 650,693</u>	<u>\$ 5,689,189</u>	

Notes:

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Wylie Independent School District

Budget and Actual

Debt Service Fund

July 1, 2025 through July 31, 2025

		<u>Budget*</u>	<u>YTD Actual**</u>	<u>% of Budget</u>
	Revenues			
5700	Local & intermediate sources	\$ 51,207,225	\$ 232,395	0.45%
5800	State sources	<u>3,683,555</u>	<u>-</u>	<u>0.00%</u>
	Total Revenues	<u>54,890,780</u>	<u>232,395</u>	<u>0.42%</u>
	Expenditures			
71	Debt service	<u>54,890,780</u>	<u>800</u>	<u>0.00%</u>
	Total Expenditures	<u>54,890,780</u>	<u>800</u>	<u>0.00%</u>
	Excess Revenues Over/(Under) Expenditures	<u>-</u>	<u>231,595</u>	
7XXX	Other Financing Sources	-	-	
8XXX	Other Financing Uses	<u>-</u>	<u>-</u>	
	Total Other Financing Sources/(Uses)	<u>-</u>	<u>-</u>	
	Actual Fund Balance - July 1, 2024	<u>42,446,001</u>	<u>42,446,001</u>	
	Estimated Fund Balance - Ending	<u>\$ 42,446,001</u>	<u>\$ 42,677,596</u>	

Notes:

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- *** May be off < > \$1 due to rounding.

WYLIE INDEPENDENT SCHOOL DISTRICT

Budget - Revenue Detail

Debt Service Fund

July 1, 2025 through July 31, 2025

	<u>Original Budget</u>	<u>Approved Amended Budget</u>	<u>YTD Actual</u>	<u>% of Budget</u>
REVENUES				
Local Resources				
5711 Taxes, Current Year Levy	\$ 50,937,224	\$ 50,937,224	\$ 72,317	0.14%
5712 Taxes, Prior Years	120,000	120,000	(11,322)	-9.44%
5716 Penalties and Interest	75,000	75,000	14,991	19.99%
5719 Other Tax Revenue	-	-	-	0.00%
Total Property Tax Revenue	<u>51,132,224</u>	<u>51,132,224</u>	<u>75,986</u>	<u>0.15%</u>
Other Local Revenue				
5742 Earnings from Investments	75,001	75,001	156,409	208.54%
5749 Other Revenue from Local Sources	-	-	-	0.00%
Total Other Local Resources	<u>75,001</u>	<u>75,001</u>	<u>156,409</u>	<u>208.54%</u>
Total Local Resources	<u>51,207,225</u>	<u>51,207,225</u>	<u>232,395</u>	<u>0.45%</u>
State Sources				
5829 State Revenue	<u>3,683,555</u>	<u>3,683,555</u>	<u>-</u>	<u>0.00%</u>
Total State Revenue	<u>3,683,555</u>	<u>3,683,555</u>	<u>-</u>	<u>0.00%</u>
TOTAL REVENUES	<u><u>\$ 54,890,780</u></u>	<u><u>\$ 54,890,780</u></u>	<u><u>\$ 232,395</u></u>	<u><u>0.42%</u></u>

WYLIE INDEPENDENT SCHOOL DISTRICT

Expenditure Detail by Object

Debt Service Fund

July 1, 2025 through July 31, 2025

	<u>Original Budget</u>	<u>Amended Budget</u>	<u>YTD Actual</u>	<u>% of Budget</u>
EXPENSES				
6500s				
6500-6599 Debt Services	54,890,780	54,890,780	800	0.00%
TOTAL EXPENSES	\$ 54,890,780	\$ 54,890,780	\$ 800	0.00%

Wylie Independent School District
Budget and Actual
Capital Projects Fund
July 1, 2025 through July 31, 2025

		<u>Budget*</u>	<u>YTD Actual**</u>	<u>% of Budget</u>
Revenues				
5700	Local & intermediate sources	<u>5,075,000</u>	<u>883,151</u>	<u>17.40%</u>
	Total Revenues	<u>5,075,000</u>	<u>883,151</u>	
Expenditures				
11	Instructional	629,705	24,463	3.88%
12	Instructional Resources & Media	59,770	-	0.00%
23	School administration	2,800	-	0.00%
31	Guidance and counseling	2,100	-	0.00%
33	Health Services	5,883	-	0.00%
34	Capital Outlay	-	-	0.00%
35	Food Services	55,498	-	0.00%
36	Co-curricular Activities	-	-	0.00%
41	General administration	-	-	0.00%
51	Plant Maintenance & Operations	351,153	18,500	5.27%
52	Security & Monitoring	598,735	-	0.00%
53	Technology	4,233,907	-	0.00%
71	Debt Service	-	-	0.00%
81	Capital outlay	<u>214,585,899</u>	<u>906,568</u>	<u>0.42%</u>
	Total Expenditures	<u>220,525,450</u>	<u>949,531</u>	
Excess Revenues Over/(Under) Expenditures		(215,450,450)	(66,380)	
7XXX	Other Financing Sources	-	-	
8XXX	Other Financing Uses	-	-	
	Total Other Financing Sources/(Uses)	<u>-</u>	<u>-</u>	
Actual Fund Balance - July 1, 2024		<u>228,124,277</u>	<u>228,124,277</u>	
Estimated Fund Balance - Ending		<u>\$ 12,673,827</u>	<u>\$ 228,057,897</u>	

Notes:

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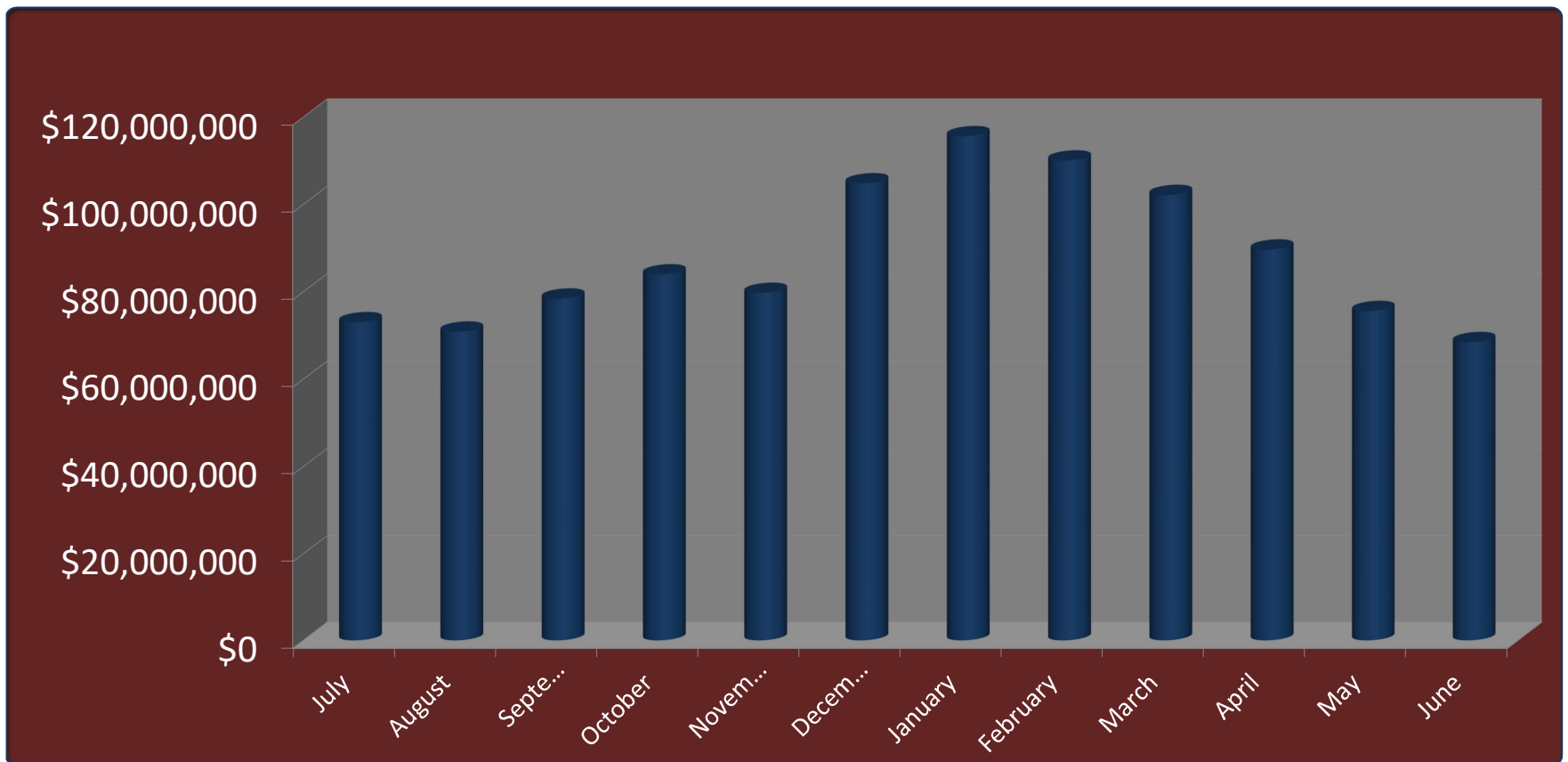
Wylie Independent School District

Monthly Investment Report

6/30/25

Wylie Independent School District
Market Value of Operating Fund Investments
For the Twelve Months Ending June 30, 2025

	July	August	September	October	November	December	January	February	March	April	May	June
Total	\$73,068,549.05	\$70,909,529.47	\$78,470,277.61	\$84,011,834.44	\$79,785,588.26	\$104,858,936.99	\$115,640,325.09	\$110,076,204.43	\$102,190,665.08	\$89,698,458.86	\$75,624,955.88	\$68,514,841.26
Inwood	\$16,195,985.56	\$14,892,259.95	\$14,403,938.04	\$14,798,425.97	\$14,850,142.38	\$14,423,339.25	\$14,668,649.26	\$13,832,292.34	\$15,082,396.42	\$15,132,344.93	\$13,683,978.09	\$12,936,303.39
Lone Star/Landing Rock/ Cache Valley Bank	\$56,872,563.49	\$56,017,269.52	\$64,066,339.57	\$69,213,408.47	\$64,935,445.88	\$90,435,597.74	\$100,971,675.83	\$96,243,912.09	\$87,108,268.66	\$74,566,113.93	\$61,940,977.79	\$55,578,537.87



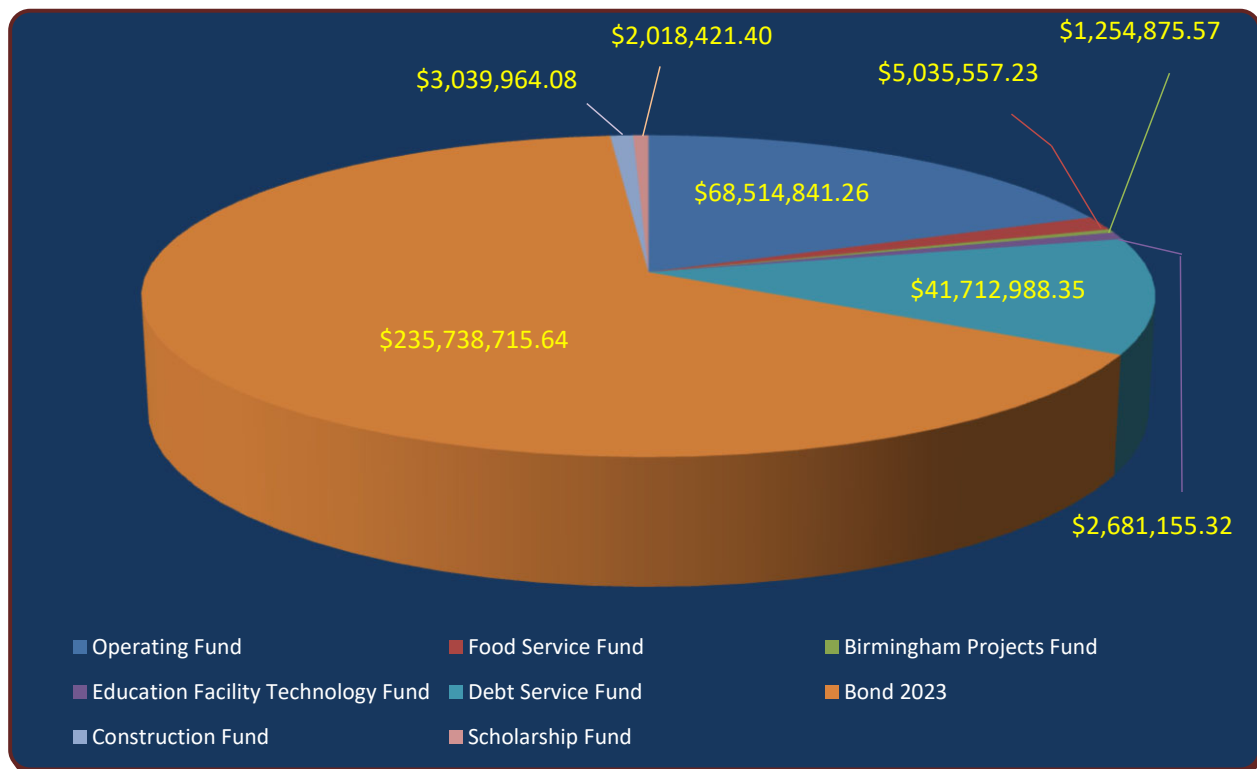
Wylie Independent School District

Market Value of Investments

As of June 30, 2025

Operating Fund	\$ 68,514,841.26
Food Service Fund	\$ 5,035,557.23
Birmingham Projects Fund	\$ 1,254,875.57
Education Facility Technology Fund	\$ 2,681,155.32
Debt Service Fund	\$ 41,712,988.35
Bond 2023	\$ 235,738,715.64
Construction Fund	\$ 3,039,964.08
Scholarship Fund	\$ 2,018,421.40
TOTAL	<u>\$ 359,996,518.85</u>

TOTAL PORTFOLIO



Wylie Independent School District

Current Period Change in Market Value

June 1, 2025 through June 30, 2025

<u>Fund</u>	<u>Investment Description</u>	<u>Beginning Value</u>	<u>Ending Value</u>	<u>Change</u>
199	Operating Fund			
	Inwood National Bank	13,683,978.09	12,936,303.39	(747,674.70)
	Lone Star Investment Fund	48,021,645.29	41,612,560.96	(6,409,084.33)
	Landing Rock Cash Mgt (form. USA Mutual)	13,909,485.50	13,956,129.91	46,644.41
	Arbiter Pay	9,847.00	9,847.00	-
240	Food Service Fund			
	Inwood National Bank	676,089.39	563,451.08	(112,638.31)
	Lone Star Investment Fund	5,502,171.90	4,472,106.15	(1,030,065.75)
4XX	Birmingham Projects Fund			
	Inwood National Bank	340,588.99	266,395.79	(74,193.20)
	LOGIC Escrow 1940 Trust	671,389.04	673,822.66	2,433.62
	LOGIC Escrow 1950 Trust	312,445.61	313,578.18	1,132.57
	LOGIC Prime	1,075.05	1,078.94	3.89
494	Education Facility Technology Fund			
	Inwood National Bank	210,553.76	212,153.99	1,600.23
	Lone Star Investment Fund	2,460,035.28	2,469,001.33	8,966.05
511	Debt Service Fund			
	Inwood National Bank	5,463.11	3,604.84	(1,858.27)
	Lone Star Investment Fund	51,007,580.43	41,709,383.51	(9,298,196.92)
630	Bond 2023			
	Inwood National Bank	4,410,543.08	520,722.86	(3,889,820.22)
	Lone Star Investment Fund	142,858,263.03	137,821,104.70	(5,037,158.33)
	TexPool	97,043,703.36	97,396,888.08	353,184.72
650	Construction Fund			
	Inwood National Bank	7,328.01	-	(7,328.01)
680	Construction Fund			
	Inwood National Bank	8,293.55	-	(8,293.55)
681	Construction Fund			
	Inwood National Bank	2,559.19	-	(2,559.19)
	Lone Star Investment Fund	7,687.44	-	(7,687.44)
682	Construction Fund			
	Inwood National Bank	558.96	18,882.14	18,323.18
	Lone Star Investment Fund	3,002,480.84	3,021,081.94	18,601.10
8XX	Scholarship Fund			
	Inwood National Bank	243,884.74	245,456.42	1,571.68
	JP Morgan Investment Management Account	1,721,601.31	1,772,964.98	51,363.67

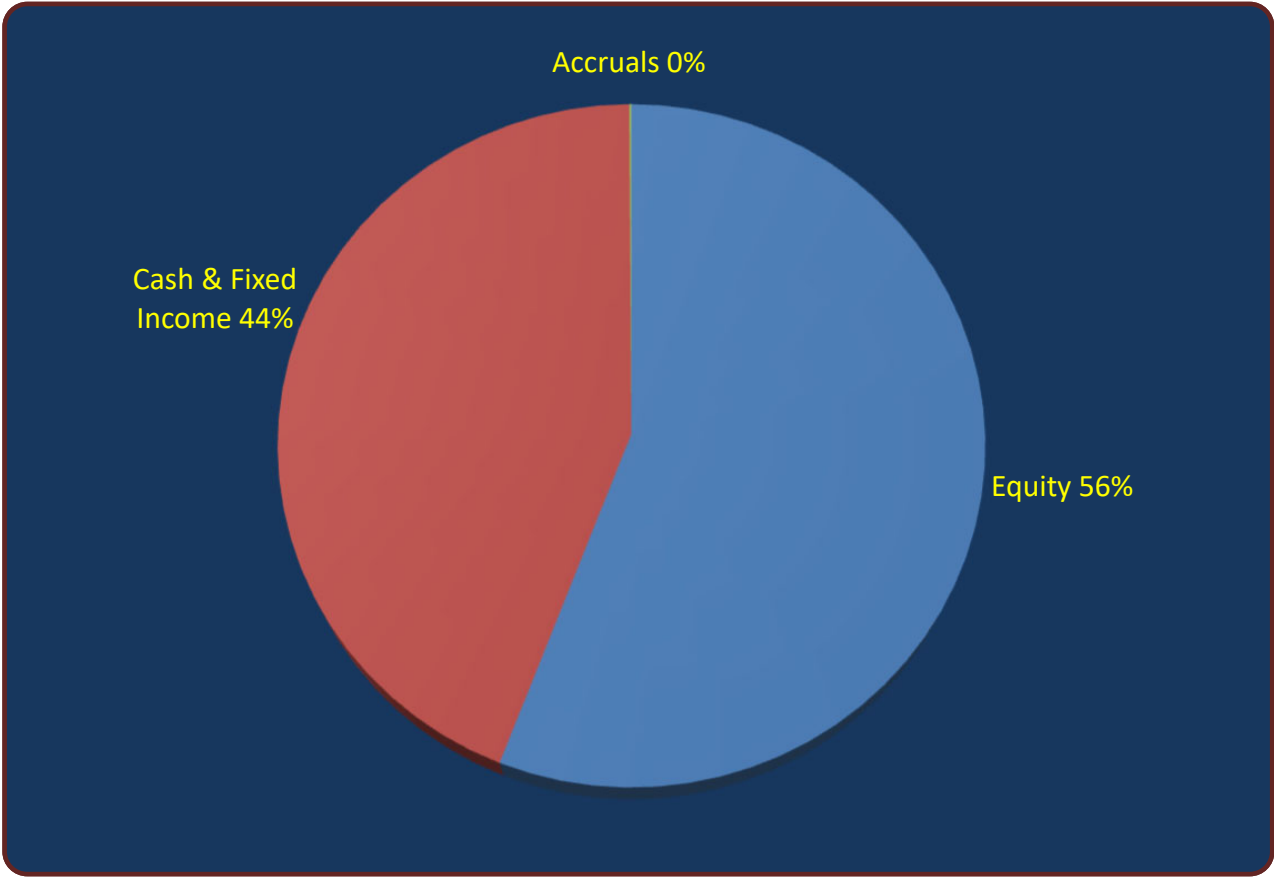
Wylie Independent School District
Current Year Interest Earnings
July 1, 2024 through June 30, 2025

<u>Fund</u>	<u>Investment Description</u>	<u>June 2025 YTD Interest Earned</u>	<u>June 2024 YTD Interest Earned</u>
199	Operating Fund	4,184,554.66	4,790,456.10
240	Food Service Fund	342,043.57	436,818.84
494	Education Facility Technology Fund	117,990.67	121,836.18
4XX	Birmingham Projects Fund	62,078.47	65,329.24
511	Debt Service Fund	1,686,898.72	1,451,911.02
630	Bond 2023	11,624,634.49	4,523,950.37
650	Construction Fund	638.61	842.44
680	Construction Fund	422.42	499.15
681	Construction Fund	2,237.64	12,097.83
682	Construction Fund	154,929.25	201,950.01
8XX	Scholarship Fund	69,774.51	61,793.52
TOTAL INTEREST TO DATE		18,246,203.01	11,667,484.70

Wylie Independent School District
Birmingham Scholarship Fund - Asset Allocation
As of June 30, 2025

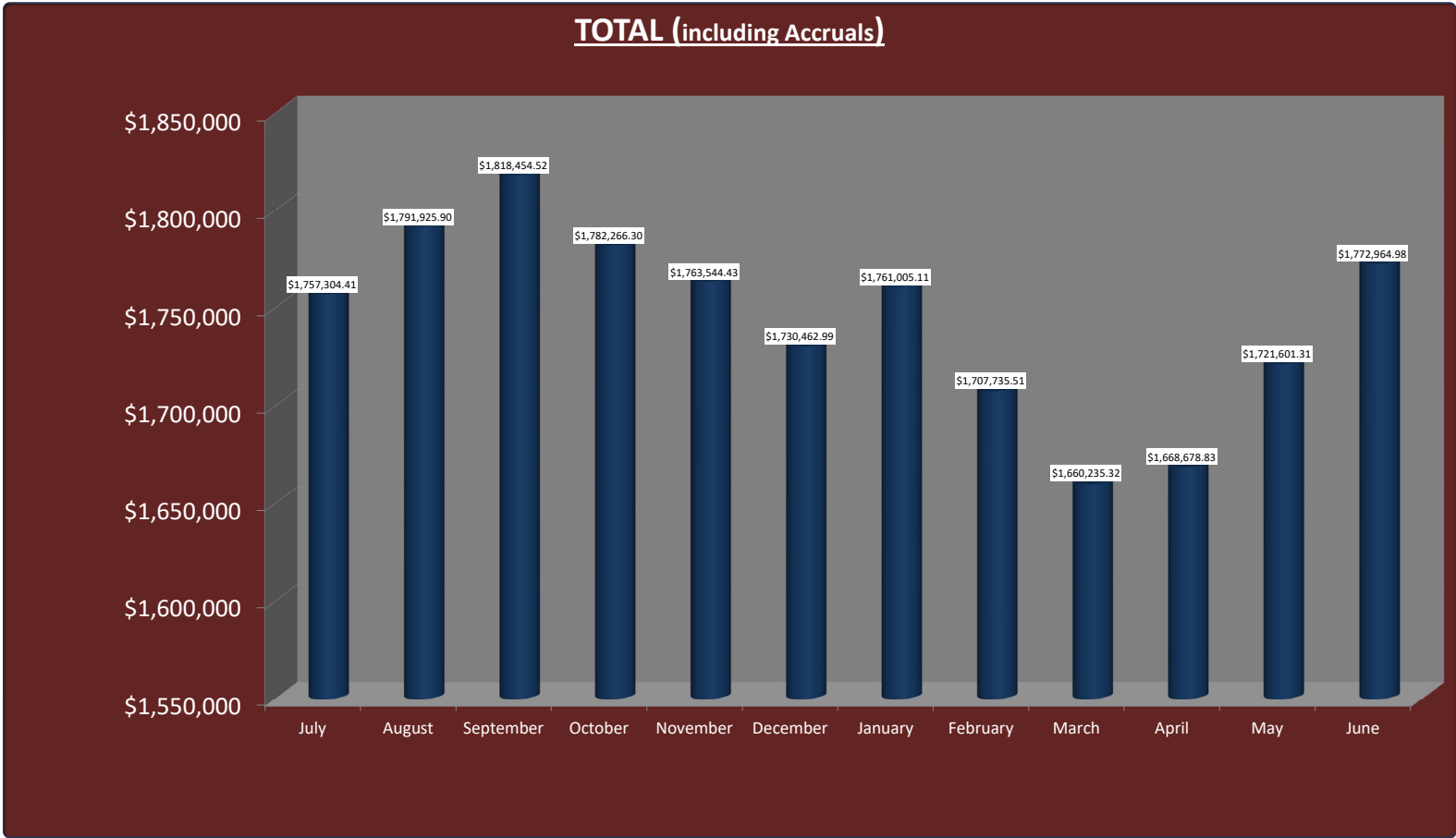
	Ending Market Value	Current Allocation
Equity	\$ 990,704.03	56%
Cash & Fixed Income	\$ 780,528.68	44%
Accruals	<u>\$ 1,732.27</u>	<u>0%</u>
TOTAL	<u>\$ 1,772,964.98</u>	<u>100%</u>

ASSET ALLOCATION



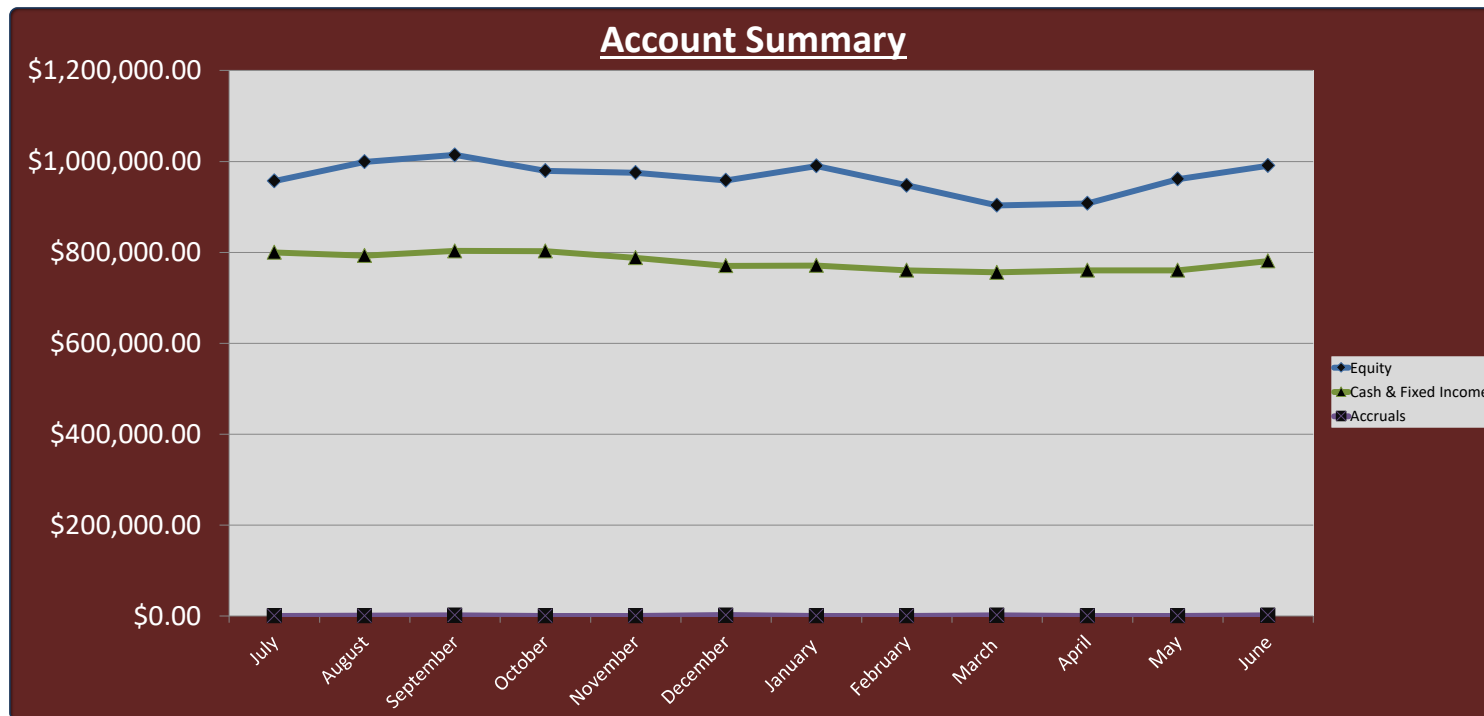
Wylie Independent School District
Market Value of Birmingham Scholarship Fund Investments (Total)
For the Twelve Months Ending June 30, 2025

July	August	September	October	November	December	January	February	March	April	May	June
\$1,757,304.41	\$1,791,925.90	\$1,818,454.52	\$1,782,266.30	\$1,763,544.43	\$1,730,462.99	\$1,761,005.11	\$1,707,735.51	\$1,660,235.32	\$1,668,678.83	\$1,721,601.31	\$1,772,964.98



Wylie Independent School District
Market Value of Birmingham Scholarship Fund Investments (Summary)
For the Twelve Months Ending June 30, 2025

	July	August	September	October	November	December	January	February	March	April	May	June
Equity	\$957,036.99	\$999,084.32	\$1,013,934.49	\$979,451.72	\$975,316.40	\$958,403.56	\$990,031.22	\$947,284.04	\$903,017.45	\$907,703.80	\$961,039.58	\$990,704.03
Cash & Fixed Income	\$799,922.12	\$792,567.17	\$802,746.01	\$802,502.39	\$787,935.65	\$770,259.88	\$770,660.13	\$760,168.17	\$755,531.88	\$760,683.06	\$760,259.64	\$780,528.68
Accruals	\$345.30	\$274.41	\$1,774.02	\$312.19	\$292.38	\$1,799.55	\$313.76	\$283.30	\$1,685.99	\$291.97	\$302.09	\$1,732.27



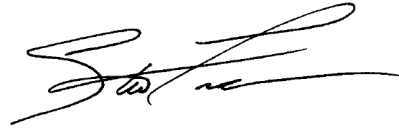
Wylie Independent School District
Current Period Change in Values - Birmingham Scholarship Fund
June 1, 2025 through June 30, 2025

Investment Description	Price	Quantity	Market Value			Adjusted Tax Cost Original Cost			Yield
			Beginning	Ending	Change	Beginning	Ending	Change	
JP Morgan - TOTAL EQUITY									
US Large Cap Equity									
Fidelity 500 Index FD-AI	216.11	108.08	24,878.30	23,356.52	(1,521.78)	25,471.10	22,755.63	(2,715.47)	1.08%
Six Circles US Unconstrained	18.60	11,695.15	198,752.37	217,529.85	18,777.48	144,605.22	151,394.16	6,788.94	1.21%
SPDR S&P 500 ETF Trust	617.85	820.00	483,299.80	506,637.00	23,337.20	195,698.42	195,698.42	-	1.16%
EAFE Equity									
JPMORGAN BETABUILDERS CANADA ETF	80.70	351.00	27,641.25	28,325.70	684.45	17,190.15	17,190.15	-	2.04%
Six Circles International UNCON EQ	13.06	10,754.38	153,710.39	140,452.26	(13,258.13)	122,100.94	110,032.59	(12,068.35)	2.65%
Japanese Large Cap Equity									
JPMorgan Betabuilders Japan - ETF	61.78	765.00	46,443.15	47,261.70	818.55	38,306.56	38,306.56	-	2.48%
Asia ex-Japan Equity									
JPM Betabuilders Developed Asia EX-Japan ETF	54.50	498.00	26,314.32	27,141.00	826.68	26,740.10	26,740.10	-	3.74%
Total Equity			961,039.58	990,704.03	29,664.45	570,112.49	562,117.61	(7,994.88)	
JP Morgan - CASH AND US FIXED INCOME									
Cash									
US Dollar	1.00	22,055.35	22,742.28	20,055.35	(2,686.93)	22,742.28	20,055.35	(2,686.93)	4.25%
US Fixed Income									
Six Circles Ultra Short Duration	9.99	1,667.41	16,640.76	16,657.44	16.68	16,662.06	16,662.06	-	4.43%
Pimco Income FD-INS	10.77	1,683.28	17,876.43	18,128.93	252.50	20,042.92	20,042.92	-	6.13%
ISHARES US TREASURY BOND ETF	22.98	768.00	17,479.68	17,648.64	168.96	17,557.78	17,557.78	-	3.36%
Vanguard Total Bond Market	73.63	1,191.00	68,913.19	87,693.33	18,780.14	73,228.00	90,944.55	17,716.55	3.75%
Vanguard Mortgage-Backed SEC	46.34	1,141.00	52,189.34	52,873.94	684.60	54,457.79	54,457.79	-	4.12%
Vanguard Int-Term Corporate	82.92	424.00	34,649.28	35,158.08	508.80	33,369.43	33,369.43	-	4.47%
Non-US Fixed Income									
Vanguard Total Intl Bond ETF	49.51	2,566.00	126,888.70	127,042.66	153.96	138,526.90	138,526.90	-	4.30%
Vanguard Total Intl Bnd-Adm	19.74	3,125.20	61,597.73	61,691.49	93.76	73,024.79	73,024.79	-	4.26%
Global Fixed Income									
Six Circles Global Bond	8.55	32,155.25	273,319.59	274,927.35	1,607.76	290,070.05	290,070.05	-	3.77%
Six Circles Credit Opport	8.97	7,653.45	67,962.66	68,651.47	688.81	66,942.32	66,942.32	-	7.01%
Total Alternative Assets			760,259.64	780,528.68	20,269.04	806,624.32	821,653.94	15,029.62	
Total Other			-	-	-	-	-	-	
Accruals			302.09	1,732.27	1,430.18				
TOTAL			1,721,601.31	1,772,964.98	51,363.67				

Investment Officers Certification

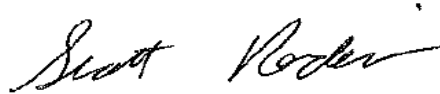
I hereby certify the preceding information is a true and accurate description of the investment portfolio of the Wylie Independent School District for the period indicated. All investments are in compliance with the Public Funds Investment Act and local district investment policies.

Steven Franks
Executive Director of Finance



June 30, 2025

J. Scott Roderick
Assistant Superintendent of Finance and Operations



June 30, 2025

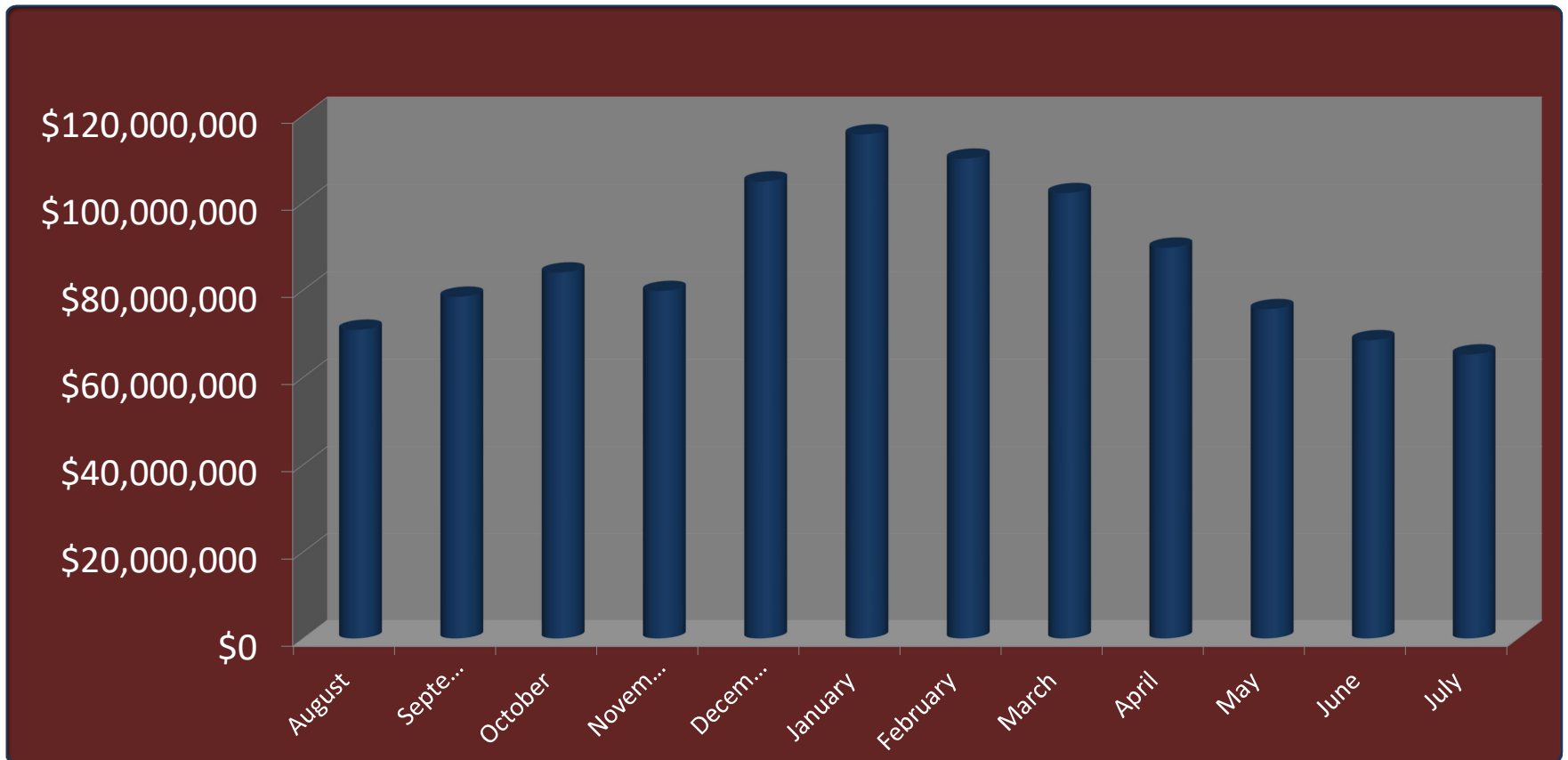
Wylie Independent School District

Monthly Investment Report

7/31/25

Wylie Independent School District
Market Value of Operating Fund Investments
For the Twelve Months Ending July 31, 2025

	August	September	October	November	December	January	February	March	April	May	June	July
Total	\$70,909,529.47	\$78,470,277.61	\$84,011,834.44	\$79,785,588.26	\$104,858,936.99	\$115,640,325.09	\$110,076,204.43	\$102,190,665.08	\$89,698,458.86	\$75,624,955.88	\$68,514,841.26	\$65,257,134.21
Inwood	\$14,892,259.95	\$14,403,938.04	\$14,798,425.97	\$14,850,142.38	\$14,423,339.25	\$14,668,649.26	\$13,832,292.34	\$15,082,396.42	\$15,132,344.93	\$13,683,978.09	\$12,936,303.39	\$7,917,634.33
Lone Star/Landing Rock/ Cache Valley Bank	\$56,017,269.52	\$64,066,339.57	\$69,213,408.47	\$64,935,445.88	\$90,435,597.74	\$100,971,675.83	\$96,243,912.09	\$87,108,268.66	\$74,566,113.93	\$61,940,977.79	\$55,578,537.87	\$57,339,499.88



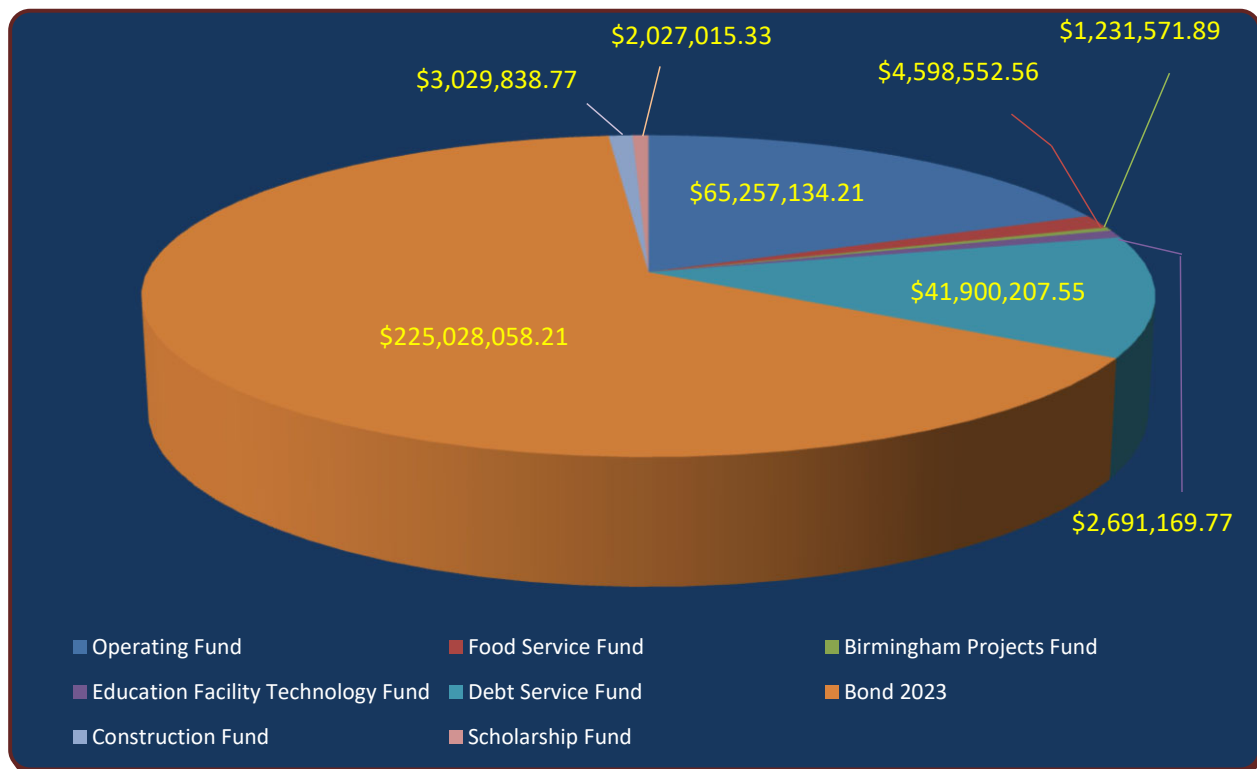
Wylie Independent School District

Market Value of Investments

As of July 31, 2025

Operating Fund	\$ 65,257,134.21
Food Service Fund	\$ 4,598,552.56
Birmingham Projects Fund	\$ 1,231,571.89
Education Facility Technology Fund	\$ 2,691,169.77
Debt Service Fund	\$ 41,900,207.55
Bond 2023	\$ 225,028,058.21
Construction Fund	\$ 3,029,838.77
Scholarship Fund	\$ 2,027,015.33
TOTAL	<u>\$ 345,763,548.29</u>

TOTAL PORTFOLIO



Wylie Independent School District

Current Period Change in Market Value

July 1, 2025 through July 31, 2025

<u>Fund</u>	<u>Investment Description</u>	<u>Beginning Value</u>	<u>Ending Value</u>	<u>Change</u>
199	Operating Fund			
	Inwood National Bank	12,936,303.39	7,917,634.33	(5,018,669.06)
	Lone Star Investment Fund	41,612,560.96	43,325,162.11	1,712,601.15
	Landing Rock Cash Mgt (form. USA Mutual)	13,956,129.91	14,004,490.77	48,360.86
	Arbiter Pay	9,847.00	9,847.00	-
240	Food Service Fund			
	Inwood National Bank	563,451.08	910,220.03	346,768.95
	Lone Star Investment Fund	4,472,106.15	3,688,332.53	(783,773.62)
4XX	Birmingham Projects Fund			
	Inwood National Bank	266,395.79	239,390.13	(27,005.66)
	LOGIC Escrow 1940 Trust	673,822.66	676,346.21	2,523.55
	LOGIC Escrow 1950 Trust	313,578.18	314,752.58	1,174.40
	LOGIC Prime	1,078.94	1,082.97	4.03
494	Education Facility Technology Fund			
	Inwood National Bank	212,153.99	212,860.32	706.33
	Lone Star Investment Fund	2,469,001.33	2,478,309.45	9,308.12
511	Debt Service Fund			
	Inwood National Bank	3,604.84	5,086.16	1,481.32
	Lone Star Investment Fund	41,709,383.51	41,895,121.39	185,737.88
630	Bond 2023			
	Inwood National Bank	520,722.86	5,449,207.84	4,928,484.98
	Lone Star Investment Fund	137,821,104.70	121,816,382.10	(16,004,722.60)
	TexPool	97,396,888.08	97,762,468.27	365,580.19
682	Construction Fund			
	Inwood National Bank	18,882.14	12,439.02	(6,443.12)
	Lone Star Investment Fund	3,021,081.94	3,017,399.75	(3,682.19)
8XX	Scholarship Fund			
	Inwood National Bank	245,456.42	246,273.62	817.20
	JP Morgan Investment Management Account	1,772,964.98	1,780,741.71	7,776.73

Wylie Independent School District

Current Year Interest Earnings

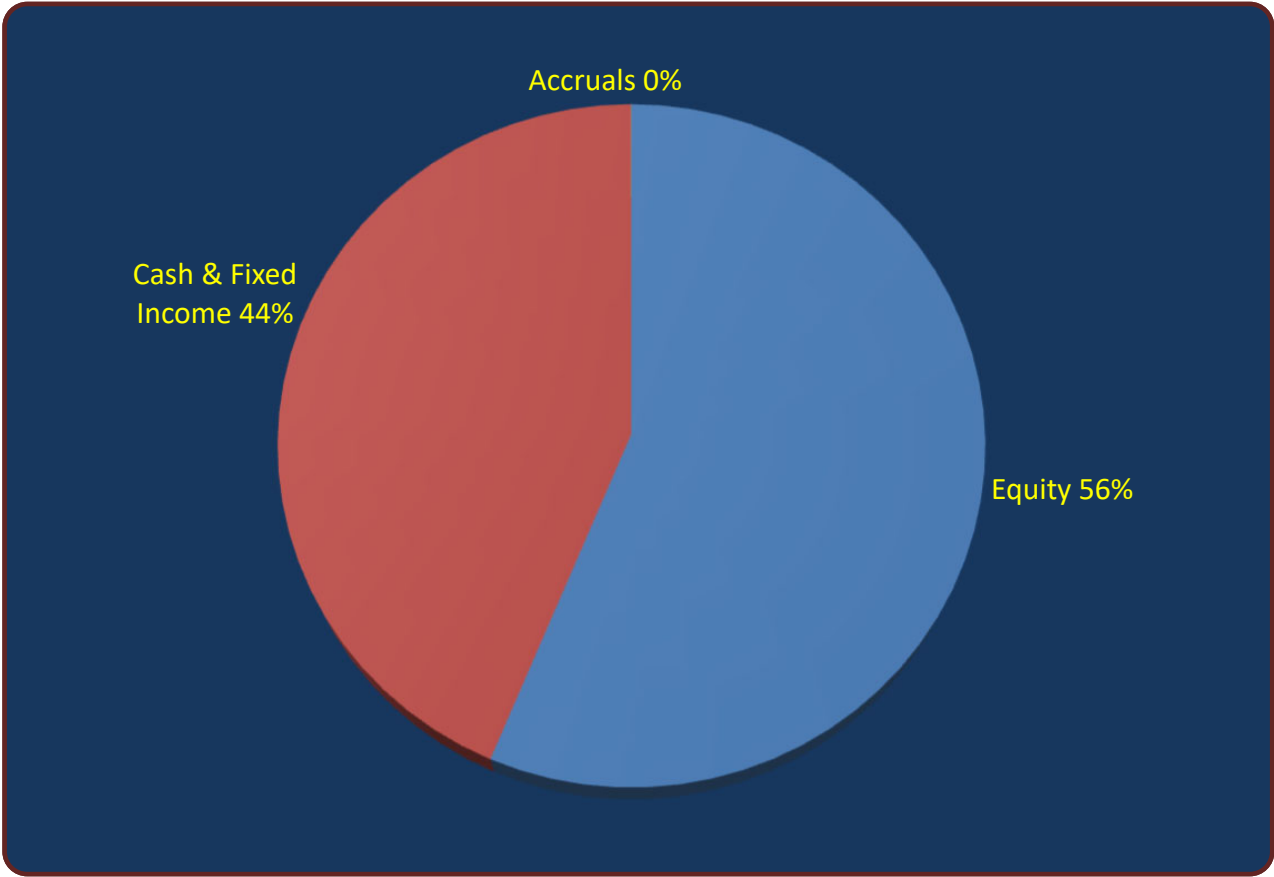
July 1, 2025 through July 31, 2025

<u>Fund</u>	<u>Investment Description</u>	<u>July 2025 YTD Interest Earned</u>	<u>July 2024 YTD Interest Earned</u>
199	Operating Fund	251,614.90	326,072.87
240	Food Service Fund	17,913.96	37,101.82
494	Education Facility Technology Fund	10,014.45	6,368.37
4XX	Birmingham Projects Fund	4,557.35	5,489.95
511	Debt Service Fund	156,408.91	155,148.21
630	Bond 2023	871,774.64	1,353,508.73
682	Construction Fund	11,376.69	13,429.51
8XX	Scholarship Fund	4,669.90	5,071.15
TOTAL INTEREST TO DATE		1,328,330.80	1,902,190.61

Wylie Independent School District
Birmingham Scholarship Fund - Asset Allocation
As of July 31, 2025

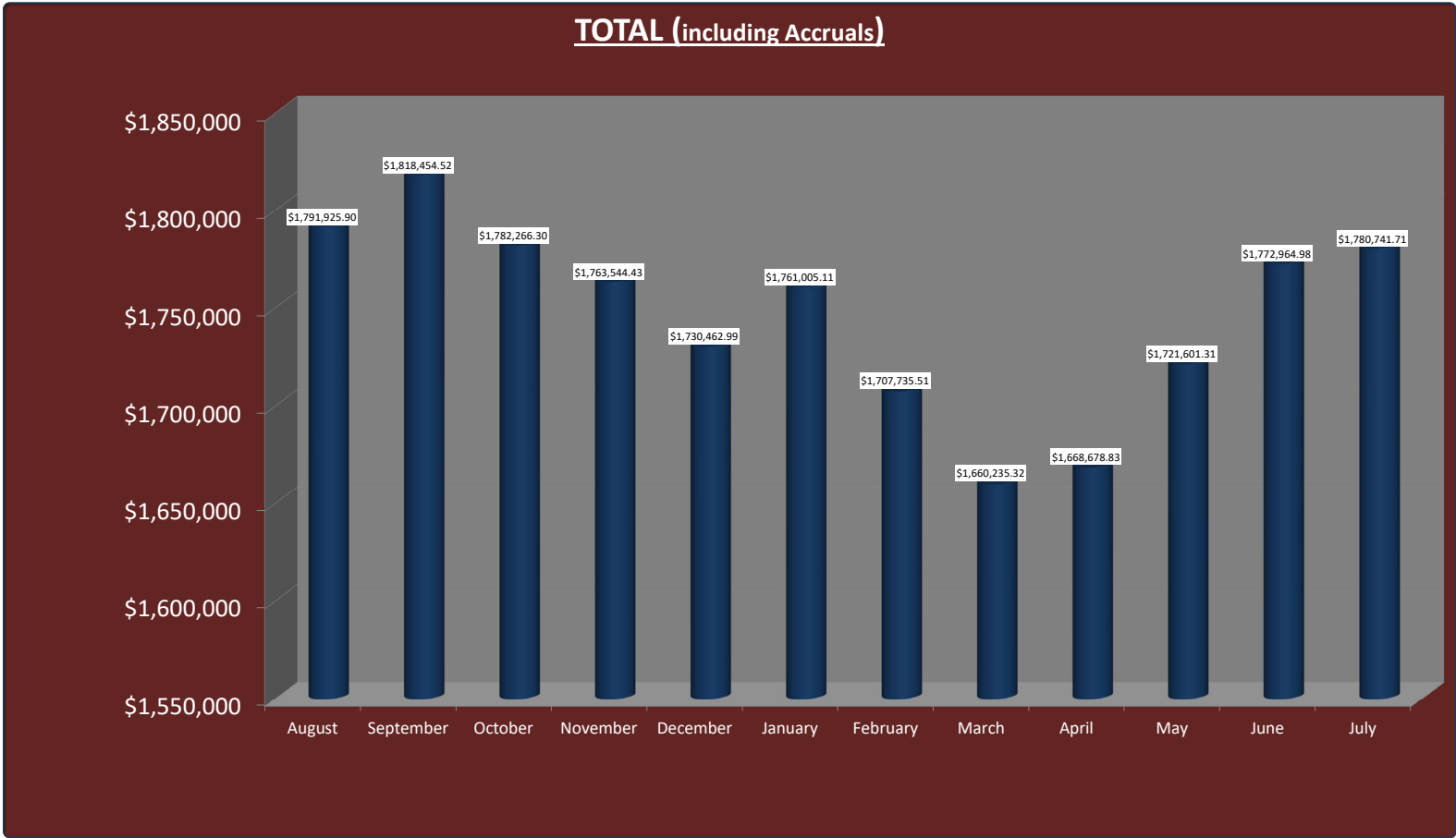
	Ending Market Value	Current Allocation
Equity	\$ 1,002,796.64	56%
Cash & Fixed Income	\$ 777,650.25	44%
Accruals	\$ <u>294.82</u>	<u>0%</u>
TOTAL	\$ <u>1,780,741.71</u>	<u>100%</u>

ASSET ALLOCATION



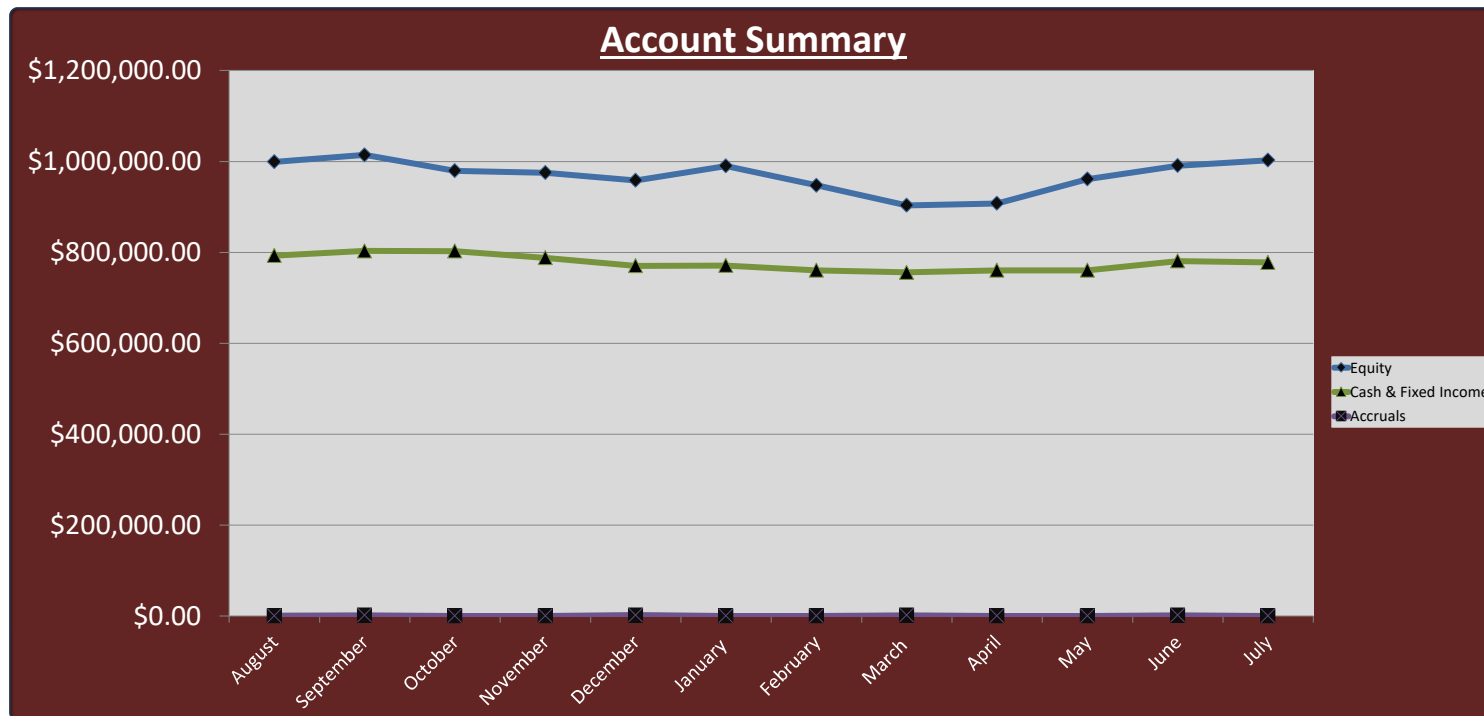
Wylie Independent School District
Market Value of Birmingham Scholarship Fund Investments (Total)
For the Twelve Months Ending July 31, 2025

August	September	October	November	December	January	February	March	April	May	June	July
\$1,791,925.90	\$1,818,454.52	\$1,782,266.30	\$1,763,544.43	\$1,730,462.99	\$1,761,005.11	\$1,707,735.51	\$1,660,235.32	\$1,668,678.83	\$1,721,601.31	\$1,772,964.98	\$1,780,741.71



Wylie Independent School District
Market Value of Birmingham Scholarship Fund Investments (Summary)
For the Twelve Months Ending July 31, 2025

	August	September	October	November	December	January	February	March	April	May	June	July
Equity	\$999,084.32	\$1,013,934.49	\$979,451.72	\$975,316.40	\$958,403.56	\$990,031.22	\$947,284.04	\$903,017.45	\$907,703.80	\$961,039.58	\$990,704.03	\$1,002,796.64
Cash & Fixed Income	\$792,567.17	\$802,746.01	\$802,502.39	\$787,935.65	\$770,259.88	\$770,660.13	\$760,168.17	\$755,531.88	\$760,683.06	\$760,259.64	\$780,528.68	\$777,650.25
Accruals	\$274.41	\$1,774.02	\$312.19	\$292.38	\$1,799.55	\$313.76	\$283.30	\$1,685.99	\$291.97	\$302.09	\$1,732.27	\$294.82



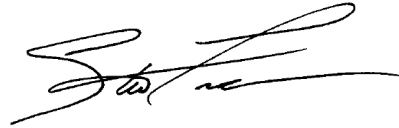
Wylie Independent School District
Current Period Change in Values - Birmingham Scholarship Fund
July 1, 2025 through July 31, 2025

Investment Description	Price	Quantity	Market Value			Adjusted Tax Cost Original Cost			Yield
			Beginning	Ending	Change	Beginning	Ending	Change	
JP Morgan - TOTAL EQUITY									
US Large Cap Equity									
Fidelity 500 Index FD-AI	220.29	108.08	23,356.52	23,808.28	451.76	22,755.63	22,755.63	-	1.06%
Six Circles US Unconstrained	19.02	11,695.15	217,529.85	222,441.81	4,911.96	151,394.16	151,394.16	-	1.18%
SPDR S&P 500 ETF Trust	632.08	820.00	506,637.00	518,305.60	11,668.60	195,698.42	195,698.42	-	1.13%
EAFE Equity									
JPMORGAN BETABUILDERS CANADA ETF	80.45	351.00	28,325.70	28,237.95	(87.75)	17,190.15	17,190.15	-	2.04%
Six Circles International UNCON EQ	12.67	10,754.38	140,452.26	136,258.05	(4,194.21)	110,032.59	110,032.59	-	2.73%
Japanese Large Cap Equity									
JPMorgan Betabuilders Japan - ETF	60.79	765.00	47,261.70	46,504.35	(757.35)	38,306.56	38,306.56	-	2.53%
Asia ex-Japan Equity									
JPM Betabuilders Developed Asia EX-Japan ETF	54.70	498.00	27,141.00	27,240.60	99.60	26,740.10	26,740.10	-	3.72%
Total Equity			990,704.03	1,002,796.64	12,092.61	562,117.61	562,117.61	-	
JP Morgan - CASH AND US FIXED INCOME									
Cash									
US Dollar	1.00	19,605.35	20,055.35	19,605.35	(450.00)	20,055.35	19,605.35	(450.00)	4.30%
US Fixed Income									
Six Circles Ultra Short Duration	9.99	1,667.41	16,657.44	16,657.44	-	16,662.06	16,662.06	-	4.45%
Pimco Income FD-INS	10.73	1,683.28	18,128.93	18,061.59	(67.34)	20,042.92	20,042.92	-	6.15%
ISHARES US TREASURY BOND ETF	22.82	768.00	17,648.64	17,525.76	(122.88)	17,557.78	17,557.78	-	3.40%
Vanguard Total Bond Market	73.20	1,191.00	87,693.33	87,181.20	(512.13)	90,944.55	90,944.55	-	3.80%
Vanguard Mortgage-Backed SEC	46.03	1,141.00	52,873.94	52,520.23	(353.71)	54,457.79	54,457.79	-	4.18%
Vanguard Int-Term Corporate	82.68	424.00	35,158.08	35,056.32	(101.76)	33,369.43	33,369.43	-	4.53%
Non-US Fixed Income									
Vanguard Total Intl Bond ETF	49.35	2,566.00	127,042.66	126,632.10	(410.56)	138,526.90	138,526.90	-	4.33%
Vanguard Total Intl Bnd-Adm	19.70	3,125.20	61,691.49	61,566.48	(125.01)	73,024.79	73,024.79	-	4.29%
Global Fixed Income									
Six Circles Global Bond	8.52	32,155.25	274,927.35	273,962.70	(964.65)	290,070.05	290,070.05	-	3.76%
Six Circles Credit Opport	9.00	7,653.45	68,651.47	68,881.08	229.61	66,942.32	66,942.32	-	6.99%
Total Alternative Assets			780,528.68	777,650.25	(2,878.43)	821,653.94	821,203.94	(450.00)	
Total Other			-	-	-	-	-	-	
Accruals			1,732.27	294.82	(1,437.45)				
TOTAL			1,772,964.98	1,780,741.71	7,776.73				

Investment Officers Certification

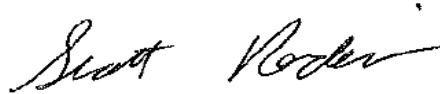
I hereby certify the preceding information is a true and accurate description of the investment portfolio of the Wylie Independent School District for the period indicated. All investments are in compliance with the Public Funds Investment Act and local district investment policies.

Steven Franks
Executive Director of Finance



July 31, 2025

J. Scott Roderick
Assistant Superintendent of Finance and Operations



July 31, 2025

First Name	Last Name	Email	Role	Certification Status	Certification Year Desc
sarah	Miller	sarah.miller@wylieisd.net	Observer	Certified	2025 - 2026
Windi	Fuller	Windi.Fuller@wylieisd.net	District Administrator	Certified	2025 - 2026
priscilla	patterson	priscilla.patterson@wylieisd.net	Observer	Certified	2025 - 2026
Allison	Bryant	allison.bryant@wylieisd.net	Observer	Certified	2025 - 2026
Joannie	Gragert	joannie.gragert@wylieisd.net	Assistant School Administrator	Certified	2025 - 2026
Lauren	Kessel	lauren.kessel@wylieisd.net	Assistant School Administrator	Certified	2025 - 2026
Emily	Koder	emily.koder@wylieisd.net	Assistant School Administrator	Certified	2025 - 2026
kathryn	lee	kathryn.lee@wylieisd.net	Assistant School Administrator	Certified	2025 - 2026
lauren "elyse"	griffin	griffin.elyse@yahoo.com	Assistant School Administrator	Certified	2025 - 2026
Shivon	Loya	sloya05@gmail.com	School Administrator	Certified	2025 - 2026
Katie	Mason	katie.mason@wylieisd.net	Assistant School Administrator	Certified	2025 - 2026
Jill	Vasquez	jill.vasquez@wylieisd.net	School Administrator	Certified	2025 - 2026
Stephen	Davis	stephen.davis@wylieisd.net	School Administrator	Certified	2025 - 2026
Chris	Dunkle	chris.dunkle@wylieisd.net	School Administrator	Certified	2025 - 2026
Jason	Hudson	hudsonjg@cumbytel.com	Observer	Certified	2025 - 2026
Ryan	Grounds	ryan.grounds@wylieisd.net	District Administrator	Certified	2025 - 2026
Beth	Craighead	beth.craighead@wylieisd.net	School Administrator	Certified	2025 - 2026
Tiffany	Doolan	tiffany.doolan@wylieisd.net	School Administrator	Certified	2025 - 2026
Adam	Jacobson	adam.jacobson@wylieisd.net	School Administrator	Certified	2025 - 2026
Kellye	Morton	kellye.morton@wylieisd.net	School Administrator	Certified	2025 - 2026
Christa	Smyder	christa.smyder@wylieisd.net	School Administrator	Certified	2025 - 2026
Casey	Whittle	whittlec@whitehouseisd.org	District Administrator	Certified	2025 - 2026
Shawnell	Bradshaw	shawnell.bradshaw@gmail.com	Assistant School Administrator	Certified	2025 - 2026
JASON	ERVIN	jason.ervin@wylieisd.net	School Administrator	Certified	2025 - 2026
Vanessa	Hudgins	vanessa.hudgins@wylieisd.net	School Administrator	Certified	2025 - 2026
Dana	Roberts	dana.roberts@wylieisd.net	School Administrator	Certified	2025 - 2026
Cody	Summers	csummers@caddomillsisd.org	School Administrator	Certified	2025 - 2026
Krista	Wilson	krista.wilson@wylieisd.net	School Administrator	Certified	2025 - 2026
Jennifer	Wiseman	jennifer.wiseman@wylieisd.net	School Administrator	Certified	2025 - 2026
Janet	Wyatt	janet.wyatt@wylieisd.net	School Administrator	Certified	2025 - 2026
anna	lindsay	michelle.lindsay@wylieisd.net	Assistant School Administrator	Certified	2025 - 2026
Zachary	Neu	Zachary.neu@wylieisd.net	Assistant School Administrator	Certified	2025 - 2026
Ashala	Foppe-Morris	ashala.foppe-morris@wylieisd.net	School Administrator	Certified	2025 - 2026
Pamela	Hennigan	pam.hennigan@wylieisd.net	Assistant School Administrator	Certified	2025 - 2026
Amber	Boley	abole14@yahoo.com	Observer	Certified	2025 - 2026
angela	waters	angela.waters@wylieisd.net	School Administrator	Certified	2025 - 2026
dale	ramirez	dale.ramirez@wylieisd.net	Assistant School Administrator	Certified	2025 - 2026
anthony	gilliam	tony.gilliam@wylieisd.net	Observer	Certified	2025 - 2026
alyshia	zimmerman	alyshia.zimmerman@wylieisd.net	Observer	Certified	2025 - 2026
morgan	power	morganpower09@yahoo.com	School Administrator	Certified	2025 - 2026
karrie	george	karrie.george@wylieisd.net	Assistant School Administrator	Certified	2025 - 2026
Leslie	Coble	leslie.coble@wylieisd.net	Assistant School Administrator	Certified	2025 - 2026
Kris	Cravens	kris.cravens@wylieisd.net	Assistant School Administrator	Certified	2025 - 2026
Angela	Clark	angela.clark@wylieisd.net	Assistant School Administrator	Certified	2025 - 2026
joel	may	joelmay83@gmail.com	Assistant School Administrator	Certified	2025 - 2026
Kelly	Foster	kelly.foster@wylieisd.net	Assistant School Administrator	Certified	2025 - 2026
diana	caldwell	diana.caldwell@wylieisd.net	Assistant School Administrator	Certified	2025 - 2026
austin	keisler	austin.keisler@wylieisd.net	Assistant School Administrator	Certified	2025 - 2026
heather	buckley	heather.buckley@wylieisd.net	Assistant School Administrator	Certified	2025 - 2026
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Wylie Independent School District



Student Code of Conduct

2025-2026

This Student Code of Conduct provides information regarding expectations for student behavior and consequences for misconduct. Please read and review the information in the Student Code of Conduct with your student so that you have a clear understanding of its content. Once you and your student have reviewed the Student Code of Conduct, please sign and date receipt. Your signature, in the manner required by the school district, acknowledges your understanding and agreement to the terms listed below.

I have read and understand the Wylie ISD's Student Code of Conduct for the 2025-2026 school year. I understand that _____ (student name) will be held accountable for the behavior expectations and disciplinary consequences outlined in the Student Code of Conduct. I understand that the Student Code of Conduct governs all behavior at school, at school-sponsored and school-related activities, during online or other remote instruction, during school-related travel, or while traveling in a vehicle owned or operated by the District. I also understand the Student Code of Conduct governs some designated behaviors occurring within 300 feet of school property, some designated behaviors occurring completely off-campus, including certain electronic communications and postings, conduct that threatens the safety of other students or staff members, and any school-related misconduct, regardless of time or location. I understand that a referral for criminal prosecution is possible for certain violations of law.

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General Overview

Purpose

The Board of Trustees adopted this Student Code of Conduct (SCC) to promote a safe, secure, and optimal learning environment for all students. Inside you will find information regarding:

- The District-wide discipline management plan,
- A description of prohibited conduct,
- The disciplinary options, methods, and consequences for preventing and addressing student misconduct, and
- The process the District will follow when administering disciplinary consequences.

If there is a conflict between the SCC and the Student Handbook, the terms of the SCC will control. If there is a conflict between the SCC and local District policy, the more recently adopted item will control.

Additional Rules

Students may be subject to campus, classroom, transportation, extracurricular, and/or organization rules in addition to those found in the SCC. Students may face consequences under these additional rules as well as possible disciplinary action under the SCC. Further, to the extent a student engages in misconduct that is not specifically addressed in the SCC, the student may still be disciplined if the misconduct threatens students or staff or disrupts or interferes with the educational process, learning environment, or school safety.

General Standards of Student Conduct

In order to promote a positive educational experience for all students, the District expects students to adhere to seven basic standards of conduct: (1) exercise self-control, self-respect, and self-discipline, (2) demonstrate a positive attitude, (3) respect the rights and feelings of others, (4) respect school property and the property of others, (5) support the learning process, (6) adhere to rules, and (7) promote a safe environment that does not threaten school safety. Because of significant variations in student conduct, it is not always possible for the SCC to address each and every act of student misbehavior. To that end, the District retains discretion to address student misconduct that is inconsistent with these seven standards even though the conduct may not be specifically included in the SCC.

Notice of Disciplinary Action

Teachers and administrators strive to notify parents/guardians of student conduct concerns as they occur. If a student is placed in in-school or out-of-school suspension, placed in a disciplinary alternative education program, expelled from school, assigned to a juvenile justice alternative education program, or taken into custody by a law enforcement officer, the campus behavior coordinator will promptly contact the parent/guardian by phone or in person and will also make a good faith effort to provide the student with written notice of the disciplinary action to be delivered to the parent/guardian on the same day the consequence is assigned or recommended. If the parent/guardian is not reached by phone or in person by 5:00 p.m. on the first business day after the disciplinary consequence is assigned or recommended, written notice will be sent to the parent's/guardian's last known address. Another campus administrator may provide notice of disciplinary action if the campus behavior coordinator is not able or available to provide notice. Failure to send any notice within this time period or as noted elsewhere in the SCC does not preclude imposing a discipline consequence. A school district that receives a bomb threat or terroristic threat relating to a campus or other district facility at which students are present shall provide notification of the threat as soon as possible to the parent(s), guardian(s), or other person(s) standing in parental relation to each student who is

Anti-Discrimination	assigned to the campus or who regularly uses the facility.
Discipline of Students with Special Needs	The District does not discriminate against students on the basis of race, sex, national origin, disability, religion, age, color, or ethnicity when enforcing the provisions of the SCC.
Discipline Appeals	<p>This Code of Conduct applies to all students. However, when enforcing its Code of Conduct, the District will comply with federal and state laws pertaining to students with disabilities. For more information about those specific procedures, please contact Executive Director of Special Education</p> <p>Appeals of disciplinary measures should be directed to the student's teacher or campus administrator, as described in local District policies FNG, FOC, or FOD as appropriate. Depending on the disciplinary consequence assigned, different complaint procedures may apply. A copy of the appropriate policy is available at the campus or central administration office or online at http://www.wylieisd.net. Please note that the email address and dedicated phone number of the campus behavior coordinator or campus administrator responsible for student discipline is listed on the campus homepage. Timelines for filing appeals stated in the policy will be enforced. Disciplinary consequences will not be delayed or deferred pending the outcome of an appeal.</p> <p>The Board of Trustees, through adoption of the Student Code of Conduct, has determined that an appeal of an in-school suspension, out of school suspension, or DAEP placement decision shall end at their appointed designee. Through adoption of this Student Code of Conduct, the Board has designated the Assistant Superintendent for Student Services as the Board's designee for this purpose.</p>
Effect of Student Withdrawal	Withdrawal from school after a student has been accused of a violation of the SCC will not prevent the District from investigating the alleged violation and, if it is determined that a violation did occur, assessing the appropriate disciplinary consequence and enforcing that consequence should the student re-enroll in the District, and/or forwarding any order of a disciplinary consequence to a future school in which a student enrolls.

Scope of the District's Disciplinary Authority

General Authority	<p>In addition to the disciplinary authority established for certain types of offenses as described within the SCC, the District has general disciplinary authority over a student at the following times:</p> <ul style="list-style-type: none"> • At any time during the school day. • While traveling on District owned or operated transportation or during school-related travel. • While attending any school-sponsored or school-related activity, regardless of time or location. • As provided in extracurricular or organization handbooks, by-laws, constitutions, or other guidelines. • During lunch periods, including those in which a student leaves the campus.
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- While on school property.
- For any school-related misconduct, regardless of time or location.
- During online or other types of remote instruction.
- Other off campus conduct as authorized and defined by Chapter 37 of the Texas Education Code, including cyberbullying.
- For certain offenses against other students and school employees, regardless of time or location.
- For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line.
- For certain criminal offenses, regardless of time or location
- If the student is a registered sex offender.
- Conduct that threatens the safety of other students or staff members, regardless of the location

Searches

A student's clothing, personal property, electronic equipment, or method of transportation may be searched when there is reasonable cause to believe the search will reveal articles or materials prohibited by the District or other violations of school rules. School property used by the student, such as lockers, desks, or school-owned electronic equipment, may be searched when deemed necessary by the campus administration. Students are responsible for ensuring that any personal property, method of transportation, or school property used by the student does not contain prohibited items. Students may be disciplined for possession of prohibited items discovered during a search. For more information about searches, please review the District's Student Handbook and policy FNF (Local).

Criminal Conduct

School administrators will report crimes as required by law and may contact local law enforcement regarding suspected criminal activity. Certain acts of misconduct may constitute criminal offenses in addition to violations of the SCC. Because school discipline is independent of criminal proceedings, disciplinary consequences will not be postponed pending the outcome of any criminal proceeding or affected by the outcome of any criminal proceeding.

Finally, as the District expects its students to adhere to certain standards of conduct, the District also expects that parents of our students and other visitors will comply with similar standards of conduct and civility expected of our students. Accordingly, a school administrator, resource officer, or school district peace officer may refuse to allow a person to enter or may eject a person from any property under the control of the school district if the person refuses to leave peaceably upon request, and 1) the person poses a substantial risk of harm to themselves or others, or 2) is behaving in a way that is inappropriate for a school setting. A person behaving inappropriately for a school setting may be removed if, prior to the person being removed from District property, 1) the school employee issued a verbal warning that the behavior was inappropriate and could lead to the person's removal of the individual and 2) the person persisted in the behavior. Any person removed from District property may appeal such removal under Board policy FNG (Local) or (GF) (Local) and shall be permitted to address the Board in person within 90 days of filing the initial complaint, unless the complaint is resolved before the Board considers it.

Discipline Considerations & Techniques

Discipline Considerations

Using their professional judgment, campus behavior coordinators or other appropriate administrators will consider a variety of factors when administering disciplinary consequences and determining the duration of the consequence, including but not limited to:

- the degree of severity and risk of danger.
- the effect of the misconduct.
- the age and grade level of the student.
- legal requirements.
- the frequency of the misconduct.
- the student's demeanor.
- the possibility of disruption of the school environment.
- whether the conduct was motivated by antisemitism (**see definitions**)

When deciding to order a student to out-of-school suspension, DAEP placement, expulsion, or placement in JJAEP the District will consider, in addition to the factors above: (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 (**see definitions**) will not be disciplined on the basis of using reasonable self-defense (**see definitions**) in response to the bullying, as determined by the campus administration.

The District will also establish a "threat assessment and safe and supportive school team" to serve at each campus of the district and will adopt policies and procedures for the teams. The team is responsible for developing and implementing the safe and supportive school program, as well as conducting threat assessments. These will include assessing and reporting individuals who make threats of violence or exhibit harmful, threatening, or violent behavior, gathering and analyzing data to determine the level of risk and appropriate intervention (including referring a student for mental health assessment and implementing an escalation procedure, if appropriate based on the team's assessment), and providing guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual.

Discipline Management Techniques

Before a team may conduct a threat assessment of a student, the team must notify the parent of or person standing in parental relation to the student of the assessment. In conducting the assessment, the team shall provide an opportunity for the parent or person to: (1) participate in the assessment, either in person or remotely; and (2) submit to the team information regarding the student. After completing a threat assessment of a student, the team shall provide to the parent of or person standing in parental relation to the student the team's findings and conclusions regarding the student.

Finally, security personnel are important members of the District safety team. State law requires that the job duties of the peace officers, school resource officers and security personnel be listed in the District Student Code of Conduct. See job duties listed below:

To protect the safety and welfare of any person in the jurisdiction of the Student Resource Officer; protect the property of the District; provide information concerning questions about law enforcement topics to students and staff; provide classroom instruction on a variety of topics relating to law enforcement duties of the SRO, including but not limited to narcotics, safety, public relations, occupational training, leadership, and life skills; coordinate investigate procedures between police and school administrators; provide counseling on a limited basis to students, staff, and faculty, when such counseling is related to the law enforcement duties of the SRO; handle initial police reports of crimes committed on campus; take enforcement action on the criminal matters when appropriate; wear an approved police uniform at all times or other apparel approved by the City of Wylie Police Department and agreed to by the Wylie Independent School District; attend school special events as needed; prepare lesson plans as necessary for the instruction provided. Duties do not include routine student discipline, school administrative tasks, or contact with students unrelated to the law enforcement duties of the SRO.

Discipline is designed to correct student behavior and encourage students to comply with school rules. The District may use any one or a combination of the following strategies or techniques to manage student behavior, prevent or intervene in discipline problems, or address violations of the SCC or campus or classroom rules:

- Verbal correction.
- Seating changes.
- Parent conferences.
- Removal from the classroom.
- Sending the student to the office or other area.
- Transfer to a different classroom or campus.
- Assignment to an alternate setting.
- Behavior modification contracts or improvement plans.
- Separation or "stay away" agreements or orders.

- Assignment of school-related tasks, services, or duties.
- Confiscation of items.
- School probation.
- Restitution or restoration.
- Revocation of interdistrict transfer, as permitted by state law or local DOI Plan, if applicable
- Calming-down time.
- Lunch detention.
- After-school detention.
- Relational practices
- Demerits or rewards.
- Positive behavior interventions.
- Mediation.
- Peer mentoring.
- Training in conflict management, social skills, managing emotions, and impulse control.
- 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.
- Suspension from participation in UIL or district extracurricular activities.
- Revocation of transportation privileges.
- Counseling.
- Detention

- Consequences identified in co-curricular or extracurricular codes of conduct, constitutions, by-laws, or other guidelines.
- In-school suspension.
- Out-of-school suspension.
- Disciplinary Alternative Education Program (DAEP).
- Expulsion.
- Other methods and consequences as stated in the SCC.

State law includes a list of prohibited "aversive" disciplinary techniques, defined as those "intended to reduce the likelihood of a behavior reoccurring by intentionally inflicting on a student significant physical or emotional discomfort or pain". While school districts may still utilize legally permissible restraints, all other techniques listed in state law and below are explicitly prohibited and will not be utilized.

The term "aversive technique" includes a technique or intervention that:

- (1) is designed to or likely to cause physical pain, other than corporal punishment administered in accordance with state law
- (2) is designed to or likely to cause physical pain through the use of electric shock or any procedure that involves the use of pressure points or joint locks
- (3) involves the directed release of a noxious, toxic, or otherwise unpleasant spray, mist, or substance near the student's face
- (4) denies adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility
- (5) ridicules or demeans the student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse
- (6) employs a device, material, or object that simultaneously immobilizes all four extremities, including any procedure that results in such immobilization known as prone or supine floor restraint
- (7) impairs the student's breathing, including any procedure that involves:
 - (a) applying pressure to the student's torso or neck; or
 - (b) obstructing the student's airway, including placing an object in, on, or over the student's mouth or nose or placing a bag, cover, or mask over the student's face

- (8) restricts the student's circulation
- (9) secures the student to a stationary object while the student is in a sitting or standing position
- (10) inhibits, reduces, or hinders the student's ability to communicate
- (11) involves the use of a chemical restraint
- (12) constitutes a use of timeout that precludes the student from being able to be involved in and progress appropriately in the required curriculum and, if applicable, toward the annual goals included in the student's individualized education program, including isolating the student by the use of physical barriers; or
- (13) deprives the student of the use of one or more of the student's senses, unless the technique is executed in a manner that:
 - (a) does not cause the student discomfort or pain; or
 - (b) complies with the student's individualized education program or behavior intervention plan

General Types of Prohibited Conduct

Misconduct Involving Others

- Misconduct identified in the list of prohibited behaviors below will result in the assignment of one or more "Discipline Management Techniques" if the behavior is committed at school, a school-sponsored or school-related activity, during school-related travel, while traveling on District owned or operated transportation, or when the District has "Disciplinary Authority" as described previously in the SCC.
- Horseplay, roughhousing, and other playful behavior that, though not intended to harm, presents a reasonable risk of harm, threatens the safety of others, or actually causes injury to others.
 - Fighting (**see definitions**) or scuffling that may or may not result in physical pain, illness, or any impairment of a physical condition.
 - Hitting, pushing, or attempting to hurt another student in any way
 - Engaging in conduct that can or does cause bodily injury (**see definitions**).
 - Forcing an unwilling person to act or not act or obtaining money or another object of value from an unwilling person through duress, threats, force, extortion, coercion, or blackmail.
 - Subjecting a student or District employee, official, or volunteer to physical harm, confinement or restraint.

- Bullying (**see definitions**).
- Cyberbullying (**see definitions**), including conduct that interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.
- Name-calling, ethnic or racial slurs, making racial comments to another student or employee, or derogatory statements that school employees reasonably believe could substantially disrupt the school environment or incite violence.
- Adding any substance, whether harmful or not, without permission to any food or beverages belonging to, in the possession of, or meant to be consumed by another student or District employee, official, or volunteer.
- Engaging in harassment (**see definitions**) toward another student or a District employee, official, or volunteer, including harassment based on race, color, religion, national origin, disability, sex, gender, or age.
- Engaging in sexual harassment (**see definitions**) or sexual abuse.
- Releasing or threatening to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Releasing or threatening to release intimate visual material of a minor or a student who is 18 years of age or older created by using A.I. without the student's consent.
- Invasive visual recording (**see definitions**).
- Inappropriate verbal (oral or written), physical, or sexual contact toward another student or a District employee, official, or volunteer, regardless of whether it is consensual.
- Touching one's own private body parts in a sexual manner.
- Consensual hugging, touching, or other displays of affection that interfere with, detract from, or disrupt the school environment.
- Engaging in physical, sexual, verbal, or emotional abuse as a means to harm, threaten, intimidate, or control another person in a current or past dating relationship.
- Engaging in oral or written threats to cause harm or bodily injury (**see definitions**) to another student, a District employee, official, or volunteer, or school property, including threats made on or off campus, using the Internet or other technology resources, including messaging apps, postings, or any kind of social media.
- Engaging in oral or written threats of any kind of violence, violent acts, or harm to another student or staff member, whether or not such threats are meant to be taken seriously.

**Possessing, Using, Giving,
Selling, Buying, or Offering
to Sell or Buy Prohibited
Items**

- Preparing a hit list **(see definitions)**.
- Wrongfully obtaining and using another person's identifying information or personal data without permission.
- Hazing **(see definitions)**.
- Retaliating against a student for (1) reporting either a violation of the SCC or bullying, or (2) participating in an investigation of a violation of the SCC or bullying.
- Matches or a lighter.
- Tobacco products.
- Electronic cigarettes **(see definitions)**, electronic vaping devices, personal vaporizers, electronic nicotine delivery systems or paraphernalia, including but not limited to Juul and Juul pods, vials, cartridges, or "pens" with liquid or any other types of material for use in such devices
- Using Artificial Intelligence (A.I.) in any way that harms other students, disrupts school operations, or otherwise violates provisions of this code of conduct or the District's Acceptable Use Policy
- Fireworks or any other pyrotechnic device.
- Smoke or stink bombs.
- Laser pointers (unauthorized use).
- Pepper spray or other small chemical dispenser sold commercially for personal protection.
- "Look-alike" drugs or items attempted to be passed off as drugs, including non-prescription drugs, medications, or herbal or dietary supplements except as permitted by District policy.
- Prescription drugs except as permitted by District policy.
- Less than a useable amount of stems, seeds, or other pieces of marijuana.
- Paraphernalia **(see definitions)** related to any prohibited substance, including, but not limited to, marijuana, a controlled substance, a dangerous drug, or an alcoholic beverage.

- Designer drugs, synthetic marijuana, synthetic cannabinoids (such as K2 or spice), stimulants (such as bath salts), or analogs of any drug in any form, regardless of whether currently scheduled or classified as an illegal drug under state or federal law and regardless of whether the substance is legally sold or marketed as "herbal incense," "potpourri," "bath salts," or "not for human consumption."
- Razor blades, box cutters, or chains.
- Knives with a blade 5 ½ inches or less.
- Hand instrument designed to cut or stab another by being thrown; including, but not limited to, a dirk, stiletto, dagger, poniard, bowie knife, sword, or spear.
- Fake or "look-alike" weapons.
- Deadly weapons **(see definitions)**.
- Poisons, caustic acids, or other materials that may be toxic to the human body.
- BB gun, air gun, or stun gun.
- Ammunition, shells, bullets, or gunpowder.
- Clubs, knuckles, firearm silencers, or similar dangerous weapons.
- Material that is sexually-oriented, pornographic, obscene, or reveals a person's private body parts, including material created by A.I.
- Material, including published or electronic items, that promotes or encourages illegal behavior or could threaten school safety.
- Articles not generally considered to be weapons when the administrator determines that a danger exists or when used in a way that threatens or inflicts bodily injury to another.
- Electronic games, iPads, MP3 players, stereo head sets, ear pods, air pods, or any other electronic equipment for other than approved use
- Using, displaying, or having in operational mode a cellular telephone or telecommunications device **(see definitions)** at school during the school day, including using a cellular telephone to film other students and/or District employees.
- Stealing from others, including the District.

Safety / Disruption

- Committing or assisting in a robbery, theft, or burglary that is not punishable as a felony.
- Damaging, destroying, or vandalizing property owned by others or the District.
- Committing criminal mischief with damage in an amount less than \$2500.
- Marking District property such as textbooks, lockers, furniture, or equipment with graffiti, tagging, or by other means.
- Attempting to start or starting a fire on or in any property owned, used, or controlled by a student, the District, or District employees, officials, or volunteers that does not rise to the level of arson or criminal mischief.
- Threatening to use or exhibit a firearm.
- Discharging a fire extinguisher, pulling a fire alarm, calling 911, tampering with an Automated External Defibrillator, or causing the sprinkler system to activate when there is no smoke, fire, danger, or emergency.
- Making or participating in false statements, hoaxes, or jokes regarding threats to other students and/or school safety.
- Making threats regarding school safety or harm to students and/or employees, regardless of intent.
- Engaging in misbehavior, actions, or demonstrations that substantially disrupt or materially interfere with school activities or that give school officials reasonable cause to believe that such conduct will substantially disrupt the school program, endanger others, or incite violence.
- Throwing objects that can cause bodily injury or property damage.
- Making false accusations or providing false statements concerning wrongful, unlawful, inappropriate, or illegal conduct alleged to have been committed by another student or District employee, official, or volunteer.

Technology

- Sending, possessing, or posting electronic messages, videos, audio recordings, or images that are abusive, obscene, sexually oriented, harassing, threatening, intimidating, illegal, or that cause a material or substantial disruption at school, including cyberbullying (**see definitions**).
- Using any device or technology to copy or capture an image or the content of any District materials (such as tests or exams) without permission of a teacher or administrator.
- Making, participating in the making of, transmitting to another via an electronic device, or posting to the Internet a digital video, audio recording, or image of an actual or simulated act that involves a crime or conduct prohibited by the Code of Conduct.

- Using any device or technology to record the voice or image of another in any way that disrupts the educational environment, invades the privacy of others, or without the prior consent of the individual being recorded.
- Using any device or technology to record the voice or image of another to take, disseminate, transfer, circulate, exhibit, present, or share audio, images, video, or photos that reveal private parts of the body that are normally covered by clothing.
- Using the name, persona, or image of a student, District employee, or volunteer to create a web page or social media account or post one or more messages on a website or social media account without the other person's consent for purposes of harassing, intimidating, embarrassing, or threatening another.
- Using email, websites, social media, messaging apps, or electronic devices to engage in or encourage illegal conduct, violations of the SCC, or to threaten school safety.
- Attempting to or successfully accessing or circumventing passwords or other security-related information of the District, officials, volunteers, employees, or other students by any means.
- Attempting to or successfully altering, destroying, interrupting, intercepting, or disabling District technology equipment, District data, the data of other users of the District's computer system, or other networks connected to the District's system, including uploading or creating computer viruses, worms, or other harmful material.
- Copying, downloading, reproducing, distributing, retransmitting, redisplaying, or modifying items from the District's website or social media accounts
- Using A.I. in any way that harms other students, disrupts school operations, or otherwise violates provisions of this code of conduct or the District's Acceptable Use Policy.
- Using Artificial Intelligence on any kind on any school assignment or assessment, unless explicitly authorized by the instructor of the class
- Engaging in any of the above forms of technological misconduct outside of school when such conduct causes a material or substantial disruption at school as determined by school officials or when such conduct is school-related and/or falls under the jurisdiction of the school, as described at the beginning of this SCC
- NOTE: Students will not be disciplined for technological misconduct related to possessing items described above so long as the student (1) did not contribute to creation of the item in any way, (2) possessed it only after receiving the item unsolicited from another, (3) either promptly destroyed the item or reported it to a school employee as soon as possible, and (4) did not show, provide a copy, forward, or re-post the item to anyone other than law enforcement, a school employee, or the student's parent/guardian.

Failure to Follow Rules

- Violating dress and grooming criteria.
- Being insubordinate or otherwise failing to comply with lawful directives given by school personnel.

- Attempting to or successfully evading, avoiding, or delaying questioning by a District employee or providing inaccurate information when questioned about possible violations of the SCC.
- Failing to provide proper identification upon request of a District employee.
- Attempting to violate or assisting, encouraging, promoting, or attempting to assist another student in violating the Code of Conduct or help conceal any violation.
- Failing to immediately report to a school employee knowledge of a device, object, substance, or event that could cause harm to self or others.
- Unexcused tardiness to class.
- Skipping school or class without the District's or parent/guardian's permission.
- Leaving class, the campus, or school events without permission.
- Enticing or preventing another student from attending school, class, or a school activity the student is required to attend.
- Violating rules for conduct on school owned or operated transportation.
- Violating rules for operating or parking a motor vehicle on school property.
- Violating policies or rules for computer use, Internet access, technology, or other electronic communications or imaging devices.
- Violating the District's medications policy regarding prescription and over-the-counter drugs.
- Academic dishonesty, including cheating, copying the work of another, plagiarism, use of A.I. to complete assignments, or unauthorized collaboration with another person in preparing an assignment.
- Failure to comply with guidelines applicable to student speakers who are speaking at school-sponsored or school-related events.
- Failure to ensure that personal property, mode of transportation, or school property used by the student does not contain prohibited items.
- Violating other campus or classroom rules for behavior or district policies.
- Using profanity, vulgar language, or obscene gestures.

Other Misconduct

- Loitering in unauthorized areas.
- Falsifying, altering, forging, or destroying school records, passes, other school-related documents, or documents presented to District employees.
- Gambling or betting money or other things of value.
- Inappropriate exposure of a student's private body parts which are ordinarily covered by clothing, including through such acts as mooning, streaking, or flashing.
- Taking one or more steps toward violating the SCC even if the student fails to complete the intended misconduct.

Removal from District Transportation

Reasons for Removal

Appropriate student behavior is essential to the safe operation of District transportation. Students must comply with the expectations of the SCC while using District transportation. In addition to compliance with the SCC, students are expected to comply with the following transportation rules:

- Enter and exit transportation in an orderly manner at the designated stop
- Remain seated in designated seats facing forward
- Keep aisles clear of books, bags, instruments, feet, or other obstructions
- Comply with lawful directives issued by the driver
- Follow the driver's rules for food or beverages
- Do not extend any body part, clothing, or other article outside of the transportation
- Keep hands, feet, other body parts, or objects to yourself
- Refrain from making loud or distracting noises
- Do not obstruct the driver's view
- Do not throw objects inside the transportation or out of the windows or doors
- Do not mark, deface, destruct, or tamper with seats, windows, emergency doors, or other equipment

Procedure for Removal

A driver of District owned or operated transportation may send a student to the administrator's office to maintain discipline during transport to or from school or a school-sponsored or school-related activity, to enforce the transportation rules, or when the student engages in behavior that violates the SCC. The administrator may use one or more discipline management techniques to address the behavior, which may include temporarily suspending or permanently revoking school transportation privileges.

The student will be informed of the reason for suspension or revocation of transportation privileges and will be given the opportunity to respond before the administrator's decision is final. Suspension of transportation privileges does not excuse a student from attending school. It is the responsibility of the parent/guardian and/or student to make alternate transportation arrangements to and from school.

Removal from Classroom by Teacher

Ordinary Teacher Removal

A teacher may send a student to the campus behavior coordinator's office to maintain discipline in the classroom or when the student engages in behavior that violates the SCC. For these informal removals, the behavior coordinator will use one or more discipline management techniques to address and improve the student's behavior before returning the student to the classroom. If the student's behavior does not improve, the behavior coordinator will employ other discipline techniques or progressive interventions to improve the student's conduct.

Formal Teacher Removal

A teacher may remove a student from class when:

- The student repeatedly interferes with the teacher's communication or student learning
- The student demonstrates behavior that is unruly, disruptive or abusive toward the teacher, another adult, or another student
- The student engages in conduct that constitutes bullying as defined by law

A teacher may remove a student from class based on a single incident of behavior described above. 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.

Placement During Removal

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.

Procedures for Teacher Removal

No later than three school days after a teacher has formally removed a student from class, an administrator will schedule a conference with the campus behavior coordinator or other administrator, the student's parent/guardian, the student, and the teacher. At the conference, the student will be provided an explanation of the basis for removal and be given an opportunity to respond, the teacher must also be given an opportunity to participate, and a return to class plan must be discussed. After the conference, the campus behavior coordinator or designee will render a discipline decision and inform the student and

parent/guardian of the consequences.

A student who is sent to the campus behavior coordinator's 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.

Return to the Classroom

The principal may not return the student to the teacher's class without the teacher's written consent unless the Placement Review Committee determines that such placement is the best or only alternative available, a conference is held within three school days of the removal in which the teacher has been provided an opportunity to participate, and a return to class plan has been prepared for that student. The return to class plan must be created before or during the conference and discussed at the conference. At the conference, the principal or other appropriate administrator must notify the student and parent of the right to appeal the removal. The terms of the removal may prohibit the student from attending or participating in school-sponsored or school-related activities.

A student may appeal the student's removal from class under this section to the placement review committee or to the campus's threat assessment and safe and supportive school team established in accordance with state law, as determined by board policy.

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-School Suspension (ISS)

Reasons for ISS

Students may be placed in ISS for any misconduct listed in any category of the SCC. ISS assignments are not subject to any time limit.

A student who possesses or uses an e-cigarette (**see definitions**) and who is not placed in a disciplinary alternative education program for the first-time offense, must be placed in in-school suspension for a period of at least 10 school days.

Procedure for ISS

The student will be informed of the reason for placement in ISS and be given an opportunity to respond. While in ISS the student will complete assignments from his or her teacher, and the campus administrator may place restrictions on the student's participation in school-sponsored or school-related activities.

A school's principal or other appropriate administrator shall review the in-school suspension of a student at least once every 10 school days after the date the ISS placement begins in order to evaluate the educational progress of the student and to determine if continued ISS is appropriate. If the principal or other appropriate administrator determines that continued ISS is appropriate, he or she shall document the determination.

Notice for ISS

On the day the consequence is assigned, the campus behavior coordinator or other appropriate administrator will contact the parent/guardian by phone or in person and will also make a good faith effort to provide the student with written notice of the disciplinary action to be delivered to the parent/guardian that same day. If the parent/guardian is not reached by phone or in

person by 5:00 p.m. on that day, written notice will be sent to the parent's/guardian's last known address, via mail or electronically. Failure to send any notice within this time period or as noted elsewhere in the SCC does not preclude imposing the ISS discipline consequence.

Out-of-School Suspension (OSS)

Reasons for OSS	Students may be suspended from school for any misconduct listed in any category of the SCC.
Procedure for OSS	The student will be informed of the reason for out-of-school suspension and be given an opportunity to respond before the administrator's decision is final. While the student is suspended, the administrator may place restrictions on the student's participation in school-sponsored or school-related activities. Students may be suspended for a maximum of three school days at a time.
Notice for OSS	<p>On the day the consequence is assigned, the campus behavior coordinator or other appropriate administrator will contact the parent/guardian by phone or in person and will also make a good faith effort to provide the student with written notice of the disciplinary action to be delivered to the parent/guardian that same day. If the parent/guardian is not reached by phone or in person by 5:00 p.m. on that day, written notice will be sent to the parent's/guardian's last known address, via mail or electronically. Failure to send any notice within this time period or as noted elsewhere in the SCC does not preclude imposing the OSS consequence.</p> <p>Upon receiving a written request from a student's parent or guardian, the principal or other appropriate administrator may, at his or her sole discretion, reassign a student placed in out-of-school suspension to ISS if the student's parent or guardian demonstrates through supporting information and documentation that they are unable to provide suitable supervision for the student during school hours during the period of the suspension. If the administrator decides on ISS instead, the alternative placement may be used only in extenuating circumstances and may not be used as a routine replacement for out-of-school suspension. The school district shall maintain documentation of each such reassignment, including the parent's request, the reason for the parent's unavailability, and all supporting information and documentation.</p>
Assignments During ISS and OSS	<p>The student will be required to complete all class assignments, homework, tests, and other academic work covered during the suspension. The student will have the opportunity to receive full credit for completed academic work when submitted in a timely manner and in accordance with the teacher or administrator's instructions. The student will be provided during the period of suspension, whether in-school or out-of-school, an alternative means of receiving all course work provided in the classes in the foundation curriculum that the student misses as a result of the suspension, including at least one option for receiving the course work that does not require the use of the Internet.</p> <p>The District will provide a student placed in ISS with appropriate behavioral support services and comparable educational services as the student would receive in the classroom. If the student receives special education services, the student must continue to receive special education and related services specified in the student's individualized education program and continue to have an opportunity to progress in the general curriculum.</p>
Grade Level and Other Restrictions on Suspension	A student who is in second 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, engages in conduct that threatens the immediate health and safety of other students in the classroom, engages in documented conduct

that results in repeated or significant disruption to the classroom, or 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, engages in conduct that threatens the immediate health and safety of other students in the classroom, engages in documented conduct that results in repeated or significant disruption to the classroom, or 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.

Disciplinary Alternative Education Program (DAEP)

Reasons for Mandatory DAEP Placement

School-Related. Subject to the requirements of Texas Education Code, Section 37.009 (a), a student must be placed in DAEP for any of the following misconduct if committed while on school property, within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Engages in conduct punishable as a felony.
- Commits an assault (**see definitions**) resulting in bodily injury (**see definitions**) against another.
- Sells, gives, delivers, possesses, uses, or is under the influence of a controlled substance (**see definitions**) or a dangerous drug (**see definitions**), in any amount not punishable as a felony.
- Sells, gives, or delivers to another person an e-cigarette (**see definitions**).
- Sells, gives, delivers, possesses, uses, is under the influence of an alcoholic beverage or commits a serious act or offense while under the influence of an alcoholic beverage.
- Possesses, uses, sells, gives, or delivers to another person an e-cigarette (**see definitions**).
- Possesses or uses an e-cigarette (**see definitions**) other than a first-time offense.
- Engages in an offense relating to abusable volatile chemicals (**see definitions**).
- Engages in conduct that contains the elements of the offense of harassment under specific provisions of the Texas Penal Code (**see definitions**), against an employee of the school district.
- Engages in public lewdness (**see definitions**).
- Engages in indecent exposure (**see definitions**).

- Possesses, other than on his or her person, or uses a firearm **(see definitions)** as defined by state law. Note: Possession of a firearm as defined by federal law is an expellable offense.
- Possesses, other than on his or her person, or uses a knife with a blade over 5½".
- Engages in expellable conduct if the student is between six and nine years of age.
- Engages in a federal firearm offense if the student is six years of age or younger.

Off-Campus. A student must be placed in DAEP for engaging in a Title 5 **(see definitions)** felony offense, aggravated robbery, deadly conduct, disorderly conduct involving a firearm, or unlawfully carrying weapons as defined by the Penal Code **(see definitions)** while off-campus and not in attendance at a school-sponsored or school-related activity if:

- The student receives deferred prosecution,
- A court or jury finds the student engaged in delinquent conduct, or
- The Superintendent or Superintendent's designee has a reasonable belief that the student has engaged in conduct defined as either a Title 5 felony offense or aggravated robbery (as defined in the Penal Code).

Regardless of Location. A student must be placed in DAEP if the student engages in the following misconduct, regardless of whether the conduct occurred on or off campus:

- Issues a false alarm or report **(see definitions)** or a terroristic threat **(see definitions)** involving a public school.
- Engages in the criminal offense of harassment as defined by law **(see definitions)** against any school employee or volunteer.
- Engages in the criminal offense of retaliation as defined by law **(see definitions)** against any school employee or volunteer.
- Is a registered sex offender **(see definitions)** under court supervision, probation, community supervision, or parole.

Students who are: (1) convicted of continuous sexual abuse of a young child or children; or (2) convicted, receive deferred adjudication or deferred prosecution, been found to have engaged in delinquent conduct or conduct in need of supervision, or been placed on probation for either sexual assault or aggravated sexual assault against another student assigned to the same campus at the time the offense occurred will be placed in DAEP (or JJAEP as appropriate) on the request of the victim's parents if the victim student does not wish to transfer, and there is only one campus serving that grade level. Placement in this circumstance may be for any length of time considered necessary.

A student may be placed in DAEP for any of the following misconduct if committed while on school property, or while attending a school-sponsored or school-related activity on or off school property:

Reasons for Discretionary DAEP Placement

- **School-Related.** Possessing or using an e-cigarette **(see definitions)** for a first-time offense
- Committing any offense included in the list of “General Types of Prohibited Misconduct” in this SCC.
- Engaging in persistent **(see definitions)** misbehavior that violates this SCC.
- Engaging in criminal mischief if the damage is less than \$2500.
- Engaging in conduct that contains the elements of the offense of disruptive activities as defined by law **(see definitions)**
- Engaging in conduct that contains the elements of the offense of disruption of classes as defined by law **(see definitions)** unless the student is younger than 12 years of age at the time of the offense.

Off-Campus. A student may be placed in DAEP for engaging in the following misconduct while off-campus and not in attendance at a school-sponsored or school-related activity:

- The administrator has a reasonable belief that the student engaged in conduct punishable as a felony (other than aggravated robbery or a Title 5 felony), and the student’s continued presence in the regular classroom is a threat to the safety of others or is detrimental to the educational process.
- Off-campus conduct for which DAEP placement is required by state law when the administrator does not learn of the conduct until more than a year passes after the conduct occurred.

Regardless of Location. A student may be placed in DAEP if the student engages in the following misconduct, regardless of whether the conduct occurred on or off campus:

- A student who is a registered sex offender **(see definitions)** and who is not under any form of court supervision may be placed in DAEP at the discretion of the District. A student who is a registered sex offender and who is not under any form of court supervision, may be placed in regular classes if the student is not a threat to the safety of others, is not detrimental to the educational process, and if such placement is not contrary to the best interests of the District's students.
- Engages in bullying **(see definitions)** that encourages a student to commit or attempt to commit suicide.
- Incites violence against a student through group bullying.
- Releases or threatens to release intimate visual material of a minor or a student who is 18 years of age or older without the student’s consent.
- Is involved with a public school fraternity, sorority, secret society, or gang **(see definitions)**, including participating as a member or pledge, or soliciting another person to become a member or pledge.

Emergency DAEP Placement

- Is involved in criminal street gang activity (see definition).

An administrator may order an emergency DAEP placement if the student has been so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to teach the class, the learning of other students, or the operation of a school-related or a school-sponsored activity. The reason for emergency placement must also be a reason for which DAEP placement could be ordered on a non-emergency basis. At the time of the emergency placement, the student will be told the reason for the action.

No later than the tenth day after the date of emergency DAEP placement, the student will be given a conference as required for regular placement in DAEP; see below.

Procedure for DAEP Placement

Conference. No later than three school days after the student is removed from class, a campus administrator will schedule a conference with the campus behavior coordinator or other appropriate administrator, the student's parent/guardian, and the student. At the conference, the administrator will explain the allegations against the student, inform the student of the basis for the proposed DAEP placement, and give the student an opportunity to explain his or her version of the incident. The District may conduct the conference and make a discipline decision regardless of whether the student or the student's parent/guardian attends if the District made reasonable attempts to have them attend.

On placement of a student in a disciplinary alternative education program, the school district shall provide information to the student's parent or person standing in parental relation to the student regarding the process for requesting a full individual and initial evaluation of the student under the Texas Education Code, Section 29.004.

If during the term of DAEP placement the student engages in additional misconduct, additional conferences may be conducted and additional discipline may be imposed.

Interim Placement. Until a placement conference can be held, the student may be placed in another appropriate classroom, in-school suspension, or out-of-school suspension. The student may not be returned to the regular classroom pending the placement conference.

DAEP Placement Order. If the outcome of the conference is to place the student in DAEP, the campus behavior coordinator or designee will issue a DAEP placement order. If the length of placement differs from the guidelines included in the SCC, the DAEP placement order will give notice of the inconsistency.

A copy of the DAEP placement order will be sent to the student and the student's parent/guardian. For those students placed in DAEP for a reason identified in the Texas Education Code, the District will also send the juvenile court a copy of the DAEP placement order no later than the second business day after the placement conference. A copy of the DAEP placement order will be included with any records sent to a school where the student seeks to enroll. The enrolling school district has discretion to enforce the DAEP placement order.

Length of DAEP Placement

The length of a student's placement in DAEP will be determined on a case-by-case basis using the criteria identified in the "Discipline Considerations" section of this SCC. All DAEP placements will result in placement for up to 174 school days.

Particular Rules for Registered Sex Offenders

If the DAEP is at capacity at the time a DAEP placement decision is made for a student who engaged in conduct related to marijuana, a vape, alcohol, or an abusable chemical, the student shall be:

- (1) placed in in-school suspension; and
- (2) if a position becomes available in the DAEP program before the expiration of the placement period, transferred back to the DAEP for the remainder of the placement order.

If the DAEP is at capacity at the time a DAEP decision is made for a student who engaged in conduct described under Section 37.007 that constitutes violent conduct, as defined by commissioner rule or administrator discretion in the absence of commissioner rule, a student who has been placed in the program for conduct related to marijuana, a vape, alcohol, or an abusable chemical:

- (1) may be removed from the DAEP and placed in in-school suspension to make space in the DAEP available for the student who engaged in violent conduct; and
- (2) if removed from the DAEP for this reason, shall be returned to the DAEP if space becomes available prior to the end of the placement period.

Successful completion of school days will be determined at the discretion of the District. The length of DAEP placement may not exceed one year unless, after review, the District determines that the student is a threat to the safety of other students or District employees.

Students placed in DAEP at the end of one school year may be required to complete the assigned term at the beginning of the next school year. For DAEP placement to extend beyond the end of the school year, the administrator must determine that: (1) the student's presence in the regular classroom or campus presents a danger of physical harm to the student or others; or (2) the student engaged in serious or persistent misbehavior that violates the SCC. For purposes of this paragraph only, "serious or persistent misbehavior" means any misconduct identified as being punishable with placement in DAEP or expulsion or three or more violations of the SCC or repeated occurrences of the same violation.

If the DAEP placement extends beyond 60 days or the end of the next grading period, whichever is sooner, the student or the student's parent/guardian may participate in a proceeding before the Board or Board's designee as provided in policy FNG (LOCAL). Any decision of the Board is final and may not be appealed.

The general SCC rules for DAEP placement apply to registered student sex offenders (**see definitions**) except as modified in this section.

Placement. Registered sex offenders will be placed in a Juvenile Justice Alternative Education Program (JJAEP) in lieu of DAEP if: (1) ordered to attend JJAEP by a court, or (2) if permitted by agreement between the District and the JJAEP.

Length of Placement. Registered sex offenders under court supervision will be placed in DAEP for a minimum of one semester. Registered sex offenders who are not under any form of court supervision but who are assigned to DAEP must serve

Other DAEP Issues

a length of placement to be determined by the Campus Behavior Coordinator or other appropriate administrator.

Transfers. Registered sex offenders under court supervision that transfer into the District will be required to complete the DAEP assignment assessed by the previous school district, but will receive credit for any time already spent in DAEP.

Registered sex offenders who are not under court supervision that transfer into the District will be required to complete the DAEP assignment assessed by the previous school district, but will receive credit for any time already spent in DAEP.

Periodic Review for Registered Sex Offenders. At the end of the first semester of DAEP placement, a review committee will determine by majority vote and recommend to the appropriate administrator whether the student should remain in DAEP or be returned to the regular classroom. The appropriate administrator will follow the committee's decision to return the student to the regular classroom unless the student's presence in the regular classroom is a threat to the safety of others, is detrimental to the educational process, or is not in the best interests of the District's students. Conversely, the appropriate administrator will follow the committee's decision to continue the student's placement in DAEP unless the student's presence in the regular classroom is not a threat to the safety of others, is not detrimental to the educational process, or is not contrary to the best interests of the District's students

If the student remains in DAEP, the review committee will re-consider the student's placement before the beginning of the next school year.

Appeals for Registered Sex Offenders. DAEP placement may be appealed as described in District policy FNG or FOC. However, the appeal is limited to the factual question of whether the student is required to register as a sex offender under the law. A decision of the District's Board of Trustees is final and may not be appealed.

Grade Levels. Elementary students in kindergarten through grade 6 will not be placed in DAEP with secondary students in grade 7 through grade 12.

No Participation in Extracurricular Activities While in DAEP. Students placed in DAEP for any mandatory or discretionary reasons are not allowed to attend or participate in school-sponsored or school-related extracurricular or co-curricular activities during the period of DAEP placement. This restriction applies until the student fulfills the DAEP assignment at this or another school district.

Impact on Graduation. For graduating seniors who are in DAEP during the last week of school, the DAEP placement will continue through graduation, and the student will not be allowed to participate in commencement exercises and related graduation activities.

Transportation. A student placed in DAEP will not be provided transportation unless the student has an IEP that requires special transportation designated as a related service.

Periodic Review. The District will review a student's DAEP placement and academic status every 120 calendar days. In the case of a high school student, the student's progress toward graduation will be reviewed and a graduation plan will be established. At the review, the student or the parent/guardian will have an opportunity to present reasons for the student's return to the

regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

Coursework Opportunity. Students placed in DAEP will have an opportunity to complete coursework required for graduation, at no cost to the student, before the beginning of the next school year.

Transition from DAEP. As soon as practicable after the DAEP administrator determines the date a student will be released from the program, the administrator will provide written notice of the date to the student's parent/guardian and to the administrator of the campus to which the student will return. The DAEP will also provide the campus administrator an assessment of the student's academic growth while attending the alternative education program and the results of any assessment instruments administered to the student. Not later than five instructional days after the date of release from the DAEP, the campus administrator will coordinate the student's transition to a regular classroom, which must include assistance and recommendations from school counselors, school district peace officers, school resource officers, licensed clinical social workers, campus behavior coordinators, classroom teachers who are or may be responsible for implementing the student's personalized transition plan, and any other appropriate school district personnel.

Transition Plan. Each student must be provided a personalized transition plan developed by the campus administrator. The transition plan must include recommendations for the best educational placement of the student and the provision of information to the student's parent or person standing in parental relationship to the student about the process to request a full individual and initial evaluation of the student for purposes of special education services under Texas Education Code, Section 29.004. The transition plan may include recommendations for counseling, behavioral management, or academic assistance for the student with a concentration on the student's academic or career goals; recommendations for assistance for obtaining access to mental health services provided by the district or school, a local mental health authority, or another private or public entity; and a regular review of the student's progress toward the student's academic or career goals. If practicable, the campus administrator or designee will meet with the student's parent/guardian to coordinate plans for the student's transition.

Effect of Student Withdrawal. When a student withdraws from school before a DAEP placement order is completed, the District may complete the proceedings and issue a DAEP placement order. If the student re-enrolls in the District during the same or subsequent school year, the District may enforce the DAEP placement order at that time, minus any portion of the placement that was served by the student during enrollment in another district.

If the administrator does not issue a DAEP placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a DAEP placement order.

Student Transfers. Students assigned to DAEP in another Texas district, a Texas open-enrollment charter school, or an out-of-state school district at the time of enrollment into the District will be placed into the District's DAEP to complete the term of their DAEP placement. In order to continue an out-of-state DAEP placement, the basis for the DAEP placement must also be a reason for DAEP placement in the enrolling district. If the out-of-state DAEP placement period exceeds one year, the District will reduce the period of placement so that the total placement does not exceed one year unless the District determines that the student is a threat to the safety of others or extended placement is in the best interests of the student.

Summer School. Students in DAEP during summer programs will be served alongside other students not assigned to DAEP.

Summer Activities. Students whose DAEP placement continues past the end of the school year and into the next school year will not be permitted to participate in school-related activities occurring during summer months, including team camps, clinics, practices, and workouts.

Criminal Proceedings. The review and appeal process described below is limited to retaliation or off-campus misconduct. It does not apply if the student was placed in DAEP as required by law for conduct occurring on or within 300 feet of school property, at a school-sponsored or school-related activity, or for a false alarm or report or terroristic threat involving a public school.

If the District receives notice that prosecution of a student's case was refused and no formal proceedings, deferred adjudication, or deferred prosecution will be initiated or a court or jury found the student not guilty or that the student did not engage in delinquent conduct or conduct indicating a need for supervision and dismissed the student's case with prejudice, the District will review the student's DAEP placement and will schedule a review with the student's parent/guardian no later than the third day after receiving notice. The student will not be returned to the regular classroom before the review. After reviewing the notice and receiving information from the student's parent/guardian, the administrator may only continue the student's DAEP placement if the administration has reason to believe the student's presence in the regular classroom threatens the safety of others.

The administrator's decision may be appealed to the Board. In the event of an appeal, at the next scheduled meeting the Board will: (1) review the notice, (2) hear statements from the student, the student's parent/guardian, and the administrator, and (3) confirm or reverse the decision of the administrator.

If the Board confirms the decision of the administrator, the student and the student's parent/guardian have the right to appeal to the Commissioner of Education. The student may not be returned to the regular classroom while the appeal is pending.

The District has opted not to adopt a policy providing for parental involvement in school disciplinary placements.

Policy for Parental Involvement in School Disciplinary Placements

Expulsion

Reasons for Mandatory Expulsion

A student must be expelled for any of the following misconduct, regardless of whether the conduct occurs on or off school property:

- Engages in conduct that contains the elements of unlawfully carrying weapons under the Penal Code **(see definitions)** or the elements of carrying prohibited weapons under the Penal Code **(see definitions)**.
- Possesses or uses a handgun on or about his or her person **(see definitions)**.
- Engages in conduct that contains the elements of exhibiting, using, or threatening to exhibit or use a firearm under the Penal Code **(see definitions)**.

*Firearm note: So long as the firearm is not brought on school property, a student will not be expelled solely for using, exhibiting, or possessing a firearm at an off-campus approved target range facility while participating in or preparing for a school-sponsored shooting sports competition or while participating in a shooting sports educational activity sponsored or supported by the Texas Parks and Wildlife Department or an organization working with the department.

- Possesses or uses a location restricted knife, on or about his person.
- Possesses, manufactures, transports, repairs, or sells one of the following prohibited weapons: an explosive weapon, machine gun, short-barrel firearm, armor-piercing ammunition, chemical dispensing device, zip gun, improvised explosive device, or tire deflation device **(see definitions)**.
- Engages in the following misconduct as defined in the Texas Penal Code: (1) aggravated assault, (2) sexual assault, (3) aggravated sexual assault, (4) arson, (5) murder, (6) capital murder, (7) criminal attempt to commit murder or capital murder, (8) indecency with a child, (9) kidnapping, (10) aggravated kidnapping, (11) burglary, (12) robbery, (13) aggravated robbery, (14) manslaughter, (15) criminally negligent homicide, or (16) continuous sexual abuse of a young child or children.
- Sells, gives, delivers, possesses, uses, or is under the influence of a controlled substance **(see definitions)** or a dangerous drug **(see definitions)**, if the behavior is punishable as a felony.
- Engages in conduct that contains the elements of assault under Section 22.01(a)(1), Penal Code **(see definitions)**, against a school district employee or volunteer.
- Retaliates **(see definitions)** against a school employee or volunteer by committing a state-mandated expellable offense.

Reasons for Discretionary Expulsion

While in DAEP. A student may be expelled for engaging in documented serious misbehavior as defined by law **(see definitions)** while the student is placed in DAEP and on the DAEP site/campus despite documented behavioral interventions.

School-Related. A student may be expelled for any of the following offenses that occur on school property, within 300 feet of school property as measured from any point on the District's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Sells, gives, delivers, possesses, uses, or is under the influence of a controlled substance or a dangerous drug, if the conduct is not punishable as a felony.
- Sells, gives, delivers, possesses, uses, or is under the influence of marijuana **(see definitions)** or tetrahydrocannabinol **(see definitions)**.
- Sells, gives, delivers, possesses, uses, or is under the influence of an alcoholic beverage or commits a serious act or offense while under the influence of an alcoholic beverage.
- Engages in misconduct that contains the elements of an offense relating to abusable volatile chemicals **(see definitions)**.

- Engages in deadly conduct (**see definitions**).

Three Hundred Feet. Additionally, a student may be expelled for any of the following offenses that occur within 300 feet of school property as measured from any point on the District's real property boundary line:

- Possesses a firearm, as defined by federal law (**see definitions**).

* Firearm note: So long as the firearm is not brought on school property, a student will not be expelled solely for using, exhibiting, or possessing a firearm at an off-campus approved target range facility while participating in or preparing for a school-sponsored shooting sports competition or while participating in or preparing for a shooting sports educational activity sponsored or supported by the Texas Parks and Wildlife Department or an organization working with the Department.

Regardless of Location. A student may be expelled if the student engages in the following misconduct, regardless of whether the conduct occurred on or off campus:

- Engages in felony criminal mischief.
- Engages in breach of computer security by accessing a computer, computer network or computer system owned by or operated on behalf of a school district without consent and knowingly alters, damages, or deletes school district property or information or breaches any other computer, computer network, or computer system.
- Engages in bullying (**see definitions**) that encourages a student to commit or attempt to commit suicide.
- Incites violence against a student through group bullying.
- Releases or threatens to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Commits a state-mandated expellable offense on the school property of another Texas school district or while attending a school-sponsored or school-related activity of another Texas school district.
- Issues a false alarm or report (**see definitions**) or a terroristic threat (**see definitions**) involving a public school.

Title 5 Felonies Regardless of Location. In addition to the expellable conduct listed above, a student may also be expelled and placed in Juvenile Justice Alternative Education Program if the student:

- is arrested for a Title 5 felony offense (**see definitions**),
- is charged with engaging in a Title 5 felony offense,

- receives deferred adjudication or deferred prosecution for a Title 5 felony offense or aggravated robbery,
- is on probation for a Title 5 felony offense or aggravated robbery,
- is found by a court or jury to have engaged in delinquent conduct for a Title 5 felony offense or aggravated robbery,
- has been referred to a juvenile court for delinquent conduct based on a Title 5 felony offense or aggravated robbery, or
- was convicted of a Title 5 felony offense or aggravated robbery;

A student may be expelled to an alternative setting for the offenses listed above when the appropriate administrator determines the student's presence in the regular classroom either threatens the safety of other students or teachers, is detrimental to the educational process, or is not in the best interests of the District's students.

In this circumstance, expulsion to an alternative setting may be ordered regardless of: (1) the date on which the conduct occurred, (2) the location at which the conduct occurred, (3) whether the student was enrolled in the District at the time the conduct occurred, or (4) whether the student successfully completed any court disposition requirements regarding the conduct.

A student may be subject to an expulsion under this circumstance until: (1) the student graduates from high school, (2) the charges are dismissed or reduced to a misdemeanor, (3) the student completes the term of the placement, or (4) the District assigns the student to another program. The student will be entitled to the same periodic review afforded to other students in alternate settings. An expulsion ordered in this case is final and may not be appealed beyond the Board of Trustees.

Emergency Expulsion

An administrator may order the immediate expulsion of a student if the administrator reasonably believes the emergency expulsion is necessary to protect persons or property from imminent harm. The reason for the emergency expulsion must also be a reason for which expulsion could be ordered on a non-emergency basis. At the time of the emergency expulsion, the student will be told the reason for the action. No later than the tenth day after the date of emergency expulsion, the student will be given a hearing as required for a regular expulsion; see below.

Procedure for Expulsion

Hearing. Students alleged to have committed an expellable offense will receive a hearing before the Assistant Superintendent for Student Services within a reasonable time following the alleged misconduct. The student's parent/guardian will be informed of the basis for the proposed expulsion and will be invited in writing to attend the hearing. After making an effort to inform the student and parent/guardian of the hearing, the District may hold the hearing regardless of whether the student or the student's parent/guardian attends. At the hearing, the student is entitled to:

- Representation by an adult, including the student's parent/guardian, who can provide guidance to the student and who is not an employee of the District; and
- An opportunity to testify and to review and present evidence and witnesses in the student's defense.

Additional proceedings may be conducted and additional discipline may be imposed if the student engages in additional

misconduct while the student is already expelled.

Interim Placement. Until an expulsion hearing can be held, the student may be placed in another appropriate classroom, in-school suspension, out-of-school suspension, or DAEP.

Expulsion Order. If the outcome of the expulsion hearing is that the student will be expelled, the appropriate administrator will issue an expulsion order and provide a copy to the student and the student's parent/guardian. If the duration of the expulsion differs from the guidelines in the SCC, the expulsion order will give notice of the inconsistency.

The District will send a copy of the expulsion order to the juvenile court no later than the second business day after the expulsion hearing. A copy of the expulsion order will be included with any records sent to a school where the student seeks to enroll. The enrolling school district has discretion to enforce the expulsion order.

Length of Expulsion

The duration of the expulsion will be determined on a case-by-case basis using the criteria identified in the "Discipline Considerations" section of this SCC. Both mandatory and discretionary expulsions will result in expulsion for up to 174 school days.

School days counted towards completion of the expulsion term will be determined at the discretion of the District. Students who bring a firearm (as defined by federal law) to school will be expelled from the regular classroom for at least one calendar year except as modified by the administrator on a case-by-case basis.

An expulsion will not exceed one calendar year unless, after review, the District determines that: (1) the student is a threat to the safety of other students or to District employees; or (2) extended expulsion is in the best interest of the student.

Students expelled at the end of one school year may be required to complete the term of their expulsion at the beginning of the next school year.

Other Expulsion Issues

Academic Impact. Students will not receive academic credit for work missed during the period of expulsion unless the student is enrolled in a Juvenile Justice Alternative Education Program (JJAEP) or other District-approved program or as necessary to provide a free appropriate public education under IDEA.

Participation in Activities. Expelled students are prohibited from being on school grounds or attending or participating in school-sponsored or school-related activities while expelled.

Age Restrictions. Students under the age of ten who engage in expellable behavior will not be expelled, but will be placed in DAEP.

Effect of Student Withdrawal. If a student withdraws from the District before the expulsion hearing is conducted, the District may proceed with conducting the hearing after sending written notice to the parent/guardian and student. If the student re-enrolls during the same or subsequent school year the District may enforce the expulsion order at that time; students will be credited for any expulsion period that was served by the student while enrolled in another district.

If the administrator does not issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue an expulsion order.

Student Transfers. The District will continue the expulsion of students expelled from either another Texas school district or from an out-of-state school district for behavior that is also a reason for expulsion in the enrolling district, until the term of expulsion has been served. If the out-of-state expulsion exceeds one year, the District will reduce the period of the expulsion so that the total expulsion does not exceed one year unless the District determines that the student is a threat to the safety of others or extended placement is in the best interest of the student.

Expulsion Appeals

An expelled student may appeal the expulsion decision to the Board of Trustees as provided by policy. The student or student's parent/guardian must submit a written appeal to the Superintendent within 10 days after receipt of the expulsion order or decision. The Superintendent will give the student or the student's parent/guardian written notice of the date, time, and location of the meeting at which the Board will review the decision. Consequences will not be delayed pending the outcome of the appeal.

Virtual Expulsion Program

The principal or other appropriate administrator may place a student who has been expelled under Texas Education Code, Sections 37.007 or 37.0081 into a virtual expulsion program established by the district and provide virtual instruction and instructional materials for remote learning to the student only if:

(1) the school district is located in a county that operates a JJAEP program or the school district contracts with the juvenile board of another county for the provision of a JJAEP, and the JJAEP rejects admission of the student or returns the student before the expiration of the discipline assignment; or

(2) the school district is not located in a county that operates a JJAEP and does not contract with the juvenile board of another county for the provision of a JJAEP.

If the principal or other appropriate administrator places a student in a virtual expulsion program under this section, the District shall ensure that the student has suitable computer equipment and Internet access and provide the computer equipment and Internet access if necessary.

A school district must ensure that, to the extent practicable in a virtual setting, the district's virtual expulsion program complies with the requirements for a DAEP under Section 37.008.

The principal or other appropriate administrator shall review the placement of a student in a virtual expulsion program under this section at least once every 45 school days after the date the placement begins, in order to determine if continued placement in the program is appropriate. The review must consider whether a position for the grade level in which the student is enrolled has become available in an in-person setting. If the principal or other appropriate administrator determines that such a position has become available, the school district shall plan for the student's transition to an in-person setting as soon as practicable. If the principal or other appropriate administrator determines that continued placement is appropriate, the principal or other appropriate administrator shall document the determination.

A student placed in a virtual expulsion program shall be counted toward the District's average daily attendance for purposes of receipt of state funds under the Foundation School Program if the District can confirm the student's daily attendance in the

virtual expulsion program.

A school district may not require a teacher who provides virtual instruction to students in a virtual expulsion program to provide virtual instruction and in-class instruction for a course during the same class period. A teacher may not provide instruction for a virtual expulsion program course unless the teacher has completed a professional development course on virtual instruction. The District shall take attendance for students placed in a virtual expulsion program in accordance with rules adopted by the Commissioner.

Definitions

ABUSABLE VOLATILE CHEMICALS: Those substances as defined in Texas Health and Safety Code § 485.001.

ALCOHOLIC BEVERAGE: Those substances as defined in Texas Alcoholic Beverage Code § 1.04.

ANTI-SEMITISM: A certain perception of Jews that may be expressed as hatred toward Jews, including rhetorical and physical acts of antisemitism directed toward Jewish or non-Jewish individuals or their property or toward Jewish community institutions and religious facilities.

ARMOR-PIERCING AMMUNITION: Handgun ammunition that is designed primarily for the purpose of penetrating metal or body armor and to be used primarily in pistols and revolvers or other firearms.

ASSAULT: For student discipline purposes, intentionally, knowingly, or recklessly causing bodily injury to another.

BODILY INJURY: Physical pain, illness, or impairment of a physical condition.

BULLYING: 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.

CARRYING PROHIBITED WEAPONS: Intentionally or knowingly possessing, manufacturing, transporting, repairing, or selling prohibited weapons, as defined by law.

CHEMICAL DISPENSING DEVICE: A device other than a small chemical dispenser sold commercially for personal protection, that is designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on an individual.

CLUB: An instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, nightstick, mace, and tomahawk.

CONTROLLED SUBSTANCE: A substance, including a drug, an adulterant, and a dilutant, listed in Schedules I through V or Penalty Group 1, 1-A, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinols (THC) in hemp.

CRIMINAL STREET GANG: Three or more persons having a common identifying sign or symbol or an identifiable leadership which continuously or regularly associate in the commission of criminal activities.

CYBERBULLYING: Bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet based or electronic communication tool and that occurs off school property or outside of a school-sponsored or school-related activity, if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

DANGEROUS DRUG: Substances as defined in Chapter 483 of the Texas Health and Safety Code, specifically a device or a drug that is unsafe for self-medication and that is not included in Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act.

DEADLY CONDUCT: Recklessly engaging in conduct that places another in imminent danger of serious bodily injury or by knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

DEADLY WEAPON: A firearm or anything manifestly designed, made, or adapted for the purpose of inflicting death or serious bodily injury or anything that in the manner of its use or intended use is capable of causing death or serious bodily injury.

DISORDERLY CONDUCT INVOLVING A FIREARM: Discharging a firearm in a public place other than a public road or a sport shooting range or displaying a firearm or other deadly weapon in a public place in a manner calculated to alarm others.

DISRUPTION OF CLASSES: Intentionally disrupting the conduct of classes within 500 feet of school property, alone or in concert with others. Disrupting the conduct of classes or other school activities includes: (A) emitting noise of an intensity that prevents or hinders classroom instruction; (B) enticing or attempting to entice a student away from a class or other school activity that the student is required to attend; (C) preventing or attempting to prevent a student from attending a class or other school activity that the student is required to attend; and (D) entering a classroom without the consent of either the principal or the teacher and, through either acts of misconduct or the use of loud or profane language, disrupting class activities.

DISRUPTIVE ACTIVITY: Intentionally engaging in disruptive activity on the campus or property of any private or public school, alone or in concert with others. Disruptive activity is defined as: (1) obstructing or restraining the passage of persons in an exit, entrance, or hallway of a building without the authorization of the administration of the school; (2) seizing control of a building

or portion of a building to interfere with an administrative, educational, research, or other authorized activity; (3) preventing or attempting to prevent by force or violence or the threat of force or violence a lawful assembly authorized by the school administration so that a person attempting to participate in the assembly is unable to participate due to the use of force or violence or due to a reasonable fear that force or violence is likely to occur; (4) disrupting by force or violence or the threat of force or violence a lawful assembly in progress; (5) obstructing or restraining the passage of a person at an exit or entrance to the campus or property or preventing or attempting to prevent by force or violence or by threats of force or violence the ingress or egress of a person to or from the property or campus without the authorization of the administration of the school.

E-CIGARETTE: “E-cigarette” means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device. The term does not include a prescription medical device unrelated to the cessation of smoking. The term includes 1) a device described by the statute regardless of whether the device is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description, and 2) any component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

EXPLOSIVE WEAPON: Any explosive or incendiary bomb, grenade, rocket, or mine that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror. It includes a device designed, made or adapted for delivery or shooting an explosive weapon.

FALSE ALARM OR REPORT: Knowingly initiating, communicating, or circulating a report of a present, past, or future bombing, fire, offense, or other emergency that is known to be false or baseless and that would ordinarily: (1) cause action by an official or volunteer agency organized to deal with emergencies; (2) place a person in fear of imminent serious bodily injury; or (3) prevent or interrupt the occupation of a building, room, place of assembly, publicly accessible place, or mode of conveyance such as an automobile.

FIGHTING: Two or more persons engaged in any mutual violent or physically aggressive contact toward each other such as scuffling, pushing, shoving, or hitting.

FIREARM (Federal law): (1) Any weapon, including a starter gun, that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; (2) the frame or receiver of any such weapon; (3) any firearm muffler or firearm weapon; or (4) any destructive device, such as any explosive, incendiary or poison gas bomb, grenade, missile, rocket, or mine.

FIREARM (State law): Any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use.

FIREARM SILENCER: Any device designed, made, or adapted to muffle the report of a firearm.

GANG: An organization, combination, or association of persons composed wholly or in part of students that: (1) seeks to perpetuate itself by taking in additional members on the basis of the decision of the membership rather than on the free choice of the individual, or (2) that engages in illegal and/or violent activities. In identifying gangs and associated gang attire, signs, or symbols, the District will consult with law enforcement authorities.

GRAFFITI: Making marks of any kind on the tangible property of another without the effective consent of the owner.

HANDGUN: Any firearm designed, made, or adapted to be fired with one hand.

HARASSMENT (as defined by Board Policy and federal law): Threatening to cause harm or bodily injury to another, engaging in intimidating conduct, causing physical damage to the property of another, subjecting another to physical confinement or restraint, maliciously taking any action that substantially harms another's physical or emotional health or safety, or other conduct prohibited by District policy FFH or DIA that is so severe, persistent, or pervasive that it has the purpose or effect of substantially or unreasonably interfering with a student's performance; creates an intimidating, threatening, hostile, or offensive educational environment; affects a student's ability to participate in or benefit from an educational program or activity; or otherwise adversely affects the student's educational opportunities. (See also definition of Sexual Harassment, below.)

HARASSMENT (as defined by the Penal Code): Actions against a school employee with intent to harass, annoy, alarm, abuse, torment, or embarrass, whereby the student initiates the communication and makes a comment, request, suggestion, or proposal that is obscene; threatens, in a manner reasonably likely to alarm the employee receiving the threat, to inflict bodily injury on the employee or to commit a felony against the employee, a member of the employee's family or household, or the employee's property; conveys, in a manner reasonably likely to alarm the employee receiving the report, a false report, which is known by the student to be false, that another person has suffered death or serious bodily injury; sends repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend an employee of the District; or publishes on an Internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern.

HAZING: Any act, occurring on or off the campus, by one person alone or acting with others, directed against a student, for the purposes of pledging, initiation into, affiliation with, holding office in, or maintaining membership in an organization, if the act constitutes any type of physical brutality, involves sleep deprivation, exposure to the elements, confinement in a small space, calisthenics, or other similar activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student, or involves the consumption of a food, liquid, alcoholic beverage, liquor, drug, or other substance, including in amounts that would lead a reasonable person to believe the student is intoxicated. Hazing includes soliciting, encouraging, directing, aiding, or attempting to aid another student in engaging in hazing, as well as having firsthand knowledge of the planning or occurrence of a specific student hazing incident without reporting the incident to a school administrator, a peace officer, or a law enforcement agency. Consent to or acquiescence in the hazing activity does not excuse the student of responsibility for the misconduct.

HIT LIST: List of people targeted to be harmed using a firearm, knife, or any other object to be used with intent to cause bodily harm.

IMPROVISED EXPLOSIVE DEVICE: A completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components. The term does not include unassembled components that can be legally purchased and possessed without a license, permit, or other governmental approval; or an exploding target that is used for firearms practice, sold in kit form, and contains the components of a binary explosive.

INDECENT EXPOSURE: Those acts defined in Texas Penal Code § 21.08 as an offense that occurs when a person exposes his or her anus or any part of his or her genitals with intent to arouse or gratify the sexual desire of any person and is reckless about whether another is present who will be offended or alarmed by the act.

INTENT: The design, resolve, determination, or state of mind with which a person acts, ordinarily proven through inferences drawn from the act and/or circumstances surrounding the act. Intent includes the conscious objective or desire to engage in the conduct or cause the result, an awareness that the conduct is reasonably certain to cause the result, or disregard of a substantial and justifiable risk when there is an awareness that the circumstances exist, or the result will occur. The fact that a student may not have been motivated by a desire to violate the SCC does not preclude imposing a disciplinary consequence so long as the student intended to engage in the underlying conduct that violated the SCC.

INTIMATE VISUAL MATERIAL: Visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

INVASIVE VISUAL RECORDING: A person commits an offense if, without the other person's consent and with intent to invade the privacy of the other person, the person: (1) photographs or by videotape or other electronic means records, broadcasts, or transmits a visual image of an intimate area of another person if the other person has a reasonable expectation that the intimate area is not subject to public view; (2) photographs or by videotape or other electronic means records, broadcasts, or transmits a visual image of another in a bathroom or changing room; or (3) knowing the character and content of the photograph, recording, broadcast, or transmission, promotes a photograph, recording, broadcast, or transmission described above.

KNIFE: A bladed hand instrument that is capable of inflicting serious bodily injury or death by cutting or stabbing, including a switchblade.

KNUCKLES: Any instrument consisting of finger rings or guards made of a hard substance that is designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

LOCATION-RESTRICTED KNIFE: A knife with a blade over 5 ½ inches.

MACHINE GUN: Any firearm capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

MARIJUANA: The plant *Cannabis sativa* L., whether growing or not, the seeds of that plant, and every compound, manufacture, salt, derivative, mixture, or preparation of that plant or its seeds.

ON OR ABOUT HIS OR HER PERSON: Within the student's control and within arm's reach.

PARAPHERNALIA: Any article or device used or intended for use to inject, ingest, inhale, or otherwise introduce marijuana, a controlled substance, a dangerous drug, or an alcoholic beverage into the human body, including but not limited to roach clips,

rolling papers, needles, baggies with residue, razor blades, or pipes.

PERSISTENT: Three or more violations of the SCC or repeated occurrences of the same violation.

POSSESSION : To have in or on: (1) a student's person or in the student's personal property, such as the student's clothing, purse, or backpack; (2) in any conveyance used by the student for transportation to or from school or school-related activities, such as an automobile, truck, motorcycle, or bicycle; or (3) any other school property used by the student, such as a locker or desk.

POSSESSION OR PROMOTION OF LEWD VISUAL MATERIAL DEPICTING A CHILD: Possessing, accessing, or promoting, lewd visual material depicting a child, as further defined by Texas Penal Code § 43.25 and punishable as a felony.

PROHIBITED WEAPONS: A prohibited weapon includes the following items: armor-piercing ammunition, chemical dispensing device, explosive weapon, machine gun, short-barrel firearm, zip gun, improvised explosive device or tire deflation device as further defined in Texas Penal Code § 46.05.

PUBLIC LEWDNESS: Those acts defined in Texas Penal Code § 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, is reckless about whether another is present who will be offended or alarmed by the act.

REASONABLE BELIEF: A determination that misconduct occurred made by the administrator using all available factual and legal information, including information furnished under Article 15.27 of the Code of Criminal Procedure.

RETALIATE: Harming or threatening to harm another: (1) on account of their service as a District employee or volunteer, (2) to prevent or delay another's service to the District, or (3) because the person intends to report a crime, including posting the residence address or telephone number of the employee on a publicly accessible website with intent to threaten harm or cause harm to the employee or the employee's family or household.

SELF-DEFENSE: To claim self-defense, the student must (1) be without fault in provoking the encounter and not act as the aggressor, and (2) use the minimum force required to remove himself or herself from immediate danger of harm. Actions that escalate or continue the encounter will not be considered self-defense. Interactions prior to the encounter will also be considered.

SERIOUS MISBEHAVIOR: To engage in (1) deliberate violent behavior that poses a direct threat to the health or safety of others, (2) extortion to gain money or other property by force or threat, (3) coercion, meaning to threaten to either commit an offense; inflict bodily harm; accuse a person of any offense; expose a person to hatred, contempt, or ridicule; or to harm the credit of any person, (4) public lewdness as defined in Texas Penal Code § 21.07, (5) indecent exposure as defined in Texas Penal Code § 21.08, (6) criminal mischief as defined in Texas Penal Code § 28.03, (7) personal hazing as defined in Texas Education Code § 37.152, or (8) harassment of a student or District employee as defined in Texas Penal Code § 42.07(a)(1).

SEX OFFENDER: A student required to register as a sex offender under Chapter 62 of the Code of Criminal Procedure for an offense committed on or after September 1, 2007. The term does not include a student who: (1) is no longer required to

register as a sex offender under Chapter 62, (2) is exempt from registering as a sex offender under Chapter 62, or (3) receives an early termination of the obligation to register as a sex offender under Chapter 62.

SEXUAL HARASSMENT: Unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature, or conduct on the basis of sex prohibited by District policy FFH or FNC, when it is so severe, persistent, pervasive, and objectively offensive that it has the purpose or effect of effectively denying a person equal access to an educational program or activity. Conduct that meets the definitions of sexual assault, dating violence, domestic violence or stalking under federal law.

SHORT-BARREL FIREARM: A rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun if, as altered, has an overall length of less than 26 inches.

SWITCHBLADE KNIFE: Any knife with a blade that folds, closes, or retracts into the handle or sheath and that opens automatically by pressing a button or other device located on the handle or opens or releases a blade from the handle or sheath by the force of gravity or centrifugal force. It does not include a knife that has a spring, detent, or other mechanism designed to create a bias toward closure and that requires exertion applied to the blade by hand, wrist, or arm to overcome the bias toward closure and open the knife (also known as one-handed openers or assisted openers).

TELECOMMUNICATIONS DEVICE: Any type of device that: (1) emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor, or (2) permits the recording, transmission, and/or receipt of messages, voices, images, or information in any format or media, electronic or otherwise. It does not include an amateur radio under control of someone with an amateur radio license.

TERRORISTIC THREAT: Threats to commit any offense involving violence to any person or property with intent to: (1) cause a reaction by an official or volunteer agency organized to deal with emergencies; (2) place any person in fear of imminent serious bodily injury; (3) prevent or interrupt the occupation or use of a building, room, place of assembly, place to which the public has access, place of employment or occupation, aircraft, automobile, or other form of conveyance, or other public place; (4) cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service; (5) place the public or a substantial group of the public in fear of serious bodily injury; or (6) influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the District).

TETRAHYDROCANNABINOL (THC): The primary psychoactive component of the cannabis plant. A THC concentration of .3% or greater is prohibited in Texas.

TIRE DEFLATION DEVICE: A device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

TITLE 5 FELONY OFFENSES: Offenses against the person that, depending on the circumstances, may include murder; capital murder; manslaughter; criminally negligent homicide; unlawful restraint; kidnapping; aggravated kidnapping; trafficking of persons; unlawful transport; assault; aggravated assault; sexual assault; aggravated sexual assault; improper relationship between educator and student; indecency with a child; injury to a child, an elderly person, or a disabled person; abandoning or endangering a child; invasive visual recording; sexual coercion; deadly conduct; terroristic threat; aiding a person to commit

suicide; harassment by a person in a correctional facility; continuous sexual abuse of a young child or children; bestiality; voyeurism; disclosure or promotion of intimate visual material; and tampering with a consumer product.

UNDER THE INFLUENCE: When in the employee's professional judgment, the student does not have the normal use of mental or physical faculties likely attributable to the student's use of a prohibited substance. Such impairment may be evidenced by the symptoms typically associated with drug or alcohol use or other abnormal or erratic behavior or by the student's admission. The student need not be legally intoxicated.

UNLAWFULLY CARRYING A WEAPON: Intentionally, knowingly, or recklessly carrying a handgun, in plain view, on or about his or her person, not on the person's own premises or inside of or directly en route to a motor vehicle or watercraft that is owned by the person or under the person's control or the person is engaged in criminal activity.

USE: With respect to substances, voluntarily injecting, ingesting, inhaling, or otherwise introducing a prohibited substance into the body. With respect to objects or devices, putting into action or service or carrying out an action or purpose with the object or device.

ZIP GUN: A device or combination of devices that was not originally a firearm and is adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

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Wylie ISD Innovative Courses 2025-26

In accordance with TEA regulations involving innovative courses, a school district may offer any state-approved innovative course for state elective credit. The following list of innovative courses are proposed for use in Wylie ISD during the 2025-26 school year. These courses were approved for use by the Texas Education Agency on July 25, 2025. These courses expand student offerings and complete pathways for high school students.

Career and Technical Education Courses

Advanced Video Game Programming
Fundamentals of Real Estate
General Employability Skills
Kinesiology I
Kinesiology II
Principles of Exercise Science and Wellness
Sports and Entertainment Marketing II
Student to Industry Connection
Video Game Programming

Other Electives

Community Transportation
Making Connections I-IV
Methodology for Academic and Personal Success (MAPS)
Path College Career I-IV
Peer Assistance and Leadership I and II
Peer Assistance for Students with Disabilities I-II
Sports Medicine I-III

WYLIE INDEPENDENT SCHOOL DISTRICT

WYLIE, TEXAS

Request For Proposal –2026-J06-100

Fine Arts Contracted Services

Recommendation:

(Superintendent)

Proposals were received from nine (9) offerors for RFP 2026-J06-100

- **Abby Sophia Lee**
- **BC Band Solution LLC**
- **Cole Howell**
- **Collin Jarvis**
- **Hannah Unterbrunner**
- **Jaiden Banks**
- **Jonna Griffith**
- **Ricardo Castro**
- **Zane Unger**

It is recommended that all nine (9) be awarded:

The term of this contract will be for two (2) school years, beginning August 19, 2025, through 7/31/2027, with an additional two (2), one (1) -year renewals.

Description:

This request for proposal will allow the district to create a pool of qualified vendors for the Fine Arts program.

Agenda:

August 18, 2025

WYLIE INDEPENDENT SCHOOL DISTRICT

WYLIE, TEXAS

Request For Proposal 2026-J06-101

Local Retail and Grocery

Recommendation:

(Superintendent)

Proposals were received from one (1) offeror for RFP 2026-J06-101

- **Print Me Tees (VintageVineTX LLC)**

It is recommended that one (1) be awarded:

The term of this contract shall be one (1) school year (2025-2026) with three (3) optional automatic renewals on August 1st of each eligible year.

Description:

This request for proposal will allow the district access to local retail and grocery shops.

Agenda:

August 18, 2025

WYLIE INDEPENDENT SCHOOL DISTRICT

WYLIE, TEXAS

Request For Proposal –2026-J06-102

Instructional Supplies, Services, Subscriptions and Software

Recommendation:

(Superintendent)

Proposals were received from Twenty-Two (22) offerors for RFP 2026-J06-102

- **American Ceramic Supply Company**
- **Box Out Designs LLC (Box Out Sports)**
- **Braintrust Tutors Inc.**
- **Cignition, Inc**
- **Discount School Supply (Earlychildhood, LLC)**
- **eDynamic Learning**
- **Ereflect Inc**
- **FlexSoly Networks, Inc.**
- **Frog Publications, Inc.**
- **Houghton Mifflin Harcourt Publishing Company**
- **IXL Learning, Inc.**
- **Learning by Doing, Inc.**
- **MathFactLab, LLC**
- **MIND Research Institute**
- **Music in Motion**
- **OTC Direct Inc dba Oriental Trading Co**
- **Pitsco Education (Pitsco Inc.)**
- **Quill Corporation**
- **Really Good Stuff, LLC**
- **Renaissance Learning, Inc.**
- **William H. Sadlier**
- **Work On Learning, Inc. (Classwork.com)**

It is recommended that Twenty-Two (22) be awarded:

The term of this contract shall be one (1) school year (2025-2026) with three (3) optional automatic renewals on August 1st of each eligible year.

Description:

This request for proposal will provide the district access to instructional materials, subscriptions, and software.

Agenda:

August 18, 2025

DONATIONS
JANUARY-JUNE 2025

Campus	Date of Donation	Donor Name	Type of Donation	Purpose	Estimated Value
Wylie East High School	1/8/2025	WEHS Athletic Booster Club	Monetary	Judges for a powerlifting competition	150.00
Educational Service Center (ESC)	1/16/2025	WEF	Monetary	To purchase BTS backpacks 2025-26	5,000.00
Wylie East High School	1/27/2025	Parent Donation	Monetary	LEO Club donation	95.00
Educational Service Center (ESC)	1/29/2025	Farmers Electric Cooperative	Monetary	WWA Gala Sponsor	1,000.00
Whitt Elementary	1/29/2025	Whitt PTA	Monetary	Purchase of new sound system and sound proofing of gym and cafeteria	24,014.87
Smith Elementary	1/31/2025	Rita Smith	Monetary	Annual distribution	11,566.00
Educational Service Center (ESC)	2/6/2025	The Cross Church	Monetary	WWA Gala Sponsor	1,000.00
Wylie East High School	2/6/2025	Skills USA booster club	Monetary	To help pay for conference regsitration and membership dues	6,708.93
Watkins Elementary	2/12/2025	Watkins Elementary PTA	Monetary	Purchase shade sails for our playground	20,000.00
Educational Service Center (ESC)	2/20/2025	PBK, Inc.	Monetary	WWA Gala Sponsor	10,000.00
High School CTE Programs/RevTrak	2/20/2025	Scale and Change LLC	Monetary	In support of the construction trades!	250.00
High School CTE Programs/RevTrak	2/21/2025	EMA Engineering & Consulting Inc.	Monetary	Sponsor 10 Students	250.00
High School CTE Programs/RevTrak	2/21/2025	Polk Mechanical	Monetary	CTE Career Day and other CTE needs	250.00
Educational Service Center (ESC)	2/25/2025	Pogue Construction	Monetary	WWA Gala Sponsor	3,500.00
Whitt Elementary	2/28/2025	GFC National Ad Fund	Monetary	School needs	200.00
Wylie High School	3/3/2025	WYLIE PIRATE ATHLETIC BOOSTER CLUB	Monetary	WHS GIRLS SOCCER REIMBURSEMENT/DONATION	2,000.00
Dodd Elementary	3/5/2025	Dodd PTA	Monetary	Purchase of new stage curtains for our school.	13,000.00
High School CTE Programs/RevTrak	3/10/2025	Laser Wraps	Monetary	Laser Wraps	100.00
Akin Elementary	3/12/2025	Retired Teacher's Association	Monetary	Purchase books for Book Vending Machine	500.00
Educational Service Center (ESC)	3/12/2025	Laser Wraps, EMA Engineering, Polk Mechanical, Chase Myrick	Monetary	CTE Career Day and other CTE needs	850.00
Wylie High School	3/14/2025	Wylie Pirate Athletic Booster Club	Monetary	To help pay for WHS BB hotel trip cost	2,871.93
High School CTE Programs/RevTrak	3/25/2025	Pal Alto Networks	Monetary	Cybersecurity supporting STEM and CTE in the community	250.00
High School CTE Programs/RevTrak	3/27/2025	Pogue Construction	Monetary	Pogue Construction	250.00
High School CTE Programs/RevTrak	3/27/2025	Cates Control Systems Inc.	Monetary	Build Your Future Career Day on 4/11	250.00
Bush Elementary	3/28/2025	Retired Teachers Association	Monetary	To purchase books for our book vending machine	500.00
High School CTE Programs/RevTrak	3/31/2025	Gilbert-American T-Shirt Company	Monetary	Supporting WISD career day student sponsor	100.00
High School CTE Programs/RevTrak	4/7/2025	DynaTen	Monetary	Build your Future Career Day	250.00
High School CTE Programs/RevTrak	4/8/2025	TID Industries	Monetary	Welding Program	250.00
Smith Elementary	4/10/2025	Parent Donation	Monetary	Donation for school needs	500.00
Groves Elementary	4/30/2025	GFC National Ad Fund (Golden Chick)	Monetary	Local school donation from Golden Chick	200.00
Birmingham Elementary	5/1/2025	Golden Chick	Monetary	Campus Needs	200.00
Hartman Elementary	5/1/2025	Golden Chick	Monetary	Campus/staff misc.	200.00
Tibbals Elementary	5/2/2025	GFC	Monetary	campus needs	200.00
Bush Elementary	5/5/2025	Bush PTA	Monetary	Boosterthon money	34,650.00
Burnett Junior High	5/13/2025	PTA	Monetary	PTA is donating iPads, and technology is aware	1,674.00
Cox Elementary	5/14/2025	Cox Elementary PTA	Monetary	Purchase of plants/greenery to beautify the campus with new planters	967.00
Cox Elementary	5/15/2025	Golden Chick Sachse	Monetary	Sachse Golden Chick as a part of their initiative to support local schools	200.00
Burnett Junior High	5/16/2025	Burnett PTA	Monetary	For Cheer mascot	901.50
Cox Elementary	5/20/2025	Cox PTA	Monetary	Donation to help with student/campus needs	975.00
McMillan Junior High	5/22/2025	PTA	Monetary	Powder Puff game residuals, for use for general campus needs	630.00
Draper Intermediate School	5/30/2025	Draper PTA	Tangible	ordered a gaga pit for our students for recess	4,109.00
					150,563.23

STUDENT CONDUCT
PERSONAL COMMUNICATION DEVICES/ELECTRONIC DEVICES

FNCE
(LOCAL)

PROPOSED POLICY

Note: For searches of personal ~~tele~~communications ~~s~~ devices or other personal electronic devices, see FNF.

**Personal
Communication
Devices**

A student shall not use a personal communication device on school property during the school day. While on school property, the student shall store any personal communication device in accordance with administrative regulations.

A student who violates this policy or any regulations shall be subject to discipline in accordance with the Board-adopted Student Code of Conduct.

An authorized District employee shall confiscate a student's personal communication device that is used in violation of this policy or any applicable regulations.

If a personal communication device is not retrieved, the District shall dispose of the device after providing the notice required by law.

Exceptions

A student shall be authorized to use a personal communication device on school property during the school day only under the following circumstances:

1. The student's use is necessary for implementation of the student's individualized education program, a 504 plan, or a similar program or plan;
2. The student's use is required due to a documented need based on a directive from a qualified physician; or
3. The student's use is necessary to comply with a health or safety requirement imposed by law or as part of the District or campus safety protocols.

Implementation

The Superintendent shall develop regulations to implement this policy.

Compliance

Annually, the Superintendent shall report to the Board on the implementation and compliance of this policy.

~~**Personal Use**~~

~~**Telecommunications
Devices**~~

~~An authorized District employee may confiscate a personal telecommunications device, including a mobile telephone, used in violation of applicable campus rules.~~

~~A confiscated personal telecommunications device shall be released for a fee determined by the Board. In accordance with the~~

STUDENT CONDUCT
PERSONAL COMMUNICATION DEVICES/ELECTRONIC DEVICES

FNCE
(LOCAL)

	student handbook, the student or the student's parents may retrieve the device after paying the fee.
	If a personal telecommunications device is not retrieved, the District shall dispose of the device after providing notice required by law.
Other Electronic Devices	Guidelines regarding other personal electronic devices shall be addressed in the student handbook.
Instructional Use	A student shall obtain prior approval before using personal telecommunications or other personal electronic devices for on-campus instructional purposes. The student shall also acknowledge receipt and understanding of applicable regulations and shall sign the appropriate user agreements. [See CQ]

PROPOSED POLICY

Note: For information related to the selection of instructional materials, see EFA.

Collection Development Policy

The purpose of this policy is to ensure that the District provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. This policy also provides standards for collection development and the selection and evaluation of library materials.

In this policy, “library materials” is defined by law and may include printed and electronic library acquisitions, including online catalogs, and other ancillary or supplementary materials maintained in a campus library. [See EFB(LEGAL)]

The library collection development standards shall apply to all library materials available for use or display, including material contained in school libraries, classroom libraries, online catalogs, library mobile applications used in the District, and any other library catalog a student may access.

In developing library collections, the District shall consider the age groups, grade levels, and access to library material by all students on a campus.

Responsibility

The District shall ensure librarians, professional library staff, and other designated professional staff are trained or receive information on the proper collection development standards.

The Superintendent shall develop administrative procedures to ensure that library collections comply with applicable law, library standards, and the District’s collection development purpose and goals.

Collection Development Goals

In addition to the requirements in state law and rules, the District’s library collections shall:

1. Present multiple viewpoints related to controversial issues [see EMB regarding instruction about controversial issues].
2. Provide a wide range of background information that will enable students to make intelligent decisions in their daily lives.
3. Include accurate and authentic factual content from authoritative sources.
4. Have a high degree of potential user appeal and interest.

5. Offer a global perspective that promotes equity of access, including print and nonprint materials such as electronic and multimedia, to meet the needs of individual learners.
6. Represent diverse viewpoints and cultural groups of the state and their contributions to the state, the nation, and the world, to ensure the collection embodies the background of all students.

Recommendation
and Procurement of
Materials

Library materials shall be recommended and procured in accordance with guidelines adopted by the Texas State Library and Archives Commission and the District standards and priorities expressed in this policy.

Librarians and other professional staff shall develop recommendations to be presented to the Board. The librarians and other professional staff shall ensure that the materials:

1. Enrich and support the TEKS and the state and local curriculum, taking into consideration students' varied interests, maturity levels, abilities, and learning styles.
2. Foster growth in factual knowledge, literary appreciation, aesthetic values, and societal standards.
3. Encourage the enjoyment of reading, foster high-level thinking skills, support personal learning, and encourage discussion based on rational analysis.
4. Represent ethnic, religious, and cultural groups of the state and their contributions to the state, the nation, and the world.

The Superintendent shall ensure that administrative procedures regarding the development of recommendations of library materials consider at least two of the following factors:

1. Recommendations from students, parents or guardians, teachers, and District residents.
2. Consultation with District teachers and library staff.
3. Consultation with library staff from other districts.
4. Extensive review of the library material.
5. Context of the library material, including overall fit within the existing collection and support of District curriculum.
6. Reviews of the library material from sources such as professional journals in library science, recognized professional education or content journals with book reviews, national and

state award recognition lists, library science field experts, and highly acclaimed author and literacy expert recommendations.

7. Coverage of topics, authors, series, or genres that fill gaps in the school library collection.

The Board shall consider the list of library materials that have been donated or proposed by the administration for procurement. Each Board member may propose changes before the Board takes action on the list of donated or proposed library materials.

The Board shall either approve or reject the library materials that have been donated or proposed for procurement.

Donated and
Proposed
Procurement List

At least 30 days prior to the Board's vote to accept donated library materials or approve procurement of library materials, the Superintendent shall make accessible to the public the list of library materials in accordance with law.

Access Plan

The District shall allow efficient parental access to the District's library and any available online catalogs.

Online catalogs shall be publicly available. The District shall publish information about library material titles, including how and where material can be accessed.

Each campus shall communicate the following to parents and guardians:

- Access to policies relating to school libraries and library materials;
- Consistent access to library materials and resources; and
- Opportunities for students, parents and guardians, educators, and community members to provide feedback on library materials and services.

Parental
Involvement

Parents and guardians are the primary decision-makers regarding their child's access to library material. In general, a student is afforded the opportunity to self-select library materials as part of literacy development and the library program. District staff may assist a student in selecting library material; however, the ultimate determination of appropriateness remains with the student and parent or guardian. Parents and guardians are encouraged to communicate with the campus librarian and their child's teacher about special considerations regarding library materials self-selected by their child.

In accordance with state law and administrative procedures, parents or guardians may submit to the principal or a staff member

designated by the principal a list of library materials that the parent's or guardian's child shall not be allowed to check out or access for use outside of the school library. The Superintendent shall develop procedures that permit a parent or guardian to submit the request in at least one of the methods permitted by law.

The parent or guardian may select alternative library materials for their child. [For information on parental rights regarding instructional materials and other instructional resources, see EFA(LEGAL).]

The District shall focus on maximizing transparency with parents while meeting student needs and providing enrichment opportunities with library materials. Parental involvement in library acquisition, maintenance, and campus activities is encouraged.

*Access
Procedures*

School Library

A parent or guardian who wishes to access a school's library shall first submit a request to the principal. The principal or a staff member designated by the principal shall work with the parent or guardian to determine a time to access the library that will not interfere with the delivery of instruction or disrupt student use of library services.

Library Catalog

A parent or guardian who wishes to access the catalog of library materials for any school in the District shall submit a written request to the school's principal. The principal or a staff member designated by the principal shall respond to the request in accordance with administrative procedures.

Protection from
Inappropriate
Material

In accordance with law and guidance from the Texas State Library and Archives Commission, library materials shall not include "harmful material"; any library material that is pervasively vulgar or educationally unsuitable; any library material containing indecent or profane content; any library material that refers a person to a website, including by use of a link or QR code, containing content legally prohibited under law; or any other material legally prohibited from inclusion in a public school library. [See EFB(LEGAL)]

Obscene material is not protected by the First Amendment to the United States Constitution.

Library materials shall comply with the Children's Internet Protection Act (CIPA), including technology protection measures. [See CQ]

**Challenge of Library
Material**

A District employee, a parent or guardian of a District student, or District resident may challenge library material maintained in the District's library program.

Guiding Principles	<p>The following principles shall guide the review of a challenge of library material:</p> <ol style="list-style-type: none">1. An individual may challenge library material used in the District's library program, despite the fact that the professional staff and the Board followed the proper procedure and adhered to the objectives and criteria for recommending and procuring library materials set out in this policy.2. Access to challenged material shall be restricted during the challenge process. <p>In addition to compliance with state law and this policy, a criterion for the final decision on challenged library materials is the appropriateness of the material for its intended use. No challenged library material shall be removed solely because of the ideas expressed in the library material or the personal background of the library material's author or the personal background of the characters in the material.</p>
Informal Challenge	<p>When the District or a campus receives an objection to the appropriateness of a library material, the appropriate librarian or administrator shall try to resolve the matter informally. The librarian or administrator shall explain the selection process and discuss the intended purpose for the library material.</p> <p>The librarian or administrator shall offer a concerned parent or guardian an alternative library material to be used by the child in place of the material and, if requested, shall restrict the child's access to the material objected to by the parent or guardian.</p> <p>If the individual wishes to make a formal challenge, the administrator shall make available to the individual a copy of this policy and the form to request a formal challenge of the library material.</p>
Formal Challenge	<p>The District shall make the Texas Education Agency form to challenge library material available on the District's website.</p> <p>If a District employee, a parent or guardian of a District student, or a District resident wishes to challenge library material, they shall follow the procedures to complete and submit the challenge form.</p> <p>After a challenge form is submitted, the form shall be provided to the Superintendent. Copies of the form shall be provided to the school librarian, the Board, and any other staff designated in administrative procedures.</p>
Challenge Committee	<p>The [insert pos appointing committee] shall appoint a challenge committee and notify committee members in accordance with administrative procedures.</p>

The challenge committee shall include the librarian and at least one member of the instructional staff who is familiar with the material's content. Other members of the committee may include District-level staff, secondary-level students, parents or guardians, and any other appropriate individuals.

The District shall provide members of the committee the relevant materials to review in accordance with the deadlines established in administrative procedures and in accordance with law.

Any meeting of the committee must comply with the meeting requirements under Education Code 33.024(g) and (h), including required notices, meeting minutes, audio or video recordings, and submission of minutes and audio or video recordings of the meeting to the District.

All members of the committee shall review the challenged library material in its entirety and determine whether the material conforms to this policy and whether the material will continue to be available in the library. The committee shall prepare a written report of its findings.

The Superintendent, the school librarian, the individual submitting the challenge, and any other appropriate staff shall receive a copy of the committee's report.

Appeal

An individual who submitted a challenge may appeal the decision to the Board. The individual must provide the notice of appeal in accordance with administrative procedures.

The Board shall hear the appeal and render a decision in accordance with the timelines established in law.

When considering the appeal, the Board shall consider the factors in Education Code 33.027(f). The Board shall consider appeals in accordance with timelines set out in law.

*Frequency of
Review*

After a library material has been challenged and the Board determines not to remove the library material from a school library catalog, it may not be challenged again before the second anniversary of the Board's final decision not to remove the material.

Removal of Library
Materials

If a challenge to a library material results in the removal of the library material from the school library catalog, each teacher assigned as the classroom teacher at the grade level for which the library material was removed shall be notified and instructed to remove any copy of the library material from the teacher's classroom library, if applicable.

**Maintenance of
Library Materials**

In accordance with state guidelines and District administrative procedures, collections shall be evaluated and updated regularly based on the collections' age, relevance, diversity, and variety. The Superintendent shall ensure administrative procedures are established for regular maintenance of the library collection on each campus. Standard maintenance procedures for any library collection include repair, replacement, and removal of materials as necessary. Regular maintenance shall also include scheduled inventories of the collection. Disposal of any District-owned library materials shall be in accordance with District policy and procedures. [See CI]

Gifts and Donations

The Board shall accept gifts and donations of library materials with the understanding that the use and disposition of the materials and monies will be in accordance with District policy and the selection criteria noted above. [See CDC]

Policy Review

This policy shall be reviewed at least every three years and revised as necessary.

STUDENT ACTIVITIES

FM
(LOCAL)

PROPOSED REVISIONS

**Extracurricular
Activity Absences**

For all performances and competitions, the District shall allow a student in a school year a maximum of 20 absences.

Any additional absences due to performances and competitions shall be approved by the campus administrator **in accordance with administrative regulations**.

[For eligibility of a private school student, including a home-school student, to participate in extracurricular activities, see FD(LOCAL).]

**Use of District
Facilities**

School-sponsored student groups may use District facilities with prior approval of the appropriate administrator. Other student groups may use District facilities in accordance with policy FNAB.

ADMISSIONS

FD
(LOCAL)

PROPOSED REVISIONS

Persons Age 21 and Over	The District shall not admit into its public schools any person age 21 or over unless otherwise required by law.
Registration Forms	The student's parent, legal guardian, or other person having lawful control shall annually complete registration forms. A student who has reached age 18 shall be permitted to complete these forms.
Proof of Residency	In accordance with administrative regulations, the parent, guardian, or other person having lawful control of the student under order of a court shall present proof of residency. The District may investigate stated residency as necessary.
Boundary Line	In the event the District's boundary line goes through the residence of the student that lives in two school districts, the student shall be eligible for admission to Wylie Independent School District (WISD) as a resident of the District.
Minor Living Apart Person Standing in Parental Relation	A minor student residing in the District but whose parent, guardian, or other person having lawful control under a court order does not reside in the District shall present a power of attorney or an authorization agreement as provided in Chapter 34 of the Family Code assigning responsibility for the student in all school-related matters to an adult resident of the District.
Misconduct	A minor student living apart who has engaged in misconduct that results in any of the consequences found in Education Code 25.001(d) shall not be permitted to attend a District school.
Exceptions	Based on an individual student's circumstance, the Superintendent shall have authority to grant exceptions to the requirement for a power of attorney or authorization agreement and to the exclusion for misconduct.
Extracurricular Activities	The Superintendent shall determine whether a minor student living apart is present in the District for the primary purpose of participating in extracurricular activities.
Students Not Enrolled	A student enrolled in a private school, including a home-school, shall not be eligible for concurrent enrollment in the District nor for participation in curricular or extracurricular activities. [See EEL and FM]
Nonresident Student in Grandparent's After-School Care	The parent and grandparent of a nonresident student requesting admission under Education Code 25.001(b)(9) shall provide to the Superintendent the required information on the grandparent's residency and complete a form provided by the District describing the extent of after-school care to be provided by the grandparent.

ADMISSIONS

FD
(LOCAL)

The Superintendent shall have authority to approve or deny such admissions requests in accordance with criteria approved by the Board.

“Accredited” Defined

For the purposes of this policy, “accredited” shall be defined as accreditation by TEA, an equivalent agency from another state, or an accrediting association recognized by the commissioner of education.

Grade-Level Placement

Accredited Schools

The parent, guardian, or other person having lawful control of a student enrolling in a District school from an accredited public, private, or parochial school shall provide evidence of the prior schooling outside the District. The student shall be placed initially at the grade level reached elsewhere, pending observation by the classroom teacher, guidance personnel, and the principal. On the basis of these observations and results of tests that may be administered by appropriate District personnel, the principal shall determine the final grade placement.

Nonaccredited Schools

A student enrolling in a District school from a nonaccredited public, private, or parochial school, including a homeschool, shall be placed initially at the discretion of the principal, pending observation by classroom teachers, guidance personnel, and the principal. Criteria for placement may include:

1. Scores on achievement tests, which may be administered by appropriate District personnel;
2. Recommendation of the sending school;
3. Prior academic record;
4. Chronological age and social and emotional development of the student; and
5. Other criteria deemed appropriate by the principal.

Transfer of Credit

Accredited Texas Public Schools

Credit toward state graduation requirements earned in an accredited public school district in Texas shall be transferable and recognized by the District.

Other Accredited or Nonaccredited Schools

Before recognizing credit in a course earned in an accredited non-public school, an accredited school outside of Texas, or a nonaccredited school, appropriate personnel shall evaluate a student's records and transcript. The District shall require the student to demonstrate mastery of the content or use alternative methods to verify course content for the award of credit.

Transition Assistance

In accordance with law, when a student who is identified as homeless or in substitute care enrolls in the District, the District shall assess the student's available records and other relevant information

ADMISSIONS

FD
(LOCAL)

to ensure credit, including proportionate credit, is awarded appropriately for all subjects and courses taken prior to enrollment.

[See EI]

Withdrawal

A parent or guardian wishing to withdraw a minor student shall present a signed statement that includes the reason for the withdrawal. A student who is 18 or older may submit a withdrawal statement without a parent's or guardian's signature.

[For District withdrawal of students no longer in attendance, see FEA(LOCAL).]

New and Unfinished Action Items

Subject: Adoption of Ordinance Setting Tax Rate for 2025-26 School Year

The board of trustees must adopt a tax rate before the later of September 30 or the 60th day after the date the certified appraisal roll is received, the board shall adopt a tax rate for the current tax year that reflects the two components:

Component	2025-26 Tax Rate	2024-25 Tax Rate
Maintenance and Operations (M&O)	\$ 0.7552	\$ 0.7552
Interest and Sinking (I&S)/Debt Service Rate	0.4200	0.4550
Total Tax Rate	\$ 1.1752	\$ 1.2102

We propose the 2025-26 rates be adopted by the two rates above, \$0.7552 for Maintenance and Operations that supports the General Fund and \$0.42 for Interest and Sinking Fund that supports the Debt Service Fund. The No-New-Revenue Tax Rate exceeds the proposed tax rate by \$0.0192 which will require the motion to have additional language. It is recommended that you approve this item as presented by administration.

Contact: Scott Roderick, CPA, Assistant Superintendent for Finance and Operations

Motion: I move that the property tax rate be increased by the adoption of a tax rate of \$1.1752, which is effectively a 2.07 percent increase in the tax rate.

In addition, I move to approve, the Resolution to Set the Tax Rate for Tax Year 2025, setting the tax rate at \$0.7552 for the purpose of maintenance and operations and \$0.42 for the purpose of payment of principal and interest on debts.

Subject: Consider Approval of Budget Amendment for 2025-26

The 89th Texas Legislature passed House Bill 2 (HB2) which had significant changes to the school finance funding formulas. Due to the timing of when the legislation was passed and the requirements for posting the 2025-26 budget, the originally adopted budget reflected the prior year current law. The Texas Education Agency is still developing guidance for HB2. We will present a budget amendment that reflects the major legislative changes to the 2025-26 adopted budget. It is recommended that you approve this item as presented by administration.

Contact: Scott Roderick, CPA, Assistant Superintendent for Finance and Operations

Motion: I move we approve the 2025-26 budget amendment #1 as presented.

Subject: Consider Employee's Resignation without Good Cause and Proposed Complaint to the State Board of Educator Certification for Abandonment of Contract

Trey Vaut submitted a resignation letter dated July 25, 2025 to Mr. Kelly Foster, Assistant Principal of Wylie East High School. As outlined in Policy DFE (LOCAL), contract employees may resign their positions between school years without penalty if written notice is received by the district 45 days before the first day of instruction for the following school year. The district does not believe that there was good cause for this resignation under Texas law.

Contact: Amanda Lannan, Assistant Superintendent for Human Resources

Motion: I move that we accept the Superintendent's recommendation and that: the Board makes a finding that good cause did not exist under Texas Education Code section 21.210 for Trey Vaut's resignation of his contract for the 2025-2026 school year; the Administration and Board did not consent to his resignation; Trey Vaut has failed to perform his contract; and the Board authorizes the Superintendent to file a complaint with the State Board for Educator Certification to seek sanctions for his abandonment of his contract.

Subject: Consideration and possible action to approve the recommendation of the Superintendent, as presented, to send notice of proposed termination for good cause to Dalton Pearson.

The Superintendent recommends that the Board of Trustees approve for the President of the Board to send Dalton Pearson notice of proposed termination of his probationary contract pursuant to Section 21.104 of the Texas Education Code and Board Policy DFAA(LEGAL).

Contact: Amanda Lannan, Assistant Superintendent for Human Resources

Motion: I move to approve the recommendation of the Superintendent, as presented, to send notice of proposed termination for good cause to Dalton Pearson.

Subject: Personnel – Section 551.074 of the Texas Government Code

1. Resignations
2. Employment
3. Additional Personnel Units

Contact: Amanda Lannan, Assistant Superintendent for Human Resources

Motion: It is recommended that you approve the resignations, employment and additional personnel units as presented by administration

**RESOLUTION AND ORDINANCE ADOPTING AD VALOREM TAX RATE FOR
WYLIE INDEPENDENT SCHOOL DISTRICT**

§
§

WHEREAS, on June 16, 2025, a budget was adopted by Wylie Independent School District for the fiscal year beginning July 1, 2025, and ending June 30, 2026; and

WHEREAS, the said budget as adopted, in order to meet the lawful obligations of Wylie Independent School District for the period covered by that budget, requires the raising of revenue in the amount of \$261,209,985 which amount includes required revenue for debt service, including funds for the retirement of bonded indebtedness in the amount of \$54,890,780 and requires additional revenue for maintenance and operation in the amount of \$206,319,205; and

WHEREAS, the Chief Appraiser of the Collin Central Appraisal District has certified the taxable value of property taxable by Wylie Independent School District in the amount of \$10,760,870,115 based a homestead exemption of \$140,000 contingent on a voter approved constitutional amendment, according to the appraisal roll of the Collin Central Appraisal District; and

WHEREAS, the Board of Trustees of Wylie Independent School District is pursuant to due and proper notice of this meeting, conducting a meeting in open session for the purpose of adopting a tax rate and making a tax levy for the current year, 2025;

NOW THEREFORE, be it Ordained and Resolved by the Board of Trustees of the Wylie Independent School District that the ad valorem tax rate for 2025 be set at \$1.1752 for each \$100.00 of property taxable by this School District; that a levy of taxes be made as imposed by this rate; that of such adopted rate, the amount of \$0.42 per \$100 of taxable property be allocated to debt service, and the amount of \$0.7552 per \$100.00 of taxable property be allocated to maintenance and operation.

The Tax Assessor for Wylie Independent School District shall be promptly notified of this adopted rate.

ADOPTED this the 18th day of August, A.D. 2025.

President, Board of Trustees
Wylie Independent School District

ATTEST:

Secretary, Board of Trustees
Wylie Independent School District

Record Vote	YES	NO
Jacob Day		
Stacie Smith		
Kylie Reising		
Suzi Kennon		
Bill Howard		
Virdie Montgomery		
Mike Williams		



WYLIE INDEPENDENT SCHOOL DISTRICT
DETAIL BUDGET AMENDMENT #1
2025-2026 SCHOOL YEAR

	General Fund (Fund 164, 196 & 199)				Fund 240-Student Nutrition				Fund 511-Debt Service			
<u>Monday, August 18, 2025</u>	Adopted Budget	Current Budget	Increase / Decrease	Revised Budget	Adopted Budget	Current Budget	Increase / Decrease	Revised Budget	Adopted Budget	Current Budget	Increase / Decrease	Revised Budget
57xx -Local Revenue	85,751,731	85,751,731	(3,502,390)	82,249,341	6,332,340	6,332,340	-	6,332,340	51,207,225	51,207,225	(7,649,136)	43,558,089
58xx -State Revenue	118,104,874	118,104,874	12,906,944	131,011,818	250,000	250,000	-	250,000	3,683,555	3,683,555	(117,238)	3,566,317
59xx - Federal Revenue	823,800	823,800	-	823,800	4,930,442	4,930,442	-	4,930,442	-	-	-	-
79xx - Other Sources	1,638,800	1,638,800	-	1,638,800	-	-	-	-	-	-	-	-
TOTAL Revenues	206,319,205	206,319,205	9,404,554	215,723,759	11,512,782	11,512,782	-	11,512,782	54,890,780	54,890,780	(7,766,374)	47,124,406
Func	Description											
11	Instruction				-	-	-	-	-	-	-	-
12	Instructional Res/Media				-	-	-	-	-	-	-	-
13	Curriculum/Staff Dev				-	-	-	-	-	-	-	-
21	Instructional Leadership				-	-	-	-	-	-	-	-
23	Campus Administration				-	-	-	-	-	-	-	-
31	Guidance/Counseling				-	-	-	-	-	-	-	-
32	Social Work Services				-	-	-	-	-	-	-	-
33	Health Services				-	-	-	-	-	-	-	-
34	Transportation				-	-	-	-	-	-	-	-
35	Food Services				12,984,542	12,984,542	545,299	13,529,841	-	-	-	-
36	Co-Extra Curricular				-	-	-	-	-	-	-	-
41	Central Administration				-	-	-	-	-	-	-	-
51	Plant Maintenance				28,240	28,240	-	28,240	-	-	-	-
52	Security				-	-	-	-	-	-	-	-
53	Data Processing/Technology				-	-	-	-	-	-	-	-
61	Community Service				-	-	-	-	-	-	-	-
71	Debt Service -General Fund				-	-	-	-	54,890,780	54,890,780	(7,766,374)	47,124,406
81	Facilities Acquisition & Construction				-	-	-	-	-	-	-	-
95	Payments to JJAEP				-	-	-	-	-	-	-	-
99	Other Intergovernmental Charges				-	-	-	-	-	-	-	-
TOTAL Expenditures	223,295,906	223,295,906	7,830,504	231,126,410	13,012,782	13,012,782	545,299	13,558,081	54,890,780	54,890,780	(7,766,374)	47,124,406
89xx - Other Uses	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	223,295,906	223,295,906	7,830,504	231,126,410	13,012,782	13,012,782	545,299	13,558,081	54,890,780	54,890,780	(7,766,374)	47,124,406
Excess of revenue over (under) expenditures	(16,976,701)	(16,976,701)	1,574,050	(15,402,651)	(1,500,000)	(1,500,000)	(545,299)	(2,045,299)	-	-	-	-

WYLIE INDEPENDENT SCHOOL DISTRICT
Fund General (199)

Budget Amendment #1
Monday, August 18, 2025
for the 2025-2026 School Year

Fund 199 General Fund - (For Memo Only)

		Approved Current Budget	Amendment	Revised Budget	Reason for Amending
REVENUE					
199 R 00 5711 00 000 0 00 000	Current Tax Year	80,971,258	(3,502,390)	77,468,868	HB 2 Revenue
199 R 00 5811 00 000 0 00 000	Per Capita	7,339,180	1,290,737	8,629,917	HB 2 Revenue
199 R 00 5812 00 000 0 00 000	Foundation School Program	99,403,751	1,411,894	100,815,645	PV Audit
199 R 00 5812 00 000 0 00 000	Foundation School Program	99,403,751	10,204,313	111,019,958	HB 2 Revenue
Total Revenue-Fund 199			9,404,554		
EXPENDITURES					
199 E 11 61xx xx xxx x xx xxx	Instruction		5,505,012	5,505,012	HB 2 Salaries
199 E 11 6xxx xx xxx x xx xxx	Instruction		43,506	43,506	PO Rollover
199 E 12 61xx xx xxx x xx xxx	Instructional Resources/Library		99,686	99,686	HB 2 Salaries
199 E 13 61xx xx xxx x xx xxx	Curriculum/Staff Development		186,373	186,373	HB 2 Salaries
199 E 21 61xx xx xxx x xx xxx	Instructional Leadership		122,681	122,681	HB 2 Salaries
199 E 21 6395 00 802 0 99 000	Instructional Leadership	500	2,253	2,753	PO Rollover
199 E 23 61xx xx xxx x xx xxx	Campus Administration		196,055	196,055	HB 2 Salaries
199 E 23 6395 00 003 0 99 000	Campus Administration	0	9,873	9,873	PO Rollover
199 E 31 61xx xx xxx x xx xxx	Guidance/Counseling		757,265	757,265	HB 2 Salaries
199 E 31 6339 00 810 0 99 000	Guidance/Counseling	137,000	4,200	141,200	PO Rollover
199 E 33 61xx xx xxx x xx xxx	Health Services		125,932	125,932	HB 2 Salaries
199 E 34 61xx xx xxx x xx xxx	Transportation		3,645	3,645	HB 2 Salaries
199 E 36 61xx xx xxx x xx xxx	Co-Extra Curricular		75,683	75,683	HB 2 Salaries
199 E 36 6631 00 003 0 99 000	Co-Extra Curricular	0	31,912	31,912	PO Rollover
199 E 41 61xx xx xxx x xx xxx	Central Administration		162,171	162,171	HB 2 Salaries
199 E 41 6212 00 726 0 99 000	Central Administration	95,000	105,892	200,892	PV Audit
199 E 51 61xx xx xxx x xx xxx	Plant Maintenance		46,584	46,584	HB 2 Salaries
199 E 51 6xxx xx xxx 0 99 xxx	Plant Maintenance		118,880	118,880	PO Rollover
199 E 52 61xx xx xxx x xx xxx	Security & Monitoring		103,868	103,868	HB 2 Salaries
199 E 52 6299 00 936 0 99 000	Security & Monitoring	5,750	1,835	7,585	PO Rollover
199 E 53 61xx xx xxx x xx xxx	Data Processing/Technology		127,198	127,198	HB 2 Salaries
199 E 53 6399 00 801 0 99 000	Data Processing/Technology	559,007	260,900	819,907	Software Transfer
199 E 71 6514 00 801 0 99 000	Debt Service - General Fund	1,013,000	(260,900)	752,100	Software Transfer
Total Expenditures-Fund 199			7,830,504		

*Denotes new account code

WYLIE INDEPENDENT SCHOOL DISTRICT

BUDGET AMENDMENT #1

2025-2026

Fund 240 - Student Nutrition					
Monday, August 18, 2025					
	Description	Adopted Budget	Current Budget	Increase / Decrease	Revised Budget
	57xx - Local Revenue	6,332,340	6,332,340	-	6,332,340
	58xx - State Revenue	250,000	250,000	-	250,000
	59xx - Federal Revenue	4,930,442	4,930,442	-	4,930,442
	79xx - Other Sources	-	-	-	-
TOTAL Revenue (All Sources)		11,512,782	11,512,782	-	11,512,782
Func					
35	Food Services	12,984,542	12,984,542	545,299	13,529,841
51	Plant Maintenance	28,240	28,240	-	28,240
71	Debt Service	-	-	-	-
81	Facilities Acquisition	-	-	-	-
TOTAL Expenditures (All Sources)		13,012,782	13,012,782	545,299	13,558,081
Excess of revenue over (under) expenditures		(1,500,000)	(1,500,000)	(545,299)	(2,045,299)

WYLIE INDEPENDENT SCHOOL DISTRICT
WYLIE, TEXAS
Fund 240 - Student Nutrition

Budget Amendment #1
Monday, August 18, 2025
for the 2025-2026 School Year

Fund 240 Student Nutrition (For Memo Only)

		Approved Current			
		Budget	Amendment	Revised Budget	Reason for Amending
REVENUES					
				0	
Total Revenue-Fund 240			0		
EXPENDITURES					
240 E 35 6395 00 938 0 99 000	Food Services	15,000	8,800	23,800	PO Rollover
240 E 35 6639 00 938 0 99 000	Food Services	1,600,000	536,499	2,136,499	PO Rollover
Total Expenditures-Fund 240			545,299		

*Denotes new account code

WYLIE INDEPENDENT SCHOOL DISTRICT

BUDGET AMENDMENT #1

2025-2026

Fund 511- Debt Service					
Monday, August 18, 2025					
	Description	Adopted Budget	Current Budget	Increase / Decrease	Revised Budget
	57xx - Local Revenue	51,207,225	51,207,225	(7,649,136)	43,558,089
	58xx - State Revenue	3,683,555	3,683,555	(117,238)	3,566,317
	59xx - Federal Revenue	-	-	-	-
	79xx - Other Sources	-	-	-	-
TOTAL Revenue (All Sources)		54,890,780	54,890,780	(7,766,374)	47,124,406
Func					
71	Debt Service	54,890,780	54,890,780	(7,766,374)	47,124,406
00	8949 - Miscellaneous Other Uses	-	-	-	-
TOTAL Expenditures (All Sources)		54,890,780	54,890,780	(7,766,374)	47,124,406
Excess of revenue over (under) expenditures		-	-	-	-

WYLIE INDEPENDENT SCHOOL DISTRICT
WYLIE, TEXAS
Fund 511 - Debt Service

Budget Amendment #1
Monday, August 18, 2025
for the 2025-2026 School Year

Fund 511 Debt Service (For Memo Only)

		Approved Current Budget	Amendment	Revised Budget	Reason for Amending
REVENUES					
511 R 00 5711 00 000 0 00 000	Local Revenue	50,937,224	(7,649,136)	43,288,088	HB 2 Revenue
511 R 00 5829 00 000 0 00 000	State Revenue	3,683,555	(117,238)	3,566,317	HB 2 Revenue
Total Revenue-Fund 511			(7,766,374)		
EXPENDITURES					
511 E 71 6511 88 999 0 99 000	Debt Service	14,330,735	(7,766,374)	6,564,361	HB 2 Revenue
Total Expenditures-Fund 511			(7,766,374)		