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My child and I have received a copy of the Wylie ISD Student Handbook for 2026-2027. I understand that the handbook contains information that my child and I may need during the school year and that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Student Code of Conduct. If I have any questions regarding this handbook, I should direct those questions to the campus principal.

Printed name of student:

Signature of student:

Signature of parent:

Date:

“Please sign and date this page, remove it from the handbook, and return it to your child’s school.”

Acknowledgment of Electronic Distribution of Student Handbook

My child and I have been offered the option to receive a paper copy of or to electronically access at www.wylieisd.net the Wylie ISD Student Handbook for 2026–2027.

I have chosen to:

- ☐ Receive a paper copy of the Student Handbook.
- ☐ Accept responsibility for accessing the Student Handbook by visiting the Web address listed above.

I understand that the handbook contains information that my child and I may need during the school year and that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the Student Code of Conduct. If I have any questions regarding this handbook, I should direct those questions to the Executive Director of Student Services at 972-429-3004.

Printed name of student:

Signature of student:

Signature of parent:

Date:

Wylie Independent School District Attendance Notice and Warning

The State of Texas has in place a Compulsory Attendance Law for school-age children. In addition, for a student to receive credit for a class, the student must be in attendance for at least 90 percent of the school days the class is offered. Under certain circumstances, a student may regain credit by making an appeal to the Campus Attendance Committee. (TEC 25.092)

In compliance with Texas Education Code 25.095 this is to notify you, the parent, that if the student is absent from school on 10 or more days or parts of days within a six-month period in the same school year or on three or more days or parts of days within a four-week period:

1. The student's parent is subject to prosecution under Section 25.093; and
2. The student is subject to prosecution under Section 25.094 or to referral to a juvenile court in a county with a population of less than 100,000 for conduct that violates that section.

If you have questions or concerns about your student's attendance, contact the campus administrator.

PREFACE

To Students and Parents:

Welcome to the new school year! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a wonderfully successful year for our students.

The Wylie ISD Student Handbook is designed to provide basic information that you and your child will need during the school year. The handbook is divided into two sections:

Section I—PARENTAL RIGHTS—with information to assist you in responding to school-related issues. We encourage you to take some time to closely review this section of the handbook.

Section II—OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS—organized by topic, and where possible, further divided by applicability to ages and/or grade levels, for quick access when searching for information on a specific issue.

Please be aware that the term “parent,” unless otherwise noted, is used to refer to the parent, legal guardian, any person granted some other type of lawful control of the student, or any other person who has agreed to assume school-related responsibility for a student.

Both students and parents should become familiar with the Wylie ISD Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found posted on the Wylie ISD website at the Parent and Student page or available in the principal’s office.

The Student Handbook is a general reference guide only and is designed to be in harmony with board policy and the Student Code of Conduct. Please be aware that it is not a complete statement of all policies, procedures, or rules that may be applicable in a given circumstance.

In case of conflict between board policy (including the Student Code of Conduct) and any provisions of the Student Handbook, the provisions of board policy and the Student Code of Conduct are to be followed.

Please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy or other rules that affect Student Handbook provisions will be made available to students and parents through newsletters or other communications. The district reserves the right to modify provisions of the Student Handbook at any time, whenever it is deemed necessary. Notice of any revision or modification will be given as is

reasonable under the circumstances.

Although the Student Handbook may refer to rights established through law or district policy, the Student Handbook does not create any additional rights for students and parents. It does not, nor is it intended to, create contractual or legal rights between any student or parent and the district.

If you or your child has questions about any of the material in this handbook, please contact the campus principal.

Also, please complete and return to your child's campus the following forms through the online registration process:

1. Acknowledgment Form or Acknowledgment of Electronic Distribution of Student Handbook form;
2. Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information form;
3. Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education form, if you choose to restrict the release of information to these entities; and
4. Consent/Opt-Out Form.

[See **Objecting to the Release of Directory and Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation** for more information.]

Note: References to policy codes are included so that parents can refer to current board policy. A copy of the district's policy manual is available for review in the school office or online at www.wylieisd.net, School Board tab, Wylie ISD Board Policies online.

Accessibility

If you have difficulty accessing the information in this document because of a disability, please contact the District at 972-429-3000.

SECTION I: PARENTAL RIGHTS

This section of the Wylie ISD Student Handbook includes information on topics of particular interest to you as a parent, including certain parental rights as specified in state or federal law.

PARENT AND FAMILY ENGAGEMENT (All Grade Levels)

State law provides that a parent has the right to direct the moral and religious training of the parent's child, make decisions concerning the child's education, and consent to medical, psychiatric, and psychological treatment of the child without obstruction or interference from a governmental entity of Texas, including a school district.

In addition to referring to the rights of parents, including the right to withhold consent for or exempt the parent's child from certain activities and instruction specified throughout this handbook, parents may access additional information regarding parental rights at the district's website at www.wylieisd.net.

Working Together

Both experience and research tell us that a child's education succeeds best when there is good communication and a strong partnership between home and school. Your involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling**.]
- Attending scheduled conferences and requesting additional conferences as needed. The district will provide at least two opportunities for in-person conferences during each school year for each parent of a child enrolled in the district with the child's teachers. To schedule a telephone or in-person conference with a teacher,

counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school.

[See **Report Cards/Progress Reports and Conferences.**]

- Becoming a school volunteer. [For further information, see policy GKG(Legal) or contact your school office.]
- Participating in campus parent organizations.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. [For further information, see policies at BQA and BQB, and contact your school office.]
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other wellness issues. [See policies at BDF, EHAA, FFA, and information in this handbook at **School Health Advisory Council.**]
- Being aware of the school's ongoing bullying and harassment prevention efforts as posted on the Wylie ISD website.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. An agenda for a regular or special meeting is posted no later than 3 business days before each meeting at 951 S. Ballard Avenue and online at www.wylieisd.net [See policies at BE and BED for more information.]

PARTICIPATION IN THIRD-PARTY SURVEYS

Consent Required Before Student Participation in a Federally Funded Survey

The Protection of Pupil Rights Amendment (PPRA) provides parents certain rights regarding participation in surveys, the collection and use of information for marketing purposes, and certain physical exams.

A parent has the right to consent before a student is required to submit to a survey funded by the U.S. Department of Education that concerns any of the following protected areas:

- Political affiliations or beliefs of the student or the student's parent.
- Mental or psychological problems of the student or the student's family.
- Sexual behavior or attitudes.
- Illegal, antisocial, self-incriminating, or demeaning behavior.
- Critical appraisals of individuals with whom the student has a close family relationship.

- Relationships privileged under law, such as relationships with lawyers, physicians, and ministers.
- Religious practices, affiliations, or beliefs of the student or parents.
- Income, except when the information is required by law and will be used to determine the student's eligibility to participate in a special program or to receive financial assistance under such a program.

You will be able to inspect the survey or other instrument and any instructional materials used in connection with such a survey.

“Opting Out” of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information

The PPRA gives parents the right to receive notice and an opportunity to opt a student out of:

- Any survey concerning the private information listed above, regardless of funding.
- Activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing, selling, or otherwise disclosing that information. **Note:** This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student.

Exceptions are hearing, vision, or spinal screenings, or any physical examinations or screening permitted or required under state law. Required screening for vision, hearing and Texas Risk Assessment for Type 2 Diabetes in Children will begin the first day of school at all campuses. All students who meet the Texas Department of State Health Services criteria will be

screened for abnormal spinal curvature before the end of the school year. For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, contact your campus school nurse. [See policies EF and FFAA(Legal).]

A parent may inspect:

- Protected information surveys of students and surveys created by a third party;
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
- Instructional material used as part of the educational curriculum.

The ED provides extensive information about the [Protection of Pupil Rights Amendment](#), including a [PPRA Complaint Form](#).

TEACHER AND STAFF PROFESSIONAL QUALIFICATIONS

A parent may request information regarding the professional qualifications of their child's teachers, including whether a teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; whether the teacher has an emergency permit or other provisional status for which state requirements have been waived; and whether the teacher is currently teaching in the field or discipline of his or her certification. The parent also has the right to request information about the qualifications of any paraprofessional who may provide services to the child.

TUTORING OR TEST PREPARATION

A teacher may determine that a student needs additional targeted assistance for the student to achieve mastery in state-developed essential knowledge and skills based:

- Informal observations
- Evaluative data such as grades earned on assignments or tests
- Results from diagnostic assessments

The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible.

In accordance with state law and policy EC, districts must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than 10 percent of the days the class is offered.

If a district offers tutorial services to students, state law requires a student with a grade below 70 for a reporting period to attend.

[For questions about school-provided tutoring programs, contact the student's teacher and see policies EC and EHBC. See Standardized Testing for information regarding required accelerated instruction after a student fails to perform satisfactorily on certain state-mandated tests.]

RIGHT OF ACCESS TO STUDENT RECORDS, INSTRUCTIONAL MATERIALS, AND DISTRICT RECORDS/POLICIES

Parent Review Of Instructional Materials and Plan

Wylie ISD provides an instructional plan for each core course offered for all grade levels on our district website. The teachers in Wylie ISD maintain consistent feedback with parents regarding expectations, dates, and timelines for their classrooms. If a teacher of a non-core course receives a request from a parent for a copy of the instructional plan or course syllabus for a class in which their student is enrolled, the District will respond to such a request.

[For information about parental access to any online library catalog and library materials, including records of their child's checked out library materials, see **Library (All Grade Levels)**.]

District Review Of Instructional Materials

A parent may request that the district conduct an instructional material review in a math, reading language arts, science, or social studies class in which the parent's student is enrolled to determine alignment with state standards and the level of rigor for the grade level. The district is not required to conduct an instructional material review for a specific subject area or grade level at a specific campus more than once per school year.

For more information about requesting an instructional material review, contact the campus principal.

PARTICIPATION IN FEDERALLY REQUIRED, STATE-MANDATED, AND DISTRICT ASSESSMENTS

In accordance with the Every Student Succeeds Act (ESSA), a parent may request information regarding any federal, state or district policy related to his or her child's participation in required assessments.

ACCESSING STUDENT RECORDS

You may review your child's student records. These records include:

- Attendance records,
- Test scores,
- Grades,
- Disciplinary records,
- Counseling records,
- Psychological records,
- Applications for admission,
- Health and immunization information,
- Other medical records,
- Teacher and counselor evaluations,
- Reports of behavioral patterns,
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with your child, as the term intervention strategy is defined by law,
- Records relating to school library materials the child obtains from a school library [See Library (All Grade Levels) for more information]
- State assessment instruments that have been administered to your child, (if released by the state), and
- Teaching materials and tests used in your child's classroom.

AUTHORIZED INSPECTION AND USE OF STUDENT RECORDS

The Family Educational Rights and Privacy Act, or FERPA, affords parents and eligible students certain rights with respect to the student's education records. For purposes of student records, an "eligible" student is one who is 18 or older or who is attending an institution of postsecondary education. These rights, as discussed on this section as well as at Objecting to Release of Directory Information, are:

- The right to inspect and review student records within 45 days after the day the school receives a request for access.
- The right to request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA.
- The right to provide written consent before the school discloses personally identifiable information from the student's records, except to the extent that FERPA authorizes disclosure without consent; and
- The right to [file a complaint](#) with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements.

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy. Before disclosing any personally identifiable information from a student's records, the district must verify the identity of the person, including a parent or the student, requesting the

information. Virtually all information pertaining to student performance, including grades, test results, and disciplinary records, is considered confidential educational records.

Inspection and release of student records is primarily restricted to an eligible student or a student's parents unless the school is given a copy of a court order terminating parental rights or the right to access a student's education records. A parent's rights regarding access to student records are not affected by the parent's marital status.

Federal law requires that, control of the records goes to the student as soon as the student meets at least one of the following criteria:

- Reaches the age of 18
- Is emancipated by a court
- Enrolls in a postsecondary educational institution

However, the parent may continue to have access to the records if the student is a dependent for tax purposes and, under limited circumstances, when there is a threat to the health and safety of the student or other individuals.

FERPA permits the disclosure of personally identifiable information from a student's education records, without written consent of the parent or eligible student when school officials have what federal law refers to as a "legitimate educational interest" in a student's records. Legitimate educational interest may include:

- Working with the student;
- Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities;
- Compiling statistical data;
- Reviewing an educational record to fulfill the official's professional responsibility; or
- Investigating or evaluating programs.

School officials may include:

- Board members and employees, such as the superintendent, administrators, and principals;
- Teachers, counselors, diagnosticians, and support staff (including district health or district medical staff);
- A person or company with whom the district has contracted or allowed to provide a particular institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer);

- A person appointed to serve on a team to support the district's safe and supportive school program;
- A parent or student serving on a school committee;
- A parent or student assisting a school official perform their duties.

FERPA also permits the disclosure of personally identifiable information without written consent:

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Secretary of Education, TEA, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.
- To individuals or entities granted access in response to a subpoena or court order.
- To another school district/system, or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.
- In connection with financial aid for which a student has applied or which the student has received.
- To accrediting organizations to carry out accrediting functions.
- To organizations conducting studies for, or on behalf of, the school, in order to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- To appropriate officials in connection with a health or safety emergency.
- When the district discloses information it has designated as directory information [see **Objecting to the Release of Directory Information** for opportunities to prohibit this disclosure].

Release of personally identifiable information to any other person or agency—such as a prospective employer or for a scholarship application—will occur only with parental or student permission as appropriate.

The principal or designee is custodian of all records for currently enrolled students at the assigned school. The superintendent or designee is the custodian of all records for students who have withdrawn or graduated.

A parent or eligible student who wishes to inspect the student's records should submit a written request to the custodian of records identifying the records he or she wishes to inspect. Records may be inspected by a parent or eligible student during regular school hours. The custodian of records or designee will respond to reasonable requests for explanation and interpretation of the records.

A parent or eligible student who provides a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review these records. The address of the superintendent's office is 951 S. Ballard Avenue, Wylie, TX 75098.

The address(es) of the principals' offices are the campus address.

A parent (or eligible student) may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights. A request to correct a student's record should be submitted to the principal. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information in the record is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If the records are not amended as a result of the hearing, the parent or eligible student has 30 school days to exercise the right to place a statement commenting on the information in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course is handled through the general complaint process found in policy FNG(LOCAL). A grade issued by a classroom teacher can be changed only if the board of trustees determines that the grade is arbitrary, erroneous, or inconsistent with the district's grading policy.

[See FINALITY OF GRADES at EIA(LEGAL), Student Handbook Sections: **Report Cards/Progress Reports and Conferences**, and, **Complaints and Concerns** for an overview of the process.]

The district's policy regarding student records found at FL(LEGAL) and (LOCAL) is available from the principal's or superintendent's office or on the district's website.

Note: The parent's or eligible student's right of access to and copies of student records does not extend to all records. Materials that are not considered educational records—such as a teacher's personal notes about a student that are shared only with a substitute teacher—do not have to be made available to the parents or student.

CONSENT, OPT-OUT, AND REFUSAL RIGHTS

Consent to Conduct a Psychological Evaluation

Unless required under state or federal law, a district employee will not conduct a psychological examination, test, or treatment, without obtaining prior written parental consent.

Consent to Provide Mental-Health Care Service

The district will not provide a mental health care service to a student or conduct a medical screening of a student as part of the district's intervention procedures except as permitted by law.

The district has established procedures for providing a parent with a recommendation for an intervention for a student with early warning signs of mental health concerns or substance abuse or who has been identified as at risk of attempting suicide. District school counselors or the coordinator of counseling will notify the student's parent within a reasonable amount of time after the school counselor/coordinator learns that a student has displayed early warning signs and a possible need for intervention and provide information about available counseling options.

The district has also [established procedures](#) for staff to notify the Coordinator of Counseling regarding a student who may need intervention. Reach out to your campus counselor for additional information/resources.

For further information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on- and off-campus, and accessing available student accommodations provided on campus, please contact the Coordinator of Counseling at 972-429-2983.

Consent to Video or Audio Record a Student When Not Otherwise Permitted by Law

State law permits the school to make a video or voice recording without parental permission when the recording is to be used for:

- School safety;
- Classroom instruction or a co-curricular or extracurricular activity;
- Media coverage of the school; or
- Promotion of student safety as provided by law for a student receiving special education services in certain settings.

The district will seek parental consent through a written request before making any other video or voice recording of your child not otherwise allowed by law.

Please note that parents and visitors to a classroom, both virtual and in person, may not record video or audio or take photographs or other still images without permission from the teacher or other school official. [See **Video Cameras** for more information, including a parent's right to request video and audio equipment be placed in certain special education settings.]

REMOVING A STUDENT FROM INSTRUCTION OR EXCUSING A STUDENT FROM A REQUIRED COMPONENT OF INSTRUCTION

Religious or Moral Belief

A parent may remove his or her child temporarily from the classroom if a scheduled instructional activity conflicts with the parent's religious or moral beliefs. The removal cannot be for the purpose of avoiding a test and may not extend for an entire semester. If appropriate, the principal or designee may offer a concerned parent an alternative instructional resource to be used by that parent's child in place of the challenged resource. Further, your child must satisfy grade-level and graduation requirements as determined by the school and by the state law.

Consent to Human Sexuality Instruction

Before a student receives human sexuality instruction, the parent must give written consent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.

Annual Notification

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) is involved with the selection of course materials for such instruction.

State law requires that any instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS) must:

- Present abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;
- Devote more attention to abstinence from sexual activity than to any other behavior;
- Emphasize that abstinence is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, and the emotional trauma associated with adolescent sexual activity;
- Direct adolescents to a standard of behavior in which abstinence from sexual activity before marriage is the most effective way to prevent pregnancy and sexually transmitted diseases; and
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates.

Per state law, here is a summary of the district's curriculum regarding human sexuality instruction: Per TEA guidelines, Wylie ISD uses abstinence-based human sexuality instructional materials. These instructional materials are approved by the State Board

of Education and published by Goodheart-Wilcox. The instructional materials have been reviewed and approved for Wylie ISD by the SHAC Committee and are taught in science class in grades 6, 7, and 9. Only topics listed in the Health TEKS and required by TEA will be taught. In accordance with HB 1525, parents will need to sign a permission slip to have their student participate in Wellness and Reproductive Health curriculum. This permission slip will come from the student's teacher in the spring.

In accordance with state law, the district's curriculum regarding human sexuality instruction is based on the Texas Essential Knowledge and Skill (TEKS) included in the health curriculum [EHAA(Legal)].

As a parent, you are entitled to review the curriculum materials. In addition, you may remove your child from any part of the human sexuality instruction with no academic, disciplinary, or other penalties. You may also choose to become more involved with the development of curriculum used for this purpose by becoming a member of the district's SHAC. Please see the campus principal for additional information. The district's grievance procedure may be followed concerning a complaint. [See Complaints and Concerns (All Grade Levels) and FNG(Local).]

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

Before a student receives instruction on the prevention of child abuse, family violence, dating violence and sex trafficking, the district must obtain written consent from the student's parent. Parents will be sent a request for written consent at least 14 days before instruction will begin.

Students receive instruction related to the prevention of child abuse, family violence, dating violence, and sex trafficking. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials.
- Remove his or her child from any part of this instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings (See campus principal for details.)

- Use the district's grievance procedure concerning a complaint. See Complaints and Concerns and policy FNG for information on the grievance and appeals process.

Reciting the Pledges to the U.S. and Texas Flags

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law, however, requires that all students participate in one minute of silence following recitation of the pledges. [See **Pledges of Allegiance and a Minute of Silence** and policy EC(LEGAL).]

Reciting a Portion of the Declaration of Independence in Grades 3-12

State law designates the week of September 17 as Celebrate Freedom Week and requires all social studies classes provide the following:

- Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, and
- A specific recitation from the Declaration of Independence in grades 3-12.

Per state law, a student may be excused from recitation of a portion of the Declaration of Independence if any of the following apply:

- A parent provides a written statement requesting that his or her child be excused,
- The district determines that your child has a conscientious objection to the recitation, or
- A parent is a representative of a foreign government to whom the United States government extends diplomatic immunity. [See policy EHBK(LEGAL).]

Opting out of Advanced Mathematics in Grade 6

The district will automatically enroll a student in grade 6 in the advanced mathematics course if the student performed in the 60th percentile or higher on the grade 5 mathematics STAAR or in the top 40 percent on a local measure that demonstrates proficiency in the student's grade 5 mathematics course work. End of Year Measures of Academic Progress (MAP) testing in math is used as the local measure to demonstrate proficiency in grade 5 math.

Enrollment in an advanced mathematics course in grade 6 will enable students to enroll in Algebra I in grade 8 and advanced mathematics in grades 9-12.

The student's parent may opt the student out of automatic enrollment in an

advanced mathematics course.

LIMITING ELECTRONIC COMMUNICATIONS WITH STUDENTS BY DISTRICT EMPLOYEES

Teachers and other approved employees are permitted by the district to communicate with students through the use of electronic media within the scope of the individual's professional responsibilities. For example, a teacher may set up a social networking page and/or app for his or her class that has information related to class work, homework, and tests. As a parent, you are welcome to join or become a member of such a page.

Text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity needs to communicate with a student participating in the extracurricular activity. The employee shall include at least one of the student's parents or guardians as a recipient on each text message to the student so that the student and parent receive the same message. The employee shall not communicate directly with any student between the hours of 9:00 p.m. and 6:00 a.m. unless the student is participating in an extracurricular activity during this time. An employee may, however, make public posts to a social network site, blog, or similar application at any time. If you prefer that your child not receive any one-to-one electronic communications from a district employee or if you have questions related to the use of electronic media by district employees, please contact the campus principal.

NOTICES OF CERTAIN STUDENT MISCONDUCT TO NONCUSTODIAL PARENT

A noncustodial parent may request in writing that he or she be provided, for the remainder of the school year, a copy of any written notice usually provided to a parent related to his or her child's misconduct that may involve placement in a disciplinary alternative education program (DAEP) or expulsion. [See policy FO(LEGAL)].

SAFETY TRANSFER ASSIGNMENTS

The board or its designee will honor a parent's request to transfer his or her child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832.

The board may transfer a student who has engaged in bullying to another classroom. The board or its designee will consult with the parent of a child who has engaged in bullying before deciding to transfer a child to another campus. Transportation is not provided for a transfer to another campus.

The district will honor a parent's request for the transfer of his or her child to a safe public school in the district if the child attends a school identified by the Texas Education Association as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds. [See policy FDE for more information.]

The board will honor a parent's request for the transfer of his or her child to another district campus if the child has been the victim of sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on the deferred adjudication for the assault. In accordance with the policy FDE, if the victim does not wish to transfer, the board will transfer the assailant.

MULTIPLE BIRTH SIBLINGS

As a parent, if your children are multiple birth siblings (e.g., twins, triplets, etc.) assigned to the same grade and campus, you may request that they be placed either in the same classroom or in separate classrooms. Your written request must be submitted no later than the 14th day after the enrollment of your children. [See policy FDB(LEGAL).]

STUDENTS WHO RECEIVE SPECIAL EDUCATION WITH OTHER SCHOOL-AGED CHILDREN IN THE HOME

If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request that any other student residing in the household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus. The student receiving special education services may be entitled to transportation; however, the district is not required to provide transportation to the other children in the household. Transfers will be granted based on space availability at each campus. [See policy FDB(LOCAL).]

SERVICE/ASSISTANCE ANIMAL USE BY STUDENTS

A parent of a student who uses a service/assistance animal because of the student's disability must submit a request in writing to the principal at least ten district business days before bringing the service/assistance animal on campus. The district will accommodate a request as soon as possible within ten district business days.

A service animal may be approved for your child's campus. Please contact your school nurse if your student has a severe animal allergy.

STUDENTS WHO HAVE LEARNING DIFFICULTIES OR WHO NEED OR MAY NEED SPECIAL EDUCATION OR 504 SERVICES

For those students who are having difficulty in the regular classroom, all school districts must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, through the district's multi-tiered system of academic and behavioral supports (MTSS). The provision of these intervention and support services, which might include (RTI) process, can have an impact on the ability of the district to meet the needs of all students.

If a student is experiencing learning difficulties, his or her parent may contact the campus administrator or the Executive Director or Director of Special Education Services to learn about the school's overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals

If a parent makes a written request for an initial evaluation for special education services to the Executive Director or Director of Special Education Services or to a district administrative employee of the school district, the district must respond no later than 15 school days after receiving the request. At that time, the district must give the parent prior written notice of whether it agrees or refuses to evaluate the student, along with a copy of the [*Notice of Procedural Safeguards*](#). If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district to respond within the 15-school-day timeline.

If the district decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent to evaluate the student. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an exception to the 45-school-day timeline. If the district receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the

student is absent from school for three or more days during the evaluation period, the June 30 due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completing the evaluation, the district must give the parent a copy of the evaluation report at no cost. Additional information regarding special education is available from the school district in a companion document titled [*Parent's Guide to the Admission, Review, and Dismissal Process*](#).

The following websites provide information to those who are seeking information and resources specific to students with disabilities and their families:

- [Legal Framework for the Child-Centered Special Education Process](#)
- [Partners Resource Network](#)
- [Special Education Information Center](#)
- [Texas Project First](#)
- [TEA Special Education Parent and Family Resources](#)

The designated person to contact regarding options for a child experiencing learning difficulties, a referral for evaluation for special education services, or for questions regarding post-secondary transitions, including the transition from education to employment, for students receiving special education services is your campus administrator, the Executive Director and/or Director of Special Education at 972-429-2363 or the Director of Special Services at 972-429-2385.

In accordance with state law, the district will annually notify parents if their child receives assistance for learning difficulties. Details of such assistance can include intervention strategies. This notice is not intended for those students already enrolled in a special education program.

Texas Driving with Disability Program

In accordance with state law, the district will provide notification of the Texas Driving with Disability Program to students who have a health condition or disability that may impede effective communication with a peace officer and receive special education or are covered by Section 504 of the Rehabilitation Act of 1973.

This notification will be provided annually to an eligible student aged 16 years or older until the student's graduation or 21st birthday and to the student's parents. The Texas Driving with Disability Program focuses on improving the interaction between law enforcement and drivers with disabilities that have unique

communication needs.

Students with Physical or Mental Impairments Protected Under Section 504

A student determined to have a physical or mental impairment that substantially limits a major life activity, as defined by law, and who does not otherwise qualify for special education services, may qualify for protections under Section 504 of the Rehabilitation Act. Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities. When an evaluation is requested, a committee will be formed to determine if the student is in need of services and supports under Section 504 to receive a free appropriate public education (FAPE), as this is defined in federal law.

[See policy FB.]

STUDENTS WHO SPEAK A PRIMARY LANGUAGE OTHER THAN ENGLISH

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing ordinary class work in English. If the student qualifies for these extra services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations related to classroom instruction, local assessments, and state-mandated assessments.

CHILDREN OF MILITARY FAMILIES

[The Interstate Compact on Educational Opportunities for Military Children](#) entitles children of military families to flexibility regarding certain district and state requirements, including:

- Immunization requirements.
- Grade level, course, or educational program placement.
- Eligibility requirements for participation in extracurricular activities.
- Enrollment in the virtual or hybrid courses offered by the district or another district school; and
- Graduation requirements.

The district will excuse absences related to a student visiting a parent, including a stepparent or legal guardian, who is:

- Called to active duty,
- On leave, or
- Returning from a deployment of at least four months.

The district will permit no more than five excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment. Please work with your campus administrator.

Additional information may be found at [Military Family Resources at the Texas Education Agency](#).

OBJECTING TO THE RELEASE OF DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated "directory information" from a student's education records without written consent. "Directory information" is information that is generally not considered harmful or an invasion of privacy if released.

Examples include a student's photograph (for publication in the school yearbook); a student's name and grade level (for communicating class and teacher assignments); the name, weight, and height of an athlete (for publication in a school athletic program); a student's name and photograph (posted on a district-approved and -managed social media platform);

and the names and grade levels of students submitted by the district to a local newspaper or other community publication (to recognize the A/B honor roll for a specific grading period). Directory information will be released to anyone who follows procedures for requesting it.

However, a parent or eligible student may object to this release of a student's directory information. This objection must be made in writing to the principal within ten school days of your child's first day of instruction for this school. [See the **"Family Educational Rights and Privacy Act (FERPA) Form"** included in the online enrollment forms or available at the campus or district office.]

The district requests that families living in a shelter for survivors of family violence or trafficking notify the district personnel that the student currently resides in such a shelter. Families may want to opt out of the release of directory information so that the district does not release any information that might reveal the location of such a shelter.

Directory Information Which May be Released

As allowed by FERPA, Wylie ISD has designated the following information as directory information for uses including but not limited to publications, yearbooks, extracurricular activity programs, news releases, district and/or campus website and social media postings, videos, and artwork display: directory information shall include student name, photograph, honors and awards received, dates of attendance, grade level, most recent educational institution attended, participation in officially

recognized activities and sports, weight and height of members of athletic teams, and enrollment status. If you do not object to the use of your child's information for these purposes, the school will not need to ask your permission each time the district wishes to use the information for purposes listed above.

Under Wylie ISD policy, student home addresses, email addresses and phone numbers are NOT considered "directory information" and are NOT released to the public.

WISD only releases your child's address and/or phone number under specific circumstances as listed below. The WISD Board of Trustees adopted this policy to protect student and parent/guardian privacy. There is no need to complete any forms or notify your child's school to keep your child's home address and phone number from being released to the public.

There are only three exceptions under which Wylie ISD would release home address and phone number. They are:

- To companies under contract with the school district and that contract requires the release of the information
- To military recruiters for recruiting purposes only (per Federal law)
- To other government/educational agencies with a legitimate need to know

Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education (Secondary Grade Levels Only)

Unless a parent has advised the district not to release his or her student's information, the Every Student Succeeds Act (ESSA) requires the district to comply with requests by military recruiters or institutions of higher education to provide the following information about students:

- Name,
- Address, and
- Telephone listing.

Military recruiters may also have access to a student's district-provided email address, unless a parent has advised the district not to release this information.

SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS

Topics in this section of the handbook contain important information on academics, school activities, and school operations and requirements. Take a

moment with your child to become familiar with the various issues addressed in this section.

Where possible, the topics are also organized to alert you to the applicability of each topic based on a student's age or grade level. Should you be unable to find the information on a particular topic, please contact your campus office.

Students enrolling must reside in the Wylie ISD attendance zones and be living with a parent or legal guardian. All students 18 years or older are expected to comply with the same regulations, rules, or policies as stated for other students at the school. The following documents should be brought at the time of enrollment:

1. Proof of residency showing address within the district's boundaries from the following:
 - a. Utility deposit or bill (gas, electric, or water).
 - b. Closing documents/lease agreement with a utility bill to be sent within 30 days within the current year showing address within the district's boundaries.
- *Note - Ownership of property within Wylie ISD does not qualify as residency
2. Student's social security card
3. Provide an up-to-date immunization record
4. Birth certificate
5. Most recent report card and/or withdrawal form with grades, from previous school
6. Drivers License of parent/legal guardian

Schools should be updated immediately with change of mailing address, residence, emails or phone numbers for home and parent's work in case of an emergency.

ABSENCES/ATTENDANCE

Regular school attendance is essential for a student to make the most of his or her education—to benefit from teacher-led and school activities, to build each day's learning on the previous day's, and to grow as an individual. Absences from class may result in serious disruption of a student's mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. Two state laws—one dealing with the required presence of school-aged children in school, e.g., compulsory attendance, the other with how a child's attendance affects the award of a student's final grade or course credit—are of special interest to students and parents. They are discussed below.

Compulsory Attendance

Prekindergarten and Kindergarten

Students enrolled in prekindergarten or kindergarten are required to attend school and are subject to the compulsory attendance requirements as long as they remain enrolled.

Between Ages 6 and 18

State law requires that a student who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached their 19th birthday, shall attend school, as well as any applicable accelerated instruction program, extended-year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

A student will be required to attend any assigned accelerated instruction program, which may occur before or after school or during the summer, if the student does not meet the passing standards on an applicable subject area state assessment.

Age 19 and Older

A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day until the end of the school year. If a student 19 or older has more than five unexcused absences in a semester the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA.]

Compulsory Attendance - Exemptions (All Grade Levels)

State law allows exemptions to the compulsory attendance requirements, as long as the student makes up all work, for the following activities and events:

- Religious holy days;
- Required court appearances;
- Appearing at a governmental office to obtain United States citizenship;
- Taking part in a US naturalization oath ceremony
- Serving as an election clerk
- Health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders and mental health appointments, where the student begins classes or returns to class on the same day of the appointment. A note from the health-care provider must be submitted upon the student's return to campus.
- Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician on the district's form;
- Absences for attendance in a released time course in religious instruction;
- For students in the conservatorship (custody) of the state,

- An activity required under a court-ordered service plan; or
- Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

For Children of Military Families, absences of up to five days will be excused for a student to visit with a parent, stepparent or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments.

Note that documented health-care appointments may include telehealth appointments. Students who are physically on campus will not be allowed to participate in telehealth or other online appointments without specific authorization from an appropriate administrator. Students should not use district-issued technology, including wifi or internet, for telehealth appointments because use of district-owned equipment and its network systems is not private and may be monitored by the district. For more information, see Telecommunication and Other Electronic Devices.

Secondary Grade Levels

The district may allow a student who is 15 years of age or older to be absent for one day to obtain a learner license and one day to obtain a driver's license, provided that the board has authorized such excused absences under policy FEA(LOCAL). The student will be required to provide documentation of his or her visit to the driver's license office for each absence and must make up any work missed.

In addition, a junior or senior student's absence of up to two days related to visiting a college or university will be considered an exemption, provided the student follows the campus procedures to verify such a visit and makes up any work missed.

An absence will also be considered an exemption if a student 17 years of age or older is pursuing enlistment in a branch of the United States Armed Services or the Texas National Guard, provided the absence does not exceed four days during the period the student is enrolled in high school and the student provides verification to the district of these activities.

The district will allow a student to be absent for up to two days during the student's junior year and two days during the student's senior year for a career investigation day to visit a professional at the individual's workplace to determine the student's interest in pursuing a career in the professional's field, provided the student verifies these activities to the district.

Absences of up to two days in a school year will also be considered an exemption for a student serving as:

- An early voting clerk, provided the district's board has authorized this in policy FEA(LOCAL), the student notifies his or her teachers, and the student receives approval from the principal prior to the absences; or

- An election clerk if the student makes up any work missed and
- be at least 16 years of age

The district will allow a student in grades 6-12 to be absent for the purpose of sounding “Taps” at a military honors funeral for a deceased veteran.

Compulsory Attendance - Failure to Comply All Grade Levels

School employees must investigate and report violations of the state compulsory attendance law. A student who is absent without permission from school; from any class; from required special programs, such as additional special instruction, termed “accelerated instruction” by the state; or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Students with Disabilities

If a student with a disability is experiencing attendance issues, the student’s ARD committee or Section 504 committee will be notified, and the committee will determine whether the attendance issues warrant an evaluation, a reevaluation, and/or modifications to the student’s individualized education program or Section 504 plan, as appropriate.

Age 19 and Older

After a student age 19 or older incurs a third unexcused absence, the district will send the student a letter as required by law explaining that the district may revoke the student’s enrollment for the remainder of the school year if the student has more than five unexcused absences in a semester. As an alternative to revoking a student’s enrollment, the district may implement a behavior improvement plan.

Between ages 6 and 18

When a student between ages 6 and 18 incurs unexcused absences for three or more days or parts of days within a four-week period, the school will send a notice to the student’s parent, as required by law, to remind the parent that it is the parent’s duty to monitor the student’s attendance and to require the student to come to school. The notice will also inform the parent that the district will initiate truancy prevention measures and request a conference between school administrators and the parent. These measures will include a behavior improvement plan, school-based community service, or referrals to either in-school or out-of-school counseling or other social services. Any other measures considered appropriate by the district will also be initiated.

If you have questions about your student and the effect of his or her absences from school, please contact a campus administrator.

A court of law may also impose penalties against a student’s parents if a

school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student is absent without excuse from the school on ten or more days or parts of days within a six-month period in the same school year.

If a student age 12 through age 18 incurs unexcused absences on ten or more days or parts of days within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

[See policy FEA(LEGAL).]

Absences and Tardies

Unexcused Absences (Grades K-12)	
3 unexcused absences	Skyward to generate a letter
7 unexcused absences	Skyward to generate a letter
10 unexcused absences	Skyward to generate a letter

90% Rule	
8 absences in first semester	Grades 9-12: Skyward to generate a letter at 4 and 8 absences in the first semester
10 absences in second semester	Grades 9-12: Skyward to generate a letter at 5 and 10 absences in the second semester
	Grades K- 8 will be for the year with the 90% rule. Letters will be generated at 5, 10, 15 and 20 absences.
	*See <u>Attendance for Credit</u> below
Tardies: (Including arriving late or leaving early)	
6 tardies	Skyward to generate letter

9 tardies	Skyward to generate letter
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Attendance for Credit Kindergarten Through Grade 12

To receive credit or a final grade in a class, a student must attend at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit for the class if he or she completes a plan, approved by the principal, that allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit for the class.

If a student attends less than 75 percent of the days a class is offered or has not completed the plan approved by the principal, then the student will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade lost because of absences. [See policy FEC.]

Except for absences due to serious or life-threatening illness or related treatment, all absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.
- Whether the student has completed makeup work satisfactorily. If the student completes makeup work, absences listed under Compulsory Attendance Exemptions and absences for extracurricular activities will be considered extenuating circumstances.
- Whether the student or the student's parent had any control over the absences.
- Any information presented by the student or parent to the committee about the absences.

The student or parent may appeal the committee's decision to the board by following policy FNG(Local).

In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.

School Hours

Supervision begins at 7:00 a.m. for all elementary campuses.

- ECLC Campus 7:00-2:20
- Elementary Campuses 7:30-2:45
- Intermediate Campuses 8:15-3:30
- Junior High Campuses 8:15-3:30
- High School Campuses 9:00-4:20
- Achieve Academy Choice 7:30-2:45
- Achieve Academy DAEP 7:30-2:50

Official Attendance-Taking Time (All Grade Levels)

The district must submit attendance of its students to Texas Education Agency (TEA) reflecting attendance at a specific time each day. Official attendance is taken every day according to the start time at each campus. A student absent for any portion of the day, including at the official attendance-taking time, should follow the procedures below.

Tardiness

Tardies and partial day absences may be due to late arrival to school or early departure from school/class. If a student is 10 or more minutes late to class, that will be counted as an absence. Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct. If the problem continues and the number of partial day absences is a violation of the compulsory attendance law, the campus may file a truancy referral. It is a violation of compulsory attendance when a child has unexcused voluntary absences on:

- 10 or more days and/or parts of days within a 6 month period; or
- 3 or more days and/or parts of days within a 4 week period.

Documentation After An Absence (All Grade Levels)

When a student is absent from school, the student—upon returning to school—must bring a note signed by the parent that describes the reason for the absence or enter a note in Skyward Parent Access. After 3 school days, the absence will be considered unexcused if a note has not been received by the school office. A note signed by the student, even with the parent's permission, will not be accepted unless the student is 18 or older or is an emancipated minor under state law.

Faxed notes may be accepted if they contain all required information, including the parent/guardian signature. Please note that, unless the absence is for a statutorily allowed reason under compulsory attendance laws, the district is not required to excuse any absence, even if a parent provides a note explaining the absence.

Doctor's Note After An Absence for Illness (All Grade Levels)

Within three (3) days of returning to school, a student absent for more than five (5) consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school. Otherwise, the student's absence may be considered unexcused and, if so, would be considered to be in violation of compulsory attendance laws.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the student's absence from school in order to determine whether the absence or absences will be excused or unexcused.

Certification of Absence Due to Severe Illness or Treatment

If a student is absent because of a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, a parent must provide certification from a physician licensed to practice in Texas specifying the student's illness and the anticipated period of absence related to the illness or treatment on the district's form. A parent may access the required form by contacting the counselor.

The discharge summary from the outpatient day treatment or partial hospitalization program must include treatment admission and discharge dates to be provided to the school by the family or medical facility upon return to school as documentation to excuse absences for the duration of the authorized outpatient treatment plan or partial hospitalization.

Driver License Attendance Verification (Secondary Grade Levels Only)

For a student between the ages of 15 and 18 to obtain a driver license or learner's permit, written parental permission must be provided for the Texas Department of Public Safety (DPS) to access the student's attendance records and, in certain circumstances, for a school administrator to provide the student's attendance information to DPS. A verification of enrollment (VOE) and attendance form may be obtained from the office or at <https://www.tdlr.texas.gov/driver/forms/VOE.pdf>, which the student will need to submit to DPS upon application for a driver license.

More information may be found on the Texas Department of Public Safety website: <https://www.dps.texas.gov/section/driver-license>.

ACCOUNTABILITY UNDER STATE AND FEDERAL LAW (All Grade Levels)

Wylie ISD and each of its campuses are held to certain standards of accountability under state and federal law. A key component of the accountability requirements is

the dissemination and publication of certain reports and information, which include:

- The Texas Academic Performance Report (TAPR) for the district, compiled by TEA, the state agency that oversees public education, based on academic factors and ratings;
- A School Report Card (SRC) for each campus in the district compiled by TEA based on academic factors and ratings;
- The district's financial management report, which will include the financial accountability rating assigned to the district by TEA;
- Information compiled by TEA for the submission of a federal report card that is required by federal law.

Accountability information can be found on the district's website at www.wylieisd.net. Hard copies of any reports are available upon request to the district's administration office. TEA also maintains additional accountability and accreditation information at [TEA Performance Reporting Division](#).

ARMED SERVICES VOCATIONAL APTITUDE BATTERY TEST

A student in grades 10-12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter. Please contact the counselor for more information about this opportunity.

BULLYING (All Grade Levels)

The district strives to prevent bullying, in accordance with the district's policies, by promoting a positive school culture; building healthy relationships between students and staff; encouraging reporting of bullying incidents, including anonymous reporting; and investigating and addressing reported bullying incidents.

Bullying is defined in state law as 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 engaging in written or verbal expression, expression through electronic means, or a physical conduct that:

- 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;
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school.

Bullying includes cyberbullying. Cyberbullying is defined by Section 37.0832 of the Education Code as bullying that is done using any electronic communication device, including 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 communication tool.

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor-spreading, or ostracism.

The district will integrate into instruction research-based content designed to reduce bullying that is appropriate for students' age groups.

Students in elementary grades will participate in:

- Instruction designed so that students can recognize bullying behaviors and how to report them. Age-appropriate discussions that encourage peers to intervene when they observe bullying occur
- Instruction that characterizes bullying as a behavior that results from the student's need to acquire more mature social or coping skills not an unchangeable trait

Students in secondary grades will participate in:

- Instruction on the brain's ability to change and grow so the student recognizes bullying behavior can come from a developmental need to acquire more social skills, can change when the brain matures and learns better ways of coping, and is not an unchangeable trait
- Discussions that portray bullying as undesirable behavior and a means for attaining or maintaining social status at school, and that discourage students from using bullying as a tool for social status
- Instruction designed so that students recognize the role that reporting bullying behaviors plays in promoting a safe school community

The district will use an age-appropriate survey regarding school culture that includes relevant questions on bullying to identify and address student concerns.

Each campus has a committee that addresses bullying by focusing on prevention efforts and health and wellness initiatives. The committee will include parents and secondary students. For more information on this committee, including interest in serving on the committee, contact the campus principal.

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. Students or parents may also complete the Wylie ISD online bullying form. The administration will investigate any allegations of bullying or other related misconduct.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action and may, in certain circumstances, notify law enforcement. Disciplinary or other action may be taken even if the conduct did not meet the definition of bullying. The district will also contact the parents of the victim and of the student who was found to have engaged in the bullying. The district will provide research-based interventions, which may include counseling options, for students who engage in bullying behaviors, students who are targeted by bullying behaviors, and any student who witnessed bullying behaviors.

Any action taken in response to bullying will comply with state and federal law regarding students with disabilities.

Any retaliation against a student who reports an incident of bullying is prohibited.

Upon the recommendation of the administration, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments.**]

A copy of the district's policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this Handbook in the form of an appendix. Procedures related to reporting allegations of bullying may also be found on the district's website.

A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG(LOCAL).

[See **Safety Transfers/Assignments, Dating Violence, Discrimination, Harassment, and Retaliation, School Safety Transfers, Hazing**, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

CAREER AND TECHNICAL EDUCATION (CTE) AND OTHER WORK-BASED PROGRAMS (Secondary Grade Levels Only)

Wylie ISD offers Career and Technical Education programs in the following areas:

- Business & Industry
- Public Service
- STEM

Admission to these programs is based on student interest and space available in

those courses. CTE is open enrollment to students in Wylie ISD with a rubric for those courses with limited seating.

The district offers other work-based programs in the following areas:

- Agriculture
- Animation
- Architecture
- Audio/Video Production
- Business & Finance
- Construction
- Culinary Arts
- Cybersecurity
- Education
- Engineering
- Graphic Design
- Health Science
- Law Enforcement
- Information Technology
- Manufacturing
- Marketing

Admission to these programs is based on student interest. It is the policy of the district not to discriminate on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities, and provides equal access to the Boy Scouts and other designated youth groups as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

District policy also prohibits discrimination on the basis of race, color, national origin, sex, age, or handicap in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of Education Amendments of 1972; the Age of Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act 1973, as amended.

The district will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs. For more information about your rights or grievance procedures, contact the Title IX coordinator and the ADA/Section 504 coordinator. [See **Nondiscrimination Statement** for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator, who will address certain allegations of discrimination.]

CELEBRATIONS

Although a parent or grandparent may provide food to share for a school-designated function or for a student's birthday, please be aware that children in the school may have severe allergies to certain food products. Discuss any allergies with the child's teacher prior to bringing any food to share. Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products. [See **Food Allergies**]

CHILD ABUSE, NEGLECT, SCHOOL STAFF MISCONDUCT, SEX TRAFFICKING, AND OTHER MALTREATMENT OF CHILDREN (All Grade Levels)

The district has established a plan for addressing child abuse, neglect, school staff misconduct, trafficking, and other maltreatment of children, which may be initiated by contacting the Department of Family and Protective Services (DFPS)/Child Protective Services (CPS). The plan is available on the Guidance and Counseling page of the [district website](#). Abuse includes physical abuse, including sexual abuse, and mental and emotional abuse. Trafficking includes both sex and labor trafficking.

Duty to Report

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS). See below for information about how to report and respond to allegations of child abuse or neglect.

Possible Warning Signs of Child Abuse, Neglect, School Staff Misconduct, Trafficking, and Other Maltreatment of Children

Physical Abuse

Possible warning signs of physical abuse include:

- Frequent injuries such as bruises, cuts, black eyes, or burns without adequate explanations
- Frequent complaints of pain without apparent injury
- Burns or bruises in unusual patterns that may indicate the use of an instrument or human bite; cigarette burns on any part of the body
- Lack of reaction to pain
- Extreme fear of going home or seeing parents
- Injuries that appear after a child has not been seen for several days
- Unseasonable clothing that may hide injuries to arms or legs

Sexual Abuse

Possible warning signs of sexual abuse include:

- Physical signs of sexually transmitted diseases
- Evidence of injury to the genitalia area
- Pregnancy in a young girl
- Difficulty sitting or walking
- Extreme fear of being alone with adults of a certain sex
- Sexual comments, behaviors, or role play beyond what is considered age-appropriate behavior
- Knowledge of sexual relations beyond what is expected for a child's age
- Sexual victimization of other children

Children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels) and Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking.]

Emotional Abuse

Possible warning signs of emotional abuse include:

- Over-compliance or low self-esteem caused by scapegoating or verbal abuse by caregivers
- Severe depression, anxiety, or aggression
- Lag in physical, emotional, or intellectual development
- Indicators of a caregiver who belittles the child, withholds love, or seems unconcerned about the child's problems
- Significant changes to behavior, such as withdrawal or over-aggression
- Significant changes to weight, such as substantial weight gain or weight loss

Neglect

Possible warning signs of neglect include:

- Obvious malnourishment
- Consistent lack of personal hygiene that poses a health risk
- Stealing or begging for food
- Child unattended for long periods of time
- Unaddressed need for dental care or other medical attention

School Staff Misconduct

Possible warning signs of school staff misconduct include:

- Inappropriate boundaries or communications with a student, including inappropriate relationships
- Violating school or district communication policies, such as improper use of messaging apps or social media

- Showing favoritism toward certain students in a way that compromises fairness or student well being
- Creating, using, or sharing inappropriate AI-generated images involving students or staff
- Neglecting, abusing, or physically harming a student
- Providing alcohol or drugs to a student
- Being under the influence of alcohol or drugs while on school property or during school activities
- Possessing a weapon on school property or during school activities
- Committing a felony
- Engaging in fraudulent or deceptive practices involving the school system or State Board of Education Certification (SBEC)

Description and Warning Signs of Sex Trafficking

Sex trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services. Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches, although traffickers frequently contact victims online.

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude;
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology);
- Tattoos or branding;
- Refillable gift cards;
- Frequent runaway episodes;
- Multiple phones or social media accounts;
- Provocative pictures posted online or stored on the phone;
- Unexplained injuries;
- Isolation from family, friends, and community; and
- older romantic partners.

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips;
- Being employed but not having a school-authorized work permit;
- Being employed and having a work permit but clearly working outside the permitted hours for students;
- Owning a large debt and being unable to pay it off;
- Not being allowed breaks at work or being subjected to excessively long work hours;
- Being overly concerned with pleasing an employer and/or deferring personal or

educational decisions to a boss;

- Not being in control of his or her own money;
- Living with an employer or having an employer listed as a student's caregiver; and

A desire to quit a job but not being allowed to do so.

[See Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking]

Reporting and Responding to Child Abuse, Neglect, Sex Trafficking, and Other Maltreatment of Children (All Grade Levels)

A child who has experienced any type of abuse or neglect should be encouraged to seek out a parent or trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse and sex trafficking may be more indirect than disclosures of physical abuse and neglect, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.

Parents, if your child is a victim of abuse, neglect, trafficking, or other maltreatment, the school counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs.

To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](#). Reports of abuse, trafficking, or neglect may be made to: The CPS division of the DFPS (1-800-252-5400 or on the web at [Texas Abuse Hotline Website](#)).

Further Resources on Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children (All Grade Levels)

The following websites include resources to help increase awareness of child abuse and neglect, sexual abuse, sex trafficking, and other maltreatment of children:

- ❖ [Child Welfare Information Gateway](#)
- ❖ [KidsHealth, For Parents, Child Abuse](#)
- ❖ [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault, Resources](#)
- ❖ [Office of the Texas Governor's Child Sex Trafficking Team](#)
- ❖ [Human Trafficking of School-aged Children](#)

❖ [National Center of Safe Supportive Learning Environments: Child Labor Trafficking](#)

CLASS RANK/HIGHEST RANKING STUDENT (Secondary Grade Levels Only)

A student's class rank is determined by the numeric position of the student's grade point average in comparison to his/her classmates. District policy regarding class ranking can be found in EIC(Legal) and EIC(Local). More information can be found in the Grading Guidelines section of this document as well as the Academic Planning Guide found on the Wylie ISD website. Contact Wylie High School or Wylie East High School for further information.

CLASS SCHEDULES (Secondary Grade Levels Only)

All students are expected to attend school for the entire school day and maintain a class/course schedule to fulfill each period of the day. Exceptions may be made for students classified as juniors or seniors who meet criteria outlined in the Wylie ISD Academic Planning guide. All students must take the required coursework to be considered a full-time student. Off-Campus PE classes do not count towards full-time student status. Students must be in class with an instructor at least 4 hours daily to be considered a full-time student.

COLLEGE AND UNIVERSITY ADMISSIONS AND FINANCIAL AID (Secondary Grade Levels Only)

For two school years following his or her graduation, a district student who graduates as valedictorian or in the top ten percent of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student meets one of the following requirements:

- Completes the distinguished level of achievement under the foundation graduation program [see Foundation Graduation Program]; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT.
- Beginning in the fall of 2028, achieves a score set by the Texas Higher Education Coordinating Board on a college entrance examination designated by coordinating board rules

In addition, the student must submit a completed application for admission in accordance with the deadline established by the college or university. The student is ultimately responsible for ensuring that he or she meets the admission requirements of the university or college to which the student submits an application.

If a college or university adopts an admissions policy that automatically accepts the top 25 percent of a graduating class, the provisions above will also apply to a

student ranked in the top 25 percent of his or her class.

Senate Bill 175, passed by the 81st Texas Legislature, allows The University of Texas at Austin to limit automatic admission to 75 percent of the university's enrollment capacity designated for first-time resident undergraduate students. The University has determined that it will automatically admit all eligible summer/fall 2026 and spring 2027 freshman applicants who rank within the top 5% of their high school graduating classes.

Upon a student's registration for his or her first course that is required for high school graduation, the district will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, the benefits of completing the requirements for automatic admission and financial aid, the Texas First Early High School Completion Program, which requires a student to provide an official copy of assessment results and transcripts, as applicable, to receive credit for the assessments and credits required for early graduation under the program, the Texas First Scholarship, and the Future Texas Teachers Scholarship Program. Parents and students will be asked to sign an acknowledgement that they received this information.

Students and parents should contact the University of their choice or their counselor for further information about automatic admissions, the application process, and deadlines.

[See **Class Rank/Highest Ranking Student** for information specifically related to how the district calculates a student's rank in class, and requirements for Graduation for information associated with the foundation graduation program].

[See **Students in the Conservatorship of the State (Foster Care)** for information on assistance in transitioning to higher education for students in foster care.]

College Credit Courses (Secondary Grade Levels Only)

Students in grades 9–12 have opportunities to earn college credit through the following methods:

- Gaining credit in courses taught at the high school campus, which are designated as articulated or dual credit, or
- Taking Advanced Placement (AP) examinations

Under the Financial Aid for Swift Transfer (FAST) program, a student may be eligible to enroll at no cost to the student in dual credit courses at a participating institution of higher education. The FAST program allows students who are or have been educationally disadvantaged in a dual credit course to enroll at no cost to the student. The district will determine eligibility upon the student's enrollment in the dual credit course. See the high school counselor for more information.

For dual credit purposes, all of these methods have eligibility requirements and

must be approved prior to enrollment in the course. Please see the counselor for more information. Depending on the student's grade level and the course, a state-mandated end-of-course assessment may be required for graduation.

It is important to keep in mind that not all colleges and universities accept credit earned in all dual credit or AP courses taken in high school for college credit. Students and parents should check with the prospective college or university to determine if a particular course or AP test score will count toward the student's desired degree plan.

A student may be eligible for subsidies based on financial need for AP or IB exam fees. See Fees (All Grade Levels) for more information. A student may also earn college credit for certain Career and Technical Education (CTE) courses. See Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only) for information on CTE and other work-based programs.

COMMUNICATIONS (All Grade Levels)

A parent is legally required to provide in writing the parent's contact information, including address, phone number, and email address.

A parent must provide the contact information to the district upon enrollment and again within two weeks after the beginning of each following school year while the student is enrolled in the district.

If the parent's contact information changes during the school year, the parent must update the information in writing no more than two weeks after the date the information changes. The parent may update contact information by contacting the campus.

Automated Emergency Communications

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency purpose may include early dismissal or delayed opening because of severe weather or another emergency, or if the campus must restrict access due to a security threat. It is crucial to notify your child's school when a phone number or email address previously provided to the district has changed. [See **Safety** for information regarding contact with parents during an emergency situation.]

Automated Nonemergency Communications

Your child's school periodically sends information by automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission and specific to your child's school, or the district. Standard messaging rates of your wireless phone carrier may apply.

If you have specific requests or needs related to how the district contacts you, please contact your child's principal.

[See **Safety** for information regarding contact with parents during an emergency situation.]

COMPLAINTS AND CONCERNS (All Grade Levels)

Usually student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal. If there are still concerns, the parent or student should speak to a campus administrator to see if assistance or a better understanding of the situation can be reached.

In general, the student or parent should contact one of the campus administrators. If the concern is not resolved, you may contact the District Student Services office. For those complaints and concerns that cannot be so easily handled, the district has adopted a student and parent grievance policy at FNG(Local) in accordance with Education Code Chapter 26A. This policy describing the grievance process in detail is available in the district's online policy manual at www.wylieisd.net and is attached to this handbook as an appendix. A parent may file a grievance by submitting the district grievance form to the campus principal. The district's grievance forms are available on the district's website at <https://www.wylieisd.net/resources/complaint-grievance-process> and at the principal's or superintendent's office. In general, the grievance form should be completed and submitted to the campus principal in a timely manner.

If the concern is not resolved, a parent or student may appeal to the superintendent or superintendent's designee.

If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

Hearings at each level will be conducted in accordance with the timelines established by law described in the district's policy at FNG(Local).

CONDUCT (All Grade Levels)

Applicability of School Rules

As required by law, the board has adopted a Student Code of Conduct that prohibits certain behaviors and defines standards of acceptable behavior—on and off campus, during instruction, and on district vehicles—and consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules. During any periods of instruction during the summer months, the Student Handbook and Student Code of Conduct in place for the year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

Campus Behavior Coordinator

By law, each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct.

Deliveries

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. A parent or guardian may leave a message or a package, such as a forgotten item, for their student to pick up from the front office during a passing period or lunch. In the interest of safety and security, external food deliveries (DoorDash, UberEats, etc.) will not be permitted. Parents may check in and drop off food for their own child.

Disruptions of School Operations

Disruptions of school operations are not tolerated and may constitute a misdemeanor offense. As identified by state law, disruptions include the following:

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.
- Disruption of classes or other school activities while on district property or on public property that is within 500 feet of district property. Class disruption includes making loud noises; trying to entice a student away from, or to prevent a student from attending, a required class or activity; and entering a classroom without authorization and disrupting the activity with loud or profane language.
- Interference with the transportation of students in vehicles owned or operated by the district.

Social Events

School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of his or her guest.

A student attending a social event will be asked to sign out when leaving before the end of the event; anyone leaving before the official end of the event will not be readmitted.

COUNSELING

The guidance and counseling programs assist individual students in understanding and using the educational, vocational, and personal opportunities they have and can develop. These programs are designed and developed to offer systemic assistance to aid all students as they develop and adjust to school and life.

To the extent possible under legal and ethical guidelines, the privacy rights of students and their families are protected by our counselors. Counseling services are provided through individual planning, guidance curriculum, responsive services, and system support. The services of the counselor are available to any student unless specifically prohibited by written request from the parent or guardian.

Parents or guardians may preview our comprehensive guidance curriculum linked [here](#) or on our [district website](#).

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

The school counselor is available to students and parents to talk about the importance of postsecondary education and how best to plan for postsecondary education, including appropriate courses to consider and financial aid availability and requirements.

In either grade 7 or 8, each student will receive instruction related to how the student can best prepare for high school, college, and a career. Students in 8th grade will select an area of interest to explore that will connect to high school courses and complete a personal graduation plan to prepare for their high school career.

High School Grade Levels

Students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures. Each year, high school students will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic, fine arts, athletic, and career and technical education opportunities, as well as information on the importance of postsecondary education.

To plan for the future, each student should work closely with the counselor in order to enroll in the high school courses that best prepare him or her for postsecondary success in college and/or the workforce. The counselor can also provide information about entrance examinations and application deadlines, as well as information about automatic admission, financial aid, housing, and scholarships as these relate to state colleges and universities. Additionally, the school counselor can provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn

industry-recognized certificates and licenses.

Personal Counseling

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, or emotional or mental health issues, or substance abuse. The counselor may also make available information about community resources to address these concerns. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of references that may be available.

If your child has experienced trauma, contact the school counselor for more information.

[See Substance Abuse Prevention and Intervention, Suicide Awareness and Mental Health Support, and Child Abuse, Neglect, School Staff Misconduct, Trafficking, and Other Maltreatment of Children, and Dating Violence.]

COURSE CREDIT (Secondary Grade Levels Only)

A student that is enrolled in a high school credit-bearing course, will earn credit for a course only if the final grade is 70 or above.

When a student earns a passing grade in only half of a course and the average of both halves is lower than 70, the District shall award the student credit for the half with the passing grade.

For a two-semester (1 credit) course, the student's grades from both semesters will be averaged and credit will be awarded if the combined average is 70 or above.

CHOICE ACADEMIC HIGH SCHOOL DIRECTED PLACEMENT

Some learners have circumstances, which prevent them from being successful in a traditional school setting. Choice Academic High School provides learners with an opportunity to succeed in a non-traditional school setting. Choice offers a positive option to larger secondary school settings, allowing learners to work on self-paced online courses with teacher support to achieve a high school diploma and to prepare for their next step in life. Students will receive instruction in smaller classroom settings with certified teachers and self-paced online courses.

There are two ways students are admitted into Choice. The first way students are admitted is by application for admission. The second way students attend Choice is through a direct placement from the home high school campus. Students may be directly placed if the campus administration determines the student is in jeopardy of not graduating with their cohort class. Choice allows a student that is behind in credits to recover lost credits more quickly and substantially increase their likelihood of

graduating within four years.

Please note:

- Students on campus are expected to graduate with their cohort (group of students that enter freshman year together) while on the Wylie High and Wylie East campus. If a student accelerates past cohort grade level, he/she will graduate with Achieve.
- Choice is designed to allow students to obtain credit that was unearned in past semesters.
- Students attending the Choice are no longer students at their home campus. They will not participate in extracurricular activities that are housed at the home campus unless otherwise noted.

CREDIT BY EXAMINATION/EXAMINATION FOR ACCELERATION

In accordance with EHDC (Legal) & EHDC (Local), the district provides four testing opportunities per school year for grade acceleration. Procedures can be found [here](#).

Credit by Examination - If a Student Has Taken the Course/Subject (All Grade Levels)

In accordance with Policy EHDB (Legal) and EHDB (Local), The principal or designee or the attendance committee, as applicable, shall have authority to offer a student the opportunity to demonstrate mastery in a subject or to earn course credit by examination when the student has had prior instruction in a subject and when:

- The student is enrolling in the District from a nonaccredited school [see FD];
- The student has failed a subject or course; or
- The student has earned a passing grade in a subject or course but has failed to earn credit or a final grade because of excessive absences [see FEC].

If the student is granted approval to take an examination for credit, the student must score at least 70 on the examination to receive credit for the course or subject.

[For further information, see the counselor and policy HDB(LOCAL).]

Credit by Examination - If a Student Has Not Taken the Course/Subject

A student will be permitted to earn credit by examination for an academic course or subject area for which the student had no prior instruction for advancement or to accelerate to the next grade level.

The examinations offered by the district are approved by the district's board of trustees. Testing windows for these examinations will be published in district

publications and on the [district's website](#). A student may take a specific examination only once per testing window.

The only exceptions to the published testing windows will be for examinations administered by another entity or to accommodate a student experiencing homelessness or a student involved in the foster care system.

When another entity administers an examination, the student and the district must comply with the testing schedule or the other entity.

If a student plans to take an examination, the student or parent must register with the school counselor no later than 30 days prior to the scheduled testing date. If a student fails to earn credit by exam for a high school course before the beginning of the school year when the student would normally be expected to enroll in that course according to the district's schedule, the student must satisfactorily complete the course in order to earn credit.

DATING, VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION (All Grade Levels)

The district believes that all students learn best in an environment free from dating violence, discrimination, harassment, and retaliation and that their welfare is best served when they are free from this prohibited conduct while attending school.

Students are expected to treat other students and district employees with courtesy and respect, to avoid behaviors known to be offensive, and to stop those behaviors when asked or told to stop. District employees are expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office or on the [district's website](#). [See policy FFH.]

Dating Violence

Dating violence will not be tolerated at school. To report dating violence, see **Reporting Procedures**.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control

the other person in the relationship or any of the person's past or subsequent partners. This type of conduct is considered harassment if the conduct is so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults; name-calling; put-downs; threats to hurt the student, the student's family members, or members of the student's household; destroying property belonging to the student; threats to commit suicide or homicide if the student ends the relationship; threats to harm a student's current dating partner; attempts to isolate the student from friends and family; stalking; or encouraging others to engage in these behaviors. Educational programs and resources concerning dating violence will be offered annually.

In accordance with law, when the district receives a report of dating violence, a district official will immediately notify the parent of the alleged victim and alleged perpetrator.

The counselor's office has information about the dangers of dating violence and resources for seeking help.

For more information on dating violence, see:

- Texas Attorney General's Office [Recognizing and Responding to Dating Violence](#)
- The CDC's [Preventing Teen Dating Violence](#).

[See Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking.]

Discrimination

Discrimination is defined as any conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law, that negatively affects the student.

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of harassment may include, but are not limited to, offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive

jokes, name-calling, slurs, or rumors; physical aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

In addition to dating violence as described above, two other types of prohibited harassment are described below.

Sexual Harassment and Gender-Based Harassment

Sexual harassment and gender-based harassment of a student by an employee, volunteer, or another student are prohibited.

Examples of sexual harassment may include, but not be limited to, touching private body parts or coercing physical contact that is sexual in nature; sexual advances; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact not reasonably construed as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic and other inappropriate social relationships, as well as all sexual relationships, between students and district employees are prohibited, even if consensual.

Gender-based harassment includes physical, verbal, or nonverbal conduct based on a student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity.

Gender based harassment can occur regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity.

Examples of gender-based harassment directed against a student may include, but not be limited to:

- Offensive jokes, name-calling, slurs, or rumors;
- Physical aggression or assault;
- Threatening or intimidating conduct; or
- Other kinds of aggressive conduct such as theft or damage to property.

Pregnancy or Related Conditions

The district does not discriminate on the basis of pregnancy or a related condition. Please contact Student Services for pregnancy-related accommodations.

Retaliation

Retaliation against a person who makes a report of discrimination or harassment, including dating violence, is prohibited. Retaliation against a person who is participating in an investigation of alleged discrimination or harassment is also

prohibited.

Reporting Procedures

Any student who believes that he or she has experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, counselor, principal, other district employee, or through the online bully form. The report may be made by the student's parent. [See policy FFH for other appropriate district officials to whom to make a report.]

Upon receiving a report of prohibited conduct as defined by policy FFH, the district will determine whether the allegations, if proven, would constitute prohibited conduct as defined by that policy. If not, the district will refer to policy FFI to determine if the allegations, if proven, would constitute bullying, as defined by law and that policy. If the alleged prohibited conduct, if proven, would constitute bullying as defined by law and the policy FFI, an investigation of bullying will also be conducted.

The district will promptly notify the parents of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another student, the district will notify the parents of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy FFH.

Investigation of Report

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated. To the extent possible, the district will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law.

If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume its investigation at the conclusion of the agency's investigation.

The district will promptly notify the parents of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another student, the district will notify the parents of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy.

During an investigation, the district may take interim action to address the alleged prohibited conduct.

When an investigation is initiated for alleged prohibited conduct, the district will determine whether the allegations, if proven, would constitute bullying, as defined by law. If so, an investigation of bullying will also be conducted. [See policy FFI.]

If the district's investigation indicates that prohibited conduct occurred, appropriate

disciplinary action, and, in some cases, corrective action, will be taken to address the conduct. The district may take disciplinary and corrective action even if the conduct that is the subject of the complaint was not unlawful.

All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA).

A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with policy FNG(LOCAL).

DISCRIMINATION

[See **Dating Violence, Discrimination, Harassment, and Retaliation.**]

DISTANCE LEARNING

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as mail, satellite, Internet, video-conferencing, and instructional television.

The distance learning opportunities that the district makes available to students are posted on the junior high school and high school academic planning guide websites.

DISTRIBUTION OF LITERATURE, PUBLISHED MATERIALS OR OTHER DOCUMENTS (All Grade Levels)

School Materials

Publications prepared by and for the school may be posted or distributed, with the prior approval of the principal, sponsor, or teacher. Such items may include school posters, brochures, flyers, etc.

The school yearbook is available to students for purchase.

All school publications are under the supervision of a teacher, sponsor, and the principal.

Non-School Materials From Students

Students must obtain prior approval from the principal or designee before posting, circulating, or distributing more than 22 copies of written materials, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any non-school material must include the name of the sponsoring person or organization. The decision regarding approval will be made within two school days.

The principal or designee will designate a location for approved non-school materials to be placed for voluntary viewing or collection by students. [See policy FNAA.]

A student may appeal a decision in accordance with policy FNG(LOCAL). Any student who posts non-school material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without approval will be removed.

From Others

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the district or by a district-affiliated school-support organization will not be sold, circulated, distributed, or posted on any district premises by any district employee or by persons or groups not associated with the district, except as permitted by policy GKDA. To be considered for distribution, any non-school material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the Communications Office for prior review. The Communications Office will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies at DGBA, FNG, or GF.]

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours.
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law.

All non-school materials distributed under these circumstances must be removed from district property immediately following the event at which the materials are distributed.

DRESS AND GROOMING (All Grade Levels)

Wylie Independent School District's dress code reflects our commitment to maintaining a school atmosphere that is appropriate for learning, while also allowing for flexibility and personal choice. Everyone's comfort level is different, and Wylie ISD believes this dress code represents a reasonable standard that promotes respect, responsibility, and readiness to learn.

Any questions about the dress code or whether or not specific items of clothing are permitted should be addressed to the campus administrator. When dress questions are subjective in nature, the campus principal's ruling stands. Students and parents share responsibility for complying with the district's dress code and should be aware of the dress code provisions.

Enforcement:

Teachers and administrators have the authority to enforce the dress code. When subjective in nature, the principal's ruling stands.

Note: This dress code provides guidance regarding common situations but cannot cover every style of dress and specific situations that may arise. The district reserves the right to prohibit any clothing or grooming style that the administration determines to be reasonably expected to pose a health or safety hazard or to cause substantial disruption of, distraction from, or interference with general school operations. In addition, certain courses and extracurricular programs may have additional requirements or guidelines for students participating in those programs.

Violations:

If a student fails to comply with the dress code, the campus administrator will request that the student make the appropriate corrections. This may include changing into clothing provided by the school. If the student refuses to make the appropriate corrections, the student's parent/guardian will be contacted for assistance in making the necessary corrections. If both the student and parent/guardian refuse, the student will be assigned to in-school suspension for the remainder of the day or until the problem is corrected. Repeated violations of the dress code will result in more serious disciplinary action. In all cases, appropriate disciplinary action will be administered in compliance with the Student Code of Conduct.

Standard Dress Policy for Wylie ISD Students Grades 5-12

General Guidelines

- Clothing must allow for participation in all school activities and support a respectful, focused learning environment.
- Clothing must fully cover private areas, stomach, back, shoulders, and upper thighs.
- Undergarments, including bra straps and boxer shorts/briefs, must not be visible.
- Clothing must be worn as designed or intended.
- Clothing must not be see-through or transparent and must not have rips or holes in tops or bottoms above the knee.
- Clothing that disrupts the educational process is strictly prohibited. This includes, but is not limited to, clothing that depicts violence or contains content that is lewd, offensive, vulgar, or obscene in nature. Clothing with images, language, or symbols that reference alcohol, tobacco products, drugs, drug paraphernalia, hate speech, profanity, pornography, gang affiliations, sexual innuendos, or any form of illegal activity is not allowed.
- Pajamas or other sleepwear as outerwear is prohibited (except on approved dress-up or spirit days).
- Fishnet or lace hosiery is prohibited.
- Accessories or clothing that resemble costumes, animals, or fictional characters are not permitted (except on approved dress-up or spirit days).
- Students in grades 7–12 must wear school ID badges around their necks and

above the waist at all times. ID badges must remain unaltered, with photos visible.

Tops

- Tops must have sleeves and must fully cover the chest, back, stomach, and shoulders. Other top styles are prohibited.
- Tops must be long enough to cover the midriff, even when arms are raised over the student's head.

Bottoms

- Bottoms must reach mid-thigh or longer and must not have holes, rips, or tears above the knee. Distressed jeans are permitted but must not show skin, patches, or undergarments. The same standard applies to slits or slashes in skirts or dresses. Bottoms must fit over the hips at the waist and may not sag or drag on the ground.
- Leggings are prohibited unless they are worn under a dress, skirt, or shorts.

Footwear

- Shoes must be worn at all times.
- Shoes must have a back or back strap unless they are closed-toed.
- The following footwear is prohibited due to health or safety concerns:

- Flip flops
- House shoes/slippers
- Roller shoes
- Slides

Hair and Headwear

- Hairstyles that disrupt learning are not allowed.
- Hats, caps, bandanas, hoods, visors, shower caps, bonnets, or any other head coverings are not allowed to be worn in classrooms or school buildings (except on approved dress-up or spirit days).
- Religious headwear is permitted.

Jewelry and Accessories

- Jewelry that is distracting or poses a safety risk is not allowed.
- One small, non-distracting nose stud is allowed. All other facial piercings are prohibited.
- Pocket or wallet chains are not allowed.
- Decorative mouth grills or mouthpieces are prohibited.
- Tattoos or ink markings must be fully covered while on school grounds, in classrooms, or at school events.

Non-medical sunglasses or eyewear are not allowed to be worn inside school buildings (except on approved dress-up or spirit days).

- Chains, metal, or rope used as belts are prohibited.
- Face coverings that meet all other standards of the dress code may be worn appropriately as designed and not cover the eyes.

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES

Safe Use of Technology

The district is committed to ensuring that students use technology safely and will follow all federal and state requirements to protect students from excessive data collection or materials that are considered harmful to minors. The district considers parents as partners in cybersecurity and online safety.

In accordance with state and federal law, the district will:

Install a filter that blocks and prohibits pornography or obscene materials or applications, including from unsolicited pop-ups, installations, and downloads, before transferring an electronic device to a student to be used for an educational purpose

- Block or filter students' internet access to pictures that are obscene, contain child pornography, or have been determined to be harmful to minors in accordance with the Children's Internet Protection Act (CIPA)
- Require direct and informed parental consent for a student's use of software, other than software excluded from the consent requirement by law [See Required State Testing and Standardized Testing.]
- Require direct informed consent for a student's use of software that conducts mental health assessments or other assessments unrelated to education curricula that are intended to collect information about students [See Consent to Conduct a Psychological Evaluation.]

If you want to know more about partnering with the district regarding cybersecurity and online safety, or if you have complaints or concerns about student use of electronic devices, please contact your campus principal.

Possession and Use of Personal Electronic Communication Devices, Including Cell Phones and Other Electronic Devices

Per Texas House Bill 1481, students must keep all cell phones, tablets, smartwatches, and other personal devices stored out of sight for the entire school day.

Exceptions include when explicitly required in a student's Individual Education Program (IEP) or Section 504 plan, when necessary for a documented medical condition, or during a verified emergency safety situation.

The use of mobile telephones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event.

If a student uses a telecommunication device without authorization during the school day, the device will be confiscated. Confiscated telecommunications devices that are not retrieved by the student or the student's parents will be disposed of after the notice required by law. [See policy FNCE.]

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches** and policy FNF.]

Any disciplinary action will be in accordance with the Student Code of Conduct. The district will not be responsible for damaged, lost, or stolen telecommunications devices.

Instructional Use of Personal Electronic Devices

Students must obtain prior approval to use personal electronic devices allowed by law for instructional purposes while on campus. The district may not permit use of a prohibited personal communication device except as required by law.

All personal electronic devices must be powered off during the instructional day when not in use for approved instructional purposes. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

District-owned technology resources for instructional purposes may be issued to individual students. Use of these technological resources, which include the district's network systems and use of district equipment, is restricted to approved purposes only. Students and parents will be asked to sign a user agreement regarding use of these district resources. (See Appendix III). Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, show students fighting, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether the equipment used to send such messages is district-owned or personally owned, if it results in a substantial disruption to the educational environment.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers

of this type of behavior, and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child [‘Before You Text’ Sexting Prevention Course](#), a state-developed program that addresses the consequences of engaging in inappropriate behavior using technology.

In accordance with state law, the district prohibits the installation or use of TikTok (or any successor application or service) on a district device, along with any other social media application or service determined by the governor.

In addition, any student who engages in conduct that results in a breach of the district’s computer security will be disciplined in accordance with the Student Code of Conduct, and, in some cases, the consequence may rise to the level of expulsion. This includes utilizing a proxy server to bypass network restrictions, which violates the District User Agreement. This behavior not only undermines our network security protocols but also increases the risk of exposure to malicious links, which can compromise the safety and security of our students and staff.

Students are prohibited from using any recording devices with technological means unless given the express permission by the person they are recording.

END-OF-COURSE (EOC) ASSESSMENTS

See Course Credit, Grading Guidelines, Graduation, and Standardized Testing.

EMERGENT BILINGUAL STUDENTS (All Grade Levels)

A student who is an Emergent Bilingual (EB) in certain state statutes and state rules, is entitled to receive specialized services from the district. To determine whether the student qualifies for services, a Language Proficiency Assessment Committee (LPAC) will be formed, which will consist of both district personnel and at least one parent representative. The student’s parent must consent to any services recommended by the LPAC for an English learner. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

In order to determine a student’s level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services and once a level of proficiency has been established, the LPAC will then designate instructional accommodations the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student’s continued eligibility for the program.

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at

Standardized Testing, may be administered to an English learner for a student up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The LPAC committee will meet annually following this decision to review and consider if the EB provision is still appropriate. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to Emergent Bilinguals who qualify for services.

If a student is considered an Emergent Bilingual and receives special education services because of a qualifying disability, the student's ARD committee will make these decisions in collaboration with the LPAC.

EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students; participation, however, is a privilege, not a right.

Parental Consent

State law requires the district to obtain written parental consent before a student may participate in a student club that is authorized or sponsored by the district. A parent may obtain consent forms for student clubs from the club's sponsor or a campus administrator.

Participation in some of these activities may result in events that occur off-campus. When the district arranges transportation for these events, students are required to use the transportation provided by the district to and from the events. Exceptions to this may only be made with the approval of the activity's coach or sponsor.

Eligibility for initial and continuing participation in many of these activities is governed by state law and the rules of the University Interscholastic League (UIL)—a statewide association overseeing inter-district competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization.

Students involved in UIL athletic activities and their parents can access the UIL Parent Information Manual at [UIL Parent Information Manual](#); a hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety rules required by law and the UIL, please contact the curriculum division of TEA at (512)463-9581 or curriculum@tea.texas.gov. [See [UIL Texas](#) for additional information on all UIL-governed activities.] The TEA-UIL Side-by-Side manual and Wylie ISD policy FM(LEGAL) and FM(LOCAL) outlines rules for extracurricular activities, including eligibility requirements, enrollment requirements, and practice/performance

requirements. For more information, please refer to the Wylie ISD Extracurricular Code of Conduct.

Generally, a student who receives at the end of a grading period a grade below 70 in any academic class may not participate in extracurricular activities for at least three school weeks.

However, if a high school student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) course; or an honors or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

If a student is enrolled in a state-approved course that requires demonstration of the mastery of an essential knowledge and skills in public performance and the student receives a grade below 70 at the end of the grading period, the student may participate in a performance so long as the general public is invited, no admission is charged and the event is not competitive.

If a student is enrolled in a state-approved music course that participates in UIL concert and sight-reading Evaluation, and the student receives a grade below 70 at the end of a grading period, the student may perform with the ensemble during the UIL concert and sight-reading evaluation performance, but is ineligible for other extracurricular activities for at least three weeks.

In addition, the following requirements apply to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- 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. [See policy FM(LOCAL)]. All extracurricular activities and public performances, whether UIL activities or other activities approved by the Board, are subject to these restrictions. Play-off games are not subject to this rule.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.
- Students in grades 7-12 participating in an extracurricular activity, including prom, or driving and parking on district property, must sign a consent to be subject to random drug testing by an outside third party [See board policy FNF(LOCAL) for more information].

Standards of Behavior

Sponsors of student clubs and performing groups such as the band, choir, and drill and athletic teams may establish standards of behavior—including consequences for misbehavior—that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or by board policy will apply in addition to any consequences specified by the organization's standards of behavior.

As safety and security is a top priority, the district has implemented the below protocols for student spectators removed from any extracurricular event due to behavior.

- Any student who has to be removed by school or district administration, security, and/or law enforcement from the stands or seated areas for disciplinary reasons will not be able to attend any Wylie ISD extracurricular event in which they are not participating for the rest of the semester.
- Upon a third offense within 365 days, the same student will not be able to attend a Wylie ISD extracurricular event in which they are not participating for the remainder of their time in the district.
- Removal due to behavior may also result in campus discipline or law enforcement action based on severity.

FEES (All Grade Levels)

Materials that are part of the basic educational program are provided with state and local funds at no charge to a student. A student, however, is expected to provide his or her own pencils, paper, erasers, and notebooks and may be required to pay certain other fees or deposits, including:

- Costs for materials for a class project that the student will keep.
- Fees for field trips and outdoor education experiences.
- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student accident insurance.
- Musical instrument rental and uniform maintenance,

when uniforms are provided by the district.

- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Fees for credit by examination if requested outside the district designated exam dates.
- Summer school for courses that are offered tuition-free during the regular school year.
- Fees for technology insurance, as well as applicable fees for damages to any district issued technology equipment not covered by insurance.

FUNDRAISING (All Grade Levels)

Student groups or classes and/or parent groups may be permitted to conduct fund-raising drives for approved school purposes in accordance with administrative regulations. [For further information, see policies FJ and GE.]

GANG-FREE ZONES (All Grade Levels)

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the district, a gang-free zone includes a school bus and a location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

GRADE LEVEL CLASSIFICATION (9-12 Only)

After the ninth grade, students are classified according to the number of credits earned toward graduation.

Credits Earned Classification

0-5.5 Grade 9 (Freshman)

6-11.5 Grade 10 (Sophomore)

12-17.5 Grade 11 (Junior)

18 or more Grade 12 (Senior)

GRADING GUIDELINES

Purpose of Grading in Wylie ISD

In Wylie ISD, grades assess student learning and mastery of the Texas Essential Knowledge and Skills. These grades reflect student mastery of grade level content at an independent level through a combination of daily assignments and classroom activities as well as test grades. Grades are intended to communicate academic progress to parents and timely feedback to students.

Wylie ISD board policy governing grades can be found at:

<http://pol.tasb.org/home/index/316>. Search for EIA(LEGAL) and EIA(LOCAL).

Wylie ISD grading procedures for elementary and secondary campuses can be found at:

[Curriculum & Instruction - Wylie ISD](#)

Texas Education Code governing grades can be found at:

<http://www.statutes.legis.state.tx.us/Index.aspx>. Code: Education Code, Article: Chapter 28, Section 28.0216.

GPA

Class ranking shall be determined by awarding grade points to all semester grades earned in the fifteen courses used to satisfy the following requirements of the Foundation High School Program.

4 Credits in English Language Arts	English I English II English III English IV
3 Credits in Mathematics	Algebra Geometry Math Models* Algebra II

	*If a student takes Math Models or IPC as a part of their 4-year plan, those courses will also be included in Ranking GPA.
3 Credits in Science	Biology Chemistry IPC* Physics *If a student takes Math Models or IPC as a part of their 4-year plan, those courses will also be included in Ranking GPA

3 Credits in Social Studies	World History US History Government and Economics (Micro or Macro)
2 Credits in Languages Other Than English	2 credits taken in Languages other than English (LOTE)^ ^The 2 LOTE credits must be a level I course and a level II course in the same language. In the event that a student earns more than one level I LOTE credit, grade points will only be awarded for the one in which the level II credit is also earned. LOTE substitution courses will not be included in Ranking GPA

Any course that is used in the calculation of ranking GPA taken in 8th grade and above will receive grade points. Courses used in the calculation of ranking GPA taken in 7th grade or lower will not receive grade points. If a student takes two

linked courses that count towards GPA (ex. Microeconomics and Macroeconomics, PreAP Biology and AP Biology), only the course taken first will count towards GPA.

GRADUATION (Secondary Grade Levels Only)

REQUIREMENTS FOR A DIPLOMA

A student must meet the following requirements to receive a high school diploma from the district:

- Complete the required number of credits established by the state and any additional credits required by the district;
- Complete any locally required courses in addition to the courses mandated by the state;
- Achieve passing scores on five end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law;
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE); and
- Complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following End of Course assessments: English I, English II, Algebra I, Biology, and United States History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law and state rules also provide for certain scores on approved national standardized assessments or on the state-developed assessment used for entrance into Texas public universities to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment. Per federal participation requirements, all students are required to participate in EOC assessments. [See the school counselor for more information on the state testing requirements for graduation.]

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation to the student in the content area for which the performance standard was not met. This may require participation of the student before or after normal school hours or at times of the year outside normal school operations.

In limited circumstances, a student who fails to demonstrate proficiency on two or fewer of the required assessments may still be eligible to graduate if an individual graduation committee, formed in accordance with state law, unanimously

determines that the student is eligible to graduate.

Foundation Graduation Program

Every student in a Texas public school will graduate under the “foundation graduation program.” Within the foundation graduation program are “endorsements,” which are paths of interest that students take on top of their core educational requirements. Wylie ISD’s creation of Career Experiences within each endorsement area will allow your student to explore his/her interests and strengths while preparing for post-secondary goals. These pathways bring relevance and purpose to school, connecting both a personal plan and goal. All WISD students use this Career Experience guide found at [#Ihaveaplanwisd - Wylie ISD](#) to develop a personal high school 4-year plan. Counselors are available for questions regarding course selection, graduation requirements, and career experiences in Wylie ISD.

State law generally prohibits a student from graduating solely under the foundation graduation program without an endorsement. However, after the student’s sophomore year, the student and student’s parent may request that the student graduate without an endorsement. The district will advise the student and the student’s parent of the specific benefits of graduating with an endorsement. The student and the student’s parent must then submit written permission to the school counselor of the student to graduate without an endorsement. A student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student’s desired college or university.

Graduating under the foundation graduation program will also provide opportunities to earn “performance acknowledgments” that will be acknowledged on a student’s transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a state recognized or nationally or internationally recognized license or certificate. The criteria for earning these performance acknowledgments are prescribed by state rules, and the school counselor can provide more information about these acknowledgments.

A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the district will annually notify a student’s parent of this fact. However, the student and parent should be aware that not taking Algebra II will make a student ineligible for automatic admission to four-year public universities and colleges in Texas and for certain financial aid

and grants while attending those institutions.

A school district will permit a student to satisfy the curriculum requirements for graduation under the foundation program with the distinguished level of achievement, including an endorsement, by successfully completing courses in the core curriculum of a public Texas institution of higher education. Please see your counselor for more information.

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program With an Endorsement
English/Language Arts	4	4
Mathematics	3	4*
Science	3	4
Social Studies	3	3
Physical Education	1	1
Language other than English	2	2
Fine Arts	1	1

Electives	5	7
Total	22 credits	26 credits

Additional considerations apply in some course areas, including:

- **Mathematics.** In order to obtain the distinguished level of achievement under the foundation graduation program, which will be included on a student's transcript and is a requirement to be considered for automatic admission purposes to a Texas four-year college or university, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits.
- **Physical education.** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.
- **Language other than English.** Students are required to earn two credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits.
 - A student may satisfy one of the 2 required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
 - In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

A student must specify upon entering grade 9 which endorsement he or she wishes to pursue:

- Science, technology, engineering, and mathematics (STEM)
- Business and industry,
- Public services,
- Arts and humanities, or
- Multidisciplinary studies.

Personal Graduation Plans

A personal graduation plan will be developed for each high school student. The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement is a requirement for a student to be considered for automatic admission to a public four year college or university in Texas, depending on his or her rank in class. The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Upon entering grade 9, the student will then be expected to graduate with his/her cohort.

Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education. The student's personal graduation plan will denote an appropriate course sequence based on the student's choice of endorsement.

Please also review [TEA's Graduation Toolkit](#)

A student may, with parental permission, amend his or her personal graduation plan after the initial confirmation.

Students with Disabilities

Admission, review, and dismissal (ARD) committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law.

Upon the recommendation of the ARD committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of his or her individualized education program (IEP) and in accordance with state rules.

A student who receives special education services may earn the distinguished level of achievement or an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous to earn the distinguished level of achievement or endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment to earn an endorsement.

A student who received special education services and has completed four years of high school, but has not met the requirements of his or her IEP, may participate in graduation ceremonies and receive a certificate of attendance. Even

if the student participates in graduation ceremonies to receive the certificate of attendance, he or she may remain enrolled to complete the IEP and earn his or her high school diploma; however, the student will only be allowed to participate in one graduation ceremony.

[See policy FMH(LEGAL).]

ARD committees for students with disabilities who receive special education services will make instructional and assessment decisions for these students in accordance with state law and rules. A student who receives special education services may earn an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous for purposes of earning the endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment instrument required to earn an endorsement.

Certificates of Coursework Completion

A certificate of coursework completion will be issued to a student who has successfully completed state and local credit requirements for graduation but has not yet demonstrated satisfactory performance on the state-mandated tests required for graduation.

Financial Aid Application Requirement

Before graduating from high school, each student must complete and submit an application for financial aid for postsecondary education. Students must complete and submit either a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA). A student is not required to complete and submit a FAFSA or TASFA if:

- The student's parent submits a form provided by the district indicating that the parent authorizes the student to opt out;
- A student who is 18 years of age or older or a legally independent minor submits a form provided by the district indicating that the student opts out; or
- A school counselor authorizes the student to opt out for a good cause.

Please contact the school counselor for more information.

To confirm that a student has completed and submitted a TASFA, the student must submit one of the following:

- Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA; A copy or screenshot of the FAFSA acknowledgment page;
- A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form);
- An acknowledgment receipt from an institution of higher education (IHE); or
- A copy of a financial aid award letter from an IHE.

Graduation Speakers

Certain graduating students will be given an opportunity to have speaking roles at graduation ceremonies. A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer.

Graduation Expenses

Because students and parents will incur expenses in order to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Fees**.]

Graduation Ceremony and Activities

Students who are eligible to graduate but are assigned to a disciplinary alternative education program (DAEP) at the end of the school year, will not be allowed to participate in the graduation ceremony and related graduation activities.

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program, may be eligible under the TEXAS Grant Program, Teach for Texas Grant Program, and Future Texas Teachers Scholarship Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. Certain students who graduate early may also be eligible for the Texas First Scholarship Program.

Contact the counselor for information about other scholarships and grants available to students.

[See College and University Admissions and Financial Aid (All Grade Levels) for more information.]

HARASSMENT

[See Dating Violence, Discrimination, Harassment, and Retaliation.]

HAZING (All Grade Levels)

Hazing is defined as an intentional, knowing, or reckless act occurring on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into , affiliation with, holding office in, or maintaining membership in a student if the act meets the elements in Education Code 37.151, including:

- Any type of physical brutality;
- Any activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, or calisthenics, or consumption of food, liquids, drugs, or other substances;
- Any activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code, and;
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

Hazing will not be tolerated by the district. If an incident of hazing occurs, disciplinary consequences will be handled in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal, superintendent, or law enforcement official.

[See **Bullying** and policies FFI and FNCC.]

HEALTH-RELATED MATTERS

Health-Related Services

The district is required to provide notice of each health-related service offered at a student's campus. A parent may withhold consent for or decline a health-related service.

The following health related services are offered on the following district campuses:

- General Care Taking (checking a temperature, clothing changes, etc.)
- First Aid Care (cleaning/bandaging wounds, eye irrigation of foreign particles, assessment of illness or injury)
- Vision and Hearing Screenings
- Texas Risk Assessment for Type 2 Diabetes
- Spinal Screening
- First aid nonprescription medications with parent consent only

- Medications and Procedures require parental consent

In the case of a serious or life-threatening emergency, the school will provide emergency care as needed. This may include calling 911 or using life-saving measures such as performing cardiopulmonary resuscitation (CPR), using an automated external defibrillator (AED), choking rescue, administering albuterol (for respiratory distress), administering epinephrine (for anaphylaxis), or administering Narcan.

Student Illness (All Grade Levels)

It is important to remember that schools are required to exclude students with certain illnesses from school for periods of time as identified in state rules. For example, if your child has a fever over 100 degrees, he or she must stay out of school until fever free for 24 hours without fever-reducing medications. In addition, students with diarrheal illnesses must stay home until they are diarrhea free without diarrhea-suppressing medications for at least 24 hours. A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day, he or she must receive permission from the teacher before reporting to the school nurse. If the nurse determines that the child should go home, the nurse will contact the parent.

The district is also required to report certain contagious (communicable) diseases or illnesses to the Texas Department of State Health Services (TDSHS) or our local/regional health authority. The school nurse can provide information from TDSHS on these notifiable conditions.

Contact the school nurse if you have questions or if you are concerned about whether or not your child should stay home.

Immunization (All Grade Levels)

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized. For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (TDSHS), Immunization Branch, can be honored by the district. This form may be obtained by writing the TDSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at [DSHS exemption form](#). The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form

must be provided for each student.

The immunizations required are: diphtheria, tetanus, and pertussis; measles, mumps, and rubella; polio; hepatitis A; hepatitis B; varicella (chicken pox); and meningococcal. The school nurse can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by the TDSHS. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and licensed physician stating that, in the doctor's opinion, the immunization required is medically contraindicated or poses a significant risk to the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a life-long condition.

For information on immunization against bacterial meningitis and college enrollment and attendance, see **Bacterial Meningitis**.

[For further information, see policy FFAB(LEGAL) and the DSHS website: <https://www.dshs.texas.gov/immunizations/school>]

Head Lice (All Grade Levels)

Head lice are a common nuisance among school-aged children and can affect anyone. They are spread by direct head-to-head contact, and do not transmit disease nor are they a serious medical condition. Students found to be symptomatic of lice infestation will be assessed by the school nurse/clinic personnel. For students found to have evidence of live lice infestation:

- Students will be sent home at the end of the school day. Students should be free of live lice before readmission.
- School nurse/clinic personnel will check students excluded for live lice upon return to school to determine effective treatment.
- Instructions for the treatment of head lice are available from the school nurse.
- The district will provide notice to parents of elementary school students in the affected classroom without identifying the student with lice.

Prevention is critical and here are some simple rules to follow:

- Teach your child never to share hair brushes, combs, hats, helmets, coats, or other personal items.
- At home and at school, avoid piling children's coats and hats on top of

each other.

- Have your child take his/her own pillow to a sleepover party, and wash the pillowcase afterward.
- If your child has long hair, keep it tied back or braided.
- Inspect your child's hair and scalp frequently. You can use a metal lice comb to help screen for lice once a week. Because head lice multiply quickly, the sooner nits and head lice are detected, the easier it will be to treat and eliminate them.
- Notify the school nurse if you find lice/nits on your child. He/She will be very glad to help you.

More information on head lice can be obtained from the DSHS website [Managing Head Lice](#) and from the Centers for Disease Control Prevention's website [Head Lice Information for Parents](#).

Medicine at School (All Grade Levels)

When possible, student medication should be scheduled for administration in the home. Medication that must be administered to a student during school hours must be provided by the student's parent. All medication, whether prescription or nonprescription, must be kept in the nurse's office and administered by the nurse or another authorized district employee, unless the student is authorized to possess his or her own medication because of diabetes, asthma or a severe allergy as described below or as otherwise allowed by law. Changes in medication directions can be received by telephone by the prescribing provider but must be confirmed in writing within three days of the change. Legible faxed orders will be accepted. Orders for medications and procedure can only be accepted from physicians who are legally authorized to practice in Texas; however, orders from physicians licensed in other U.S. states may be implemented on a temporary 90-day basis while families new to Texas establish a medical home. It is the responsibility of the parent to take unused medication home. Any unused medication will be destroyed at the end of the school year. A new parent request for medication is required each school year. A student sharing, selling, or distributing any medication will be subject to disciplinary action (see Student Code of Conduct).

Wylie ISD ensures compliance with the Texas Compassionate-Use Act (Health and Safety Code 487.201) and Wylie ISD school board policy (FFAC). If a given situation does not meet all requirements of the Texas Compassionate-Use Act, Wylie ISD will not administer the substance, and the substance is considered a prohibited item under the Wylie ISD Student Code of Conduct. Students are prohibited from possessing, using, giving, selling, buying, or offering to sell or buy a low-THC substance, including CBD, that does not meet the requirements of the

Texas Compassionate-Use Act. CBD is not permitted on Wylie ISD school campuses, in any form.

District employees will not give a student prescription medication, nonprescription medication, herbal substances, anabolic steroids, or dietary supplements, with the following exceptions:

- Only authorized employees, in accordance with policy FFAC, may administer:
 - Prescription medication, in the original, properly labeled container, provided by the parent, along with a written request. Nurses and athletic trainers employed by the District may only accept orders from a physician (M.D., D.O., podiatrist, or dentist) or other health-care professional with authority to write prescriptions (advanced practice nurse, nurse practitioner, or physician assistant), which shall include specific directions of how to administer the medication.
 - The physician or health-care provider's written request shall be kept on file with the District's form requesting that school employees administer medications labeled with non-specific directions, off-label use of Food and Drug Administration (FDA)-approved medications, and research/experimental medications. The written request shall be valid for only one year and shall be renewed every 12 months to remain in effect.
 - Nonprescription medication, in the original, properly labeled container, provided by the parent along with a written request. Any student requesting to take an over-the-counter medicine more than five (5) times per school week may be required to submit a signed doctor's authorization stating the name of the medication, the dosage and number of days that the medication is required. Note: Insect repellant is considered a nonprescription medication.
 - Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities. A written physician's order is required and must include: identification of the condition for which the product is being used; verification that the product and requested dosage are safe for the student; and reasonable information about therapeutic and untoward effects and interactions for the prescribed substance for the condition in which it is being prescribed.

These treatments will be administered by an authorized school employee other than the nurse based on stipulations by the Board of Nurse Examiners, Rule 217.11.

- In certain emergency situations, the district will maintain and administer to a student nonprescription medication but only:
 - In accordance with the guidelines and standing orders developed with the district's medical advisory; and
 - When the parent has previously provided written consent

to treatment on the district's form.

An elementary or secondary student may possess and self-apply sunscreen to avoid overexposure to the sun. An elementary student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. If a secondary student needs assistance with sunscreen application, please address the need with the school nurse. Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

Asthma and Severe Allergic Reactions

A student with asthma or severe allergic reaction (anaphylaxis) may be permitted to possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if he or she has written authorization from his or her parent and a physician or other licensed health-care provider. The student must also demonstrate to his or her physician or health-care provider and to the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse or principal.

Unassigned Epinephrine Delivery Systems

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized school personnel who have been adequately trained to administer an unassigned epinephrine delivery system to a person who is reasonably believed to be experiencing a severe allergic reaction (anaphylaxis).

An "unassigned epinephrine delivery system" is an epinephrine delivery system, including an auto-injector or nasal spray, prescribed by an authorized health-care provider in the name of the school issued with a non-patient-specific standing delegation order for the administration of an epinephrine delivery system.

Epinephrine delivery systems include brand-name devices such as EpiPens® and Neffy®.

Authorized and trained individuals may administer an epinephrine delivery system at any time to a person experiencing anaphylaxis on a school campus.

The district will ensure that at each campus a sufficient number of school personnel are trained to administer epinephrine so that at least one trained

individual is present on campus during regular school hours and whenever school personnel are physically on site for school-sponsored activities.

Authorized and trained individuals may administer an unassigned epinephrine delivery system to a person experiencing anaphylaxis at an off-campus school event or while in transit to or from a school event when an unassigned epinephrine delivery system is available.

For additional information, see FFAC(LOCAL).

Unassigned Medication for Respiratory Distress

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained school personnel to administer a medication for respiratory distress on a school campus or at a school-related activity to a person reasonably believed to be experiencing symptoms of respiratory distress.

The district will provide at each campus school personnel who are trained to administer prescription medication for respiratory distress during regular school hours.

“Unassigned medication for respiratory distress” means albuterol, levalbuterol or another medication designated by the executive commission of the Health and Human Services Commission for the treatment of respiratory distress, prescribed by an authorized health-care provider in the name of the district with a non-patient-specific standing delegation order for the administration of a medication, and issued by an authorized health-care provider.

For additional information, see FFAC(LOCAL).

Unassigned Opioid Antagonists (All Grade Levels)

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained {school personnel and/or school volunteers} at each campus to administer an opioid antagonist, such as Narcan or Naloxone, to an individual who is reasonably believed to be experiencing an opioid-related drug overdose.

One or more authorized and trained individuals will be present on each campus subject to this policy during regular school hours.

MENTAL HEALTH SUPPORT (All Grade Levels)

The district has implemented programs to address the following mental health, behavioral health, and substance abuse concerns:

- Mental health promotion and early intervention;
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making;
- Substance abuse prevention and intervention;
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community);
- Grief, trauma, and trauma-informed care;
- Positive behavior interventions and supports;
- Positive youth development; and
- Safe, supportive, and positive school climates.

If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, the district has procedures to support the student's return to school. Please contact the school counselor or the district's Coordinator of Counseling for further information.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication that is intended to alter perception, emotion, mood or behavior.

A district employee who is a registered nurse, an advanced nurse practitioner, a physician or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [For further information, see policy FFEB.]

For related information, see:

- [Consent to Conduct a Psychological Evaluation or Provide Mental Health Care Services](#)
- [Counseling](#)
- [Physical and Mental Health Resources](#)
- [Policies and Procedures that Promote Student Physical and Mental Health](#)

PHYSICAL ACTIVITY REQUIREMENTS

In accordance with policies at EHAB, EHAC, EHBG, and FFA, the district will ensure that students in full-day prekindergarten through grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week.

Students in grades seven and eight shall engage in 30 minutes of moderate or vigorous physical activity per day for at least four semesters or 135 minutes per week for at least two semesters. For additional information on the district's requirements and programs regarding elementary, intermediate and junior high student physical activity requirements, please see the principal.

Temporary Restriction from Participation in Physical Education

Students who are temporarily restricted from participation in physical education will remain in the class and shall continue to learn the concepts of the lessons but not actively participate in the skill demonstration.

Physical Fitness Assessment (Grades 3-12)

Annually, the district will conduct a physical fitness assessment of students in grades 3–12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to campus administrators to obtain the results of his or her child's physical fitness assessment conducted during the school year.

PHYSICAL HEALTH SCREENINGS/EXAMINATIONS

Athletics Participation (Secondary Grade Levels Only)

For certain extracurricular activities, a student must submit certification from an authorized health-care provider. The certification must state that the student has been examined and is physically able to participate in the relevant program including:

- A district athletics program.
- District marching band.
- Any district extracurricular program identified by the superintendent

Wylie ISD Athletics:

A physical examination, conducted by an authorized health-care provider using the UIL's Physical Form, is required each year prior to participation in all WISD Athletic

Programs. A Medical History Form must also be completed each year as part of the UIL-Required medical documentation.

This examination is required in the first year of junior high competition and the first and third years of high school competition. During the alternate years, the student must complete a medical appraisal form, and the results of this appraisal may prompt the district to require a physical examination.

Students should be aware of the rare possibility of sudden cardiac arrest, which in athletes is usually caused by a previously unsuspected heart disease or disorder. A student may request an electrocardiogram (ECG or EKG) to screen for such disorders, in addition to his or her required physical examination.

See the UIL's explanation of [sudden cardiac arrest](#) for more information.

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent, nationally accepted and peer-reviewed standards.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. As appropriate, students will be referred for follow-up with their physician.

Other Examinations and Screenings (All Grade Levels)

Students are required to undergo a risk assessment for Type 2 diabetes at the same time the district screens students for hearing and vision issues or for abnormal spinal curvatures.

For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, contact your campus nurse or see policy FFAA(LEGAL).

SPECIAL HEALTH CONCERNS (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

Please see the district website [Health Services Required Notices](#) for information regarding meningitis.

Note: DSHS requires at least one meningococcal vaccination on or after the student's 11th birthday, unless the student received the vaccine at age 10. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

See **Immunizations** for more information.

Diabetes

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information. [See policy FFAF(LEGAL).]

Food/Anaphylactic Allergies (All Grade Levels)

The district requests to be notified when a student has been diagnosed with a food allergy, especially those allergies that could result in dangerous or possibly life-threatening reactions either by breathing, eating, or touching the particular food. It is important to disclose the food to which the student is allergic, as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy. A Certification of Disability and/or Allergy for Special Diet Request form must be completed by a physician if a special dietary need is requested.

The district has developed and annually reviews a food allergy management plan, which addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. As part of the implementation of the district's food allergy plan, the sharing of food (by students or by visitors purchasing food for children other than their own family) will not be allowed. The district's food allergy management plan can be accessed on the district website: <http://www.wylieisd.net> under Departments and Health Services.

The complete text of the "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" can be found on the DSHS website at [Allergies and Anaphylaxis](#). See policy FFAF.

Seizures (All Grade Levels)

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year or upon enrollment of the student, or as soon as practicable following a diagnosis of a seizure disorder for the student. A parent who submits a plan must use the [Seizure Management and Treatment Plan Form](#). For more information, contact the school nurse.

For more information, see “A Student with Physical or Mental Impairments Protected under Section 504”.

Tobacco, E-Cigarettes, and Nicotine Products Prohibited (All Grade Levels)

All Wylie ISD property is smoke-free. This rule applies to any adult or child on Wylie ISD premises. The district and its staff strictly enforce prohibitions against the use of all tobacco products, including electronic cigarettes or any other electronic vaporizing device, by students and others on school property and at school-sponsored and school-related activities. With limited exceptions for medication, [See Medicine at School] students are also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on school property or while attending an off-campus school-related activity. [See the Student Code of Conduct and policies at FNCD and GKA.]

Students shall not possess or use tobacco products on school property or while under the school’s jurisdiction. Cigarette lighters and matches are prohibited on campus. The Texas Education Code prohibits the use and possession of tobacco products on or off school property or at school related or school sanctioned activities.

In Texas, it is illegal for anyone under the age of 18 to possess, purchase, or use electronic cigarettes. Minors who violate this law could be punished by a fine of up to \$250. They may also be required to participate in a tobacco awareness program or community service.

HEALTH RELATED RESOURCES, POLICIES, AND PROCEDURES

Physical and Mental Health Resources (All Grade Levels)

The district is required to provide notice of each health-related service offered at a student’s campus. A parent may withhold consent for or decline a health-related service.

Parents and students in need of assistance with physical and mental health concerns

may contact the following campus and community resources:

- The campus nurse or the Director of Health Services for the district at 972-429-2373
- The campus school counselor or the Coordinator of Counseling for the district at 972-429-2983
- The local public health authority, [Collin County Health Care Services](#)
- The local mental health authority, [Lifepath Systems](#)

Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)

The district has adopted board policies that promote student physical and mental health. Local policies on the topics below can be found in the district's policy manual, available at the central administration office and www.wylieisd.net.

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- Care Plan: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: the FFH
- Freedom from Bullying: FFI

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health.

The district has developed administrative procedures as necessary to implement the above policies and plans.

Please see the district website for further information regarding these procedures and access to the District Improvement Plan.

School Health Advisory Council (SHAC)

During the preceding school year, the district's School Health Advisory Council held 4 meetings. Additional information regarding the district's School Health Advisory Council

is available from the Executive Director of Secondary Curriculum.

Notification of upcoming SHAC meetings will be posted at each campus' administrative office at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the district website at www.wylieisd.net.

[See **Consent to Human Sexuality Instruction, Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking**, and policies at BDF and EHAA for more information.]

Student Wellness Policy/Wellness Policy (All Grade Levels)

Wylie ISD is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at FFA(Local) and corresponding plans and procedures to implement the policy. You are encouraged to contact the Executive Director of Secondary Curriculum with questions about the content or implementation of the district's wellness policy and plan.

HOMEWORK (All Grade Levels)

Homework is any teacher assigned task intended for students to perform outside of school hours with the purpose being practice to ensure reinforcement of already learned objectives. Independent reading time could be factored in homework time allotted as appropriate to student age and course content.

IDENTIFICATION CARDS

In order to provide a safe and orderly environment for all Wylie ISD students in grades 7-12, ID badges will be provided, without charge, upon enrollment. ID cards are used to purchase lunch, issue textbooks, check out library books, and are one of the requirements to buy a parking permit at the high school. Students in grades 7-12 must visibly display their ID badge on a lanyard worn around the neck at all times during the school day. Students may also be required to wear their ID while attending certain school functions. Students must immediately replace their student ID if they arrive at school without one. Replacement IDs will be provided at a nominal fee. Students will not deface or alter the appearance of the ID card. Students who deface their ID will be charged for a new ID. Failure to wear an ID may result in disciplinary action in accordance with the Student Code of Conduct.

LAW ENFORCEMENT AGENCIES (All Grade Levels)

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the

conditions of the interview, if the questioning or interview is part of a child abuse investigation. In other circumstances:

- The principal will verify and record the identity of the officer or other authority and ask for an explanation of the need to question or interview the student at school.
- The principal ordinarily will make reasonable efforts to notify the parents unless the interviewer raises what the principal considers to be a valid objection.
- The principal ordinarily will be present unless the interviewer raises what the principal considers to be a valid objection.

Students Taken Into Custody

State law requires the district to permit a student to be taken into legal custody:

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity, where the child may have engaged in conduct indicating a need for supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive from a juvenile court to take a student into custody.

Before a student is released to a law enforcement officer or other legally authorized person, the principal will verify the officer's identity and, to the best of his or her ability, will verify the official's authority to take custody of the student.

The principal will immediately notify the superintendent and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the principal considers to be a valid objection to notifying the parents.

Because the principal does not have the authority to prevent or delay a student's release to a law enforcement officer, any notification will most likely be after the fact.

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors that occur in school, on school property, or at a school-sponsored or school-related activity on or off school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.
- All appropriate district personnel in regards to a student who is required to register as a sex offender.

[For further information, see policy GRAA (LEGAL).]

LEAVING CAMPUS (All Grade Levels)

Please remember that student attendance is crucial to learning. We ask that appointments be scheduled outside of school hours as much as reasonably possible. Also note that picking up a student early on a regular basis results in missed opportunities for learning. Unless the principal has granted approval because of extenuating circumstances, a student will not regularly be released before the end of the school day.

Parental consent is required before any student is allowed to leave campus for any part of the school day. The district has put the following procedures in place in order to document parental consent:

- For students in elementary, intermediate and junior high school, a parent or person authorized by the parent (minimum age of 16) must come to the office and sign the student out. Authorization must be sent in writing prior to pickup. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or

- authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.
- For students in high school, the same process will be followed if a parent picks the student up from campus. If the student's parent will authorize the student to leave campus unaccompanied, the parent must submit a note to the main office in advance of the absence, at least two hours before the student needs to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note to be submitted for documentation purposes. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day. If a student is 18 years of age or is an emancipated minor, the student may produce a note on his or her own behalf. Documentation regarding the reason for the absence will be required. Students who do not follow these procedures are considered absent without permission (truant).
 - If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary, intermediate or junior high be released unaccompanied by a parent or adult authorized by the parent.
 - Students in grades 11 and 12 may be permitted to leave campus during lunch.

LOST AND FOUND (All Grade Levels)

A lost and found collection is located at each campus. A student who loses an item should check the lost and found. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

MAKEUP WORK

Makeup Work Because of Absence (All Grade Levels)

When a student returns from an absence, the teacher will provide makeup assignments as appropriate. Wylie ISD grading procedures for elementary and secondary campuses can be found at: [Curriculum & Instruction - Wylie ISD](#)

Late Work Not Due to Absence (Grades 2-12 Foundation Subjects)

Wylie ISD grading procedures for elementary and secondary campuses can be found at: [Curriculum & Instruction - Wylie ISD](#)

DAEP Makeup Work

A student removed to a disciplinary alternative education program (DAEP) during the school year will have an opportunity to complete, before the beginning of the next school year, a foundation curriculum course in which the student was enrolled at the time of removal. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL).]

In-school Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work (All Grade Levels)

Alternative Means to Receive Coursework

While a student is in ISS or OSS, the district will provide the student with all course work for the student's foundation curriculum classes that the student misses as a result of the suspension.

Opportunity to Complete Courses

A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FO(LEGAL).]

Secondary Extra-Curricular Activities

Secondary students who are involved in athletics, field trips, clubs, organizations or school activities are required to notify their sponsor, teacher, coach, or facilitator of any medical condition or need that could affect the student during the activity.

Medical supplies and medications should be brought by the parent or student and given to the school nurse or athletic trainer with instructions on use. A note from the parent must accompany any medication and any prescription medication must have a prescription label with the student's name, dosage and instructions. All medication must be in the original box or bottle.

MOTORIZED VEHICLES/APPARATUS

Motorized scooters, motorized skateboards, or any motorized apparatus, other than those necessary due to a handicapping condition for medical reasons, are prohibited on school campuses.

NONDISCRIMINATION STATEMENT (All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, Wylie ISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, disability, age or any other basis prohibited by law, in providing education services, activities, and programs, including CTE programs, and provides equal access to the Boy Scouts and other designated youth groups.

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex and prohibits sex discrimination in its educational programs or activities. The requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator, to the U.S. Department of Education's Office for Civil Rights, or both.

The district's nondiscrimination policy and grievance procedures are in policy FFH in the district's policy manual, available at www.wylieisd.net.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The following district representatives have been designated to coordinate compliance with these legal requirements:

- Title IX Coordinator, for concerns regarding discrimination on the basis of gender, including sexual harassment or sex based harassment: Dr. Jessica Branch, 972-429-3003.
- Section 504 Coordinator, for concerns regarding discrimination on

the basis of disability: Alyshia Zimmerman, 972-429-2388.

- All other concerns regarding discrimination: Assistant Superintendent for Human Resources at 972-429-3003.

Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described in policy FFH.

NONTRADITIONAL ACADEMIC PROGRAMS

[See **Requirements for a Diploma.**]

PARKING AND PARKING PERMITS

A student must present a valid driver's license, proof of insurance, and have a signed drug testing consent form to be eligible for a parking permit.

Students must request a parking permit to park in a school parking lot. As long as space is available, parking permits may be issued throughout the year. Students will not be permitted to speed, double-park, park across a white or yellow line, or park in a fire lane. Students may be subject to disciplinary action for violation of these rules. The district may tow cars that are parked in violation of these rules.

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE (All Grade Levels)

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags.**]

State law requires that a one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. In addition, state law requires that each campus provide for the observance of one minute of silence at the beginning of the first class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001. [See policy EC(LEGAL).]

PRAYER (All Grade Levels)

Each student has a right to pray individually, voluntarily, and silently or to meditate in school in a manner that does not disrupt instructional or other activities of the school. The school will not require or coerce a student to engage in or to refrain from such prayer or meditation during any school activity.

PRIVATE SPACES

In accordance with the law, the district shall designate each multiple-occupancy private space in a building the district owns, operates, or controls for use only by individuals of one sex.

Multiple-occupancy private space means a facility designed or designated for simultaneous use by more than one individual and in which an individual may be in a state of undress in the presence of another individual, regardless of whether the facility provides curtains or partial walls for privacy. The term includes a restroom, locker room, changing room, or shower room.

PROMOTION AND RETENTION

Requirements for retention and promotion are outlined in Wylie ISD Policy EIE (Local).

Repeating PreK or Kindergarten-Grade 8 at Parent Request

A parent may request in writing that a student repeat PreK/Kindergarten, or any grade in grade 1-8. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

High School Grade Levels

To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards.

A student in grades 9-12 will be advanced a grade level based on the number of course credits earned. [See **Grade Level Classification**]

Students will also have multiple opportunities to retake EOC assessments. [See **Graduation** and **Standardized Testing** for more information about EOC assessments.]

Repeating a High-School Credit Course

A parent may request in writing that a student repeat a high-school credit course in which the student was enrolled during the previous school year unless the district determines that the student has met all requirements for graduation. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Only the student's first passing grade will be included in the calculation of class ranking.

REPORT CARDS/PROGRESS REPORTS AND CONFERENCES (All Grade Levels)

Report cards with each student's grades or performance and absences in each class or subject are issued at the end of each grading term.

At the end of the first three weeks of a grading period, parents will be notified if their child's performance is near or below 70, or is below the expected level of performance.

Teachers follow grading guidelines that are designed to reflect each student's academic achievement for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See policy EIA(LOCAL).]

Questions about grade calculation should first be discussed with the teacher; if the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG(LOCAL).

SAFE STORAGE OF FIREARMS

A firearm should be stored unloaded in a safe or locked container with ammunition stored elsewhere.

It is unlawful to store, transport, or abandon an unsecured firearm in a place where children are likely to be and can obtain access to the firearm. Under the Penal Code, a person commits the offense of making a firearm accessible to a child if the child gains access to a readily dischargeable firearm, and the person with criminal negligence:

- Failed to secure the firearm; or
- Left the firearm in a place to which the person knew or should have known the child would gain access

The penalty for allowing a child access to a firearm can range from a Class C misdemeanor (punishable by a \$500 fine) to a Class A misdemeanor (punishable by a \$4000 fine, a year in jail, or a combination of the two).

SAFETY (All Grade Levels)

Student safety on campus and at school-related events is a high priority of the

district. Although the district has implemented safety procedures, the cooperation of students is essential to ensuring school safety. A student is expected to:

- Avoid conduct that is likely to put the student or others at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, teachers, or bus drivers.
- Remain alert to and promptly report to a teacher or the principal any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member. Students may make anonymous reports about safety concerns by submitting information via Tip 411.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.
- Help secure the campus by keeping all exterior doors closed, latched, and locked unless a door is actively monitored by a district employee. **Close, click, and check** that exterior doors are closed after going through them.
- Do not open doors for visitors.
- Do not prop doors open or disable the latching mechanism.
- Follow instructions from teachers and other district employees regarding classroom doors.

Student Accident Insurance

The district is not responsible for medical costs associated with a student's injury in accordance with Texas Tort Claims Act 101.021 and 101.051. Voluntary student accident insurance may be purchased through an outside insurance vendor to supplement the student's primary medical insurance. This student accident insurance information is included in the student online registration. For more information, please visit the [Wylie ISD Risk Management website](#) or call 972-429-3073.

Insurance for Career and Technical Education (CTE) Programs

If the District purchases supplemental liability insurance coverage for students involved in the CTE programs, the district will notify the affected students and parents.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

From time to time, students, teachers, and other district employees will participate in preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or

others in charge quickly, quietly, and in an orderly manner.

Preparedness Training: CPR and Stop the Bleed

The district will offer instruction in CPR and the use of an automated external defibrillator (AED) at least once to the students enrolled in grades 7-12. The instruction can be provided as part of any course and is not required to result in CPR or AED certification.

Students in grades 7-12 will annually be offered instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see [Stop the Bleed Texas](#).

Emergency Medical Treatment and Information

The extent of medical services provided by the school is limited to “first aid” provisions in the school clinic.

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, etc).

The district may consent to medical treatment, including dental treatment, if necessary, for a student if all of the following requirements are met:

- The district has received written authorization from a person having the right to consent;
- That person cannot be contacted; and
- That person has not given the district actual notice to the contrary.

The emergency care authorization form will be used by the district when a student’s parent or authorized designee cannot be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

Emergency School-Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information if school is dismissed early because of severe weather or

another emergency, or if the campus must restrict access due to a security threat. The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number or email address previously provided to the district has changed. State law requires parents to update contact information within two weeks after the date the information changes.

If bad weather forces the delay in opening or closing of schools, the decision will be made and reported through ParentSquare email, text and phone call, the district Facebook and Twitter accounts, all major television stations, and posted on the district's website at www.wylieisd.net. Under most circumstances, decisions are made prior to 6:00 a.m.

[See **Communications-Automated, Emergency** for more information]

SCHOOL FACILITIES

Asbestos Management Plan (All Grade Levels)

The district's Asbestos Management Plan, designed to be in compliance with state and federal regulations addressing asbestos, is available in the Facilities Office. If you have any questions, you may contact the Director of Construction Services at 972-429-2320.

Pest Management Plan (All Grade Levels)

The district applies only pest control products that comply with state and federal guidelines. Except in an emergency, signs will be posted 48 hours before application. Parents who want to be notified prior to pesticide application inside their child's school assignment area may contact the Assistant Director of Operations at 972-429-2320.

Use by Students Before and After School (All Grade Levels)

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place. Unless the teacher or sponsor overseeing the activity gives permission, a student will not be permitted to go to another area of the building or campus.

After dismissal from school in the afternoon, unless a student is involved in an activity under the supervision of a teacher or other authorized employee or adult, or unless students are granted permission to remain on campus in accordance with policy FNAB, students must leave campus immediately.

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before or after-school activities on district premises and at school-sponsored events off district premises, such as play rehearsals, club meetings, athletic practices, and special study groups or tutorials. Students must follow the same rules of conduct that apply during the instructional day and will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Use of Hallways During Class Time

During class times, loitering or standing in the halls is not permitted, and a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the Student Code of Conduct.

FOOD AND NUTRITION SERVICES (All Grade Levels)

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards established by state and federal law.

Some students are eligible for free and reduced-price meals based on financial need. Information regarding a student's eligibility status is confidential. The district may share limited information, such as a student's name and eligibility status, to assist in enrolling eligible children in Medicaid or the Supplemental Nutrition Assistance Program (SNAP), unless a parent or guardian requests the student's information not be disclosed.

Families may apply for free or reduced-price meal benefits online through SchoolCafe at www.schoolcafe.com/WYLIEISD or obtain assistance from the Student Nutrition Office. Applications are available throughout the school year. Students approved for free or reduced-price meals will receive the same meal options as all other students and will not be treated differently.

Online menus, nutritional information, allergen information, meal account balances, transaction history, and meal applications are available through SchoolCafe or by visiting the Student Nutrition webpage on the district website. Parents are encouraged to regularly review menu and allergen information and monitor their student's meal account activity. [For more information, see policy CO(LEGAL).]

The following information is published as required by the USDA for participation in the National School Lunch Program:

“In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity.”

“Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA’s TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

“To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at:

<http://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant’s name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. mail:

U.S. Department of Agriculture

Office of the Assistant Secretary for Civil Rights

1400 Independence Avenue, SW

Washington, D.C. 20250-9410; or

2. fax:

(833) 256-1665 or (202) 690-7442; or

3. email:

Program.Intake@usda.gov

“This institution is an equal opportunity provider.”

The responsible state agency that administers the program is the [Texas Department of Agriculture](#).

Account Information

All schools are equipped with a full-service cafeteria with additional items available for purchase on an a la carte basis. All Wylie ISD students are assigned a meal account number during enrollment that may be used for all school nutrition transactions.

Parents and guardians may securely add funds to student meal accounts, review balances, monitor purchases, receive low-balance notifications, and manage meal account activity through SchoolCafe. Cash and check prepayments may also be accepted at the school cafeteria in accordance with campus procedure. Students may bring lunch from home. Parents are strongly encouraged to regularly monitor their student's meal account balance and transaction history through SchoolCafe.

When a student's meal account balance is exhausted or insufficient to cover the cost of meals, the district will follow the meal charge and grace period procedures approved by the Board of Trustees. The Student Nutrition Department will send reminder email notifications to parents/guardians when a student's negative meal account balance exceeds \$15.00. Parents/guardians are encouraged to promptly repay outstanding meal charges and monitor account balances through SchoolCafe. Information regarding free and reduced-price meal benefits will be provided when applicable.

Students can access their meal account using a personal identification number (PIN) into a keypad at the cashier's station or by scanning the barcode on their ID badge. Student account information and identification measures are used to ensure accurate meal service transactions. Students are not allowed to use another student's identification number or ID badge to make purchases.

Behavior Expectations

Students are expected to exhibit courteous and appropriate behavior in the cafeteria and follow directions from any adult staff member present. Students should have a hall pass/note from a teacher to be able to gain permission to go to any other area on campus.

Vending Machines (All Grade Levels)

The district has adopted policies and implemented procedures to comply with state and federal food service guidelines for restricting student access to vending machines. For more information regarding these policies and guidelines, you may contact the Director of Student Nutrition. [See policy FFA for more information.]

VISITORS DURING LUNCH

Visitors during lunch periods are limited to the student's parent/guardian/adult relative. Children and other guests must be accompanied by the student's parent/guardian. Visitors must sign in at the main office before going into the cafeteria for lunch with their child.

On elementary and middle school campuses, designated family seating areas may be provided for parents/guardians who wish to eat lunch with their child. Parents/guardians may bring food for their own child but may not provide food or beverages to other students.

LIBRARY (All Grade Levels)

The library is a learning laboratory with books, computers, magazines, and other materials available for classroom assignments, projects, and reading or listening pleasure. Please check with your campus office or librarian for the times the library is open for independent student use.

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. The district follows the Texas State Library and Archive Commission's standards for school library collection development.

Parents are the primary decision makers regarding their student's access to library material. The district encourages parental involvement in library acquisition, maintenance, and campus activities. Parents are encouraged to communicate with the campus librarian and their student's teacher about special considerations regarding library materials self-selected by their student. A parent may submit to the district a list of library materials that their child may not be allowed to check out or otherwise access for use outside of the school library by submitting the list to the campus librarian.

The district will provide to parents a record of each time the parent's child checks out a library material that includes the title, author, genre, and return date of the library material through the Wylie ISD app.

Parents may access the Wylie ISD Library Catalog at [Follett Destiny](#).

The district welcomes student and parent feedback on library materials and services. Parents may contact their campus librarian with questions or comments

about their child's campus library. A district employee, parent, or someone residing in the district may submit a written challenge to the inclusion of any library material in the catalog of the school library by submitting the form available on the district's website.

MEETINGS OF NONCURRICULUM-RELATED GROUPS (Secondary Grade Levels Only)

Student-organized, student-led noncurriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL).

Parental consent is required before a student may participate in a student club that is authorized or sponsored by the district.

School Related Functions and Events

The rules of good conduct and grooming are observed at school related events held within or outside the regular school day. Guests are expected to observe the same rules as students attending the event, and the person inviting the guest shares the responsibility for the conduct of the guest. Anyone leaving before the official end of the activity will not be readmitted.

SEARCHES AND INVESTIGATIONS

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may from time to time conduct searches and investigations. District officials may conduct investigations in accordance with law and district policy and may question students regarding a student's own conduct or the conduct of others. [For questioning of students by law enforcement officials, see **Law Enforcement Agencies (All Grade Levels)**]. Such searches are conducted without a warrant and as permitted by law.

District officials may conduct searches of students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion, voluntary consent, or pursuant to district policy providing for suspicionless security procedures.

In accordance with the student code of conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of

Conduct, a district official may conduct a search in accordance with law and district regulations.

District Property (All Grade Levels)

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item – found in district property provided to the student – that is prohibited by law, district policy, or the Student Code of Conduct. The parent will be notified if any prohibited items are found in the student's desk or locker.

School officials may search a student's outer clothing, pockets, backpacks, or property by establishing a reasonable cause or securing the student's voluntary consent.

Metal Detectors

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches at a district facility and at off-campus, school-sponsored activities.

Trained Dogs (All Grade Levels)

The district will use trained dogs to screen for concealed prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Telecommunications and Other Electronic Devices (All Grade Levels)

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]

Any searches of personal telecommunications or other personal electronic devices will be conducted in accordance with law, and the device may be confiscated in order to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See policy FNF(LEGAL) and **Electronic Devices and Technology Resources** for more information.]

Vehicles on Campus (Secondary Grade Levels Only)

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may contact law enforcement officials and turn the matter over to them. The district may contact law enforcement even if permission to search is granted.

SEXUAL HARASSMENT

[See **Dating Violence, Discrimination, Harassment, and Retaliation.**]

SPECIAL PROGRAMS

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, migrant students, emergent bilinguals, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact the building administrator or the Director of Special Services at 972-429-2385.

A student who has or is at risk for dyslexia or a related reading difficulty is eligible to participate in the Texas State Library and Archives Commission's [Talking Book Program](#), which provides audiobooks free of charge to qualifying Texans with visual, physical, or reading disabilities.

STANDARDIZED TESTING

SAT/ACT (Scholastic Aptitude Test and American College Test)

Some colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission or scholarship applications. In Wylie ISD, students take the SAT exam during the spring of their junior year. Students also take the Preliminary SAT (PSAT) during the fall of grades 9-11.

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3-8

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3–8
- Reading Language Arts, annually in grades 3–8
- Science in grades 5 and 8
- Social Studies in grade 8

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain state-established criteria as determined by the student's ARD committee. These particular assessments may have different testing windows than the general assessments.

STAAR Spanish is available for eligible students in grades 3-5 for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

Requesting Administration of STAAR/EOC in Paper Format (All Grade Levels)

STAAR and EOC assessments are administered electronically.

A parent or teacher may request that a STAAR or EOC be administered to a student in paper format. The district may grant this request for any single administration for up to three percent of the number of students enrolled in the district. Requests will be granted in the order in which they are received.

Requests for paper format for a fall administration of a STAAR or EOC must be submitted no later than September 15 each school year.

Requests for paper format for a spring administration of a STAAR or EOC must be submitted no later than December 1 each school year.

Failure to Perform Satisfactorily on a STAAR or EOC Assessment

If a student does not perform satisfactorily on a required state assessment in any subject, the district will provide accelerated instruction for the student in the next school year through one of the following:

- Assigning the student to a teacher who is certified as a master, exemplary, or recognized teacher if one is available in the grade and subject matter of the state assessment on which the student did not perform satisfactorily, or
- Providing supplemental instruction.

A student may be required to attend any assigned supplemental instruction program before or after school or during the summer.

When a student fails to perform satisfactorily on a required state assessment in the same subject area for two or more years, the district shall develop an accelerated education plan. Parents are encouraged to participate in developing

this plan.

Standardized Testing for a Student Enrolled Above Grade Level

If a student in grades 3-8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

A student in grades 3-8 shall be assessed at least once in high school with the ACT or SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science prior to high school.

Standardized Testing for a Student in Special Programs

Certain students - some with disabilities and some classified as emergent bilingual students - may be eligible for exemptions, accommodations, or deferred testing.

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain state-established criteria as determined by the student's ARD committee.

An admission, review, and dismissal (ARD) committee for a student in grades 9-12 receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP). STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

For more information, see the principal, school counselor, or special education director.

Personal Graduation Plans - Junior High School Students

For a junior high school student who does not perform satisfactorily on a state-mandated examination, a school official will prepare a personal graduation plan (PGP).

School officials will also develop a PGP for a junior high school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment. The plan will, among other things;

- Identify the student's educational goals,
- Address the parent's educational expectations for the student, and
- Outline an intensive instruction program for the student.

[See the school counselor and policy EIF(LEGAL) for more information.]

For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

[See **Personal Graduation Plans** for information related to the development of personal graduation plans for high school students.]

High School Courses - End-of-Course (EOC) Assessments

STAAR end-of-course (EOC) assessments are administered for the following courses:

- Algebra I
- English I and English II
- Biology
- United States History

Satisfactory performance on the applicable assessments will be required for graduation and will also affect the plan under which the student may graduate.

There are three testing windows during the year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain criteria established by the state as determined by the student's ARD committee. These particular EOC assessments may have different testing windows than the general assessments, and the ARD committee will determine whether successful performance on the assessments will be required for graduation.

See **Course Credit**, **Grading Guidelines**, and **Graduation** for additional information.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The purpose of the TSI assessment is to assess the reading, mathematics, and writing skills that first-year students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This assessment may be required before a student enrolls in a

dual-credit course offered through the district as well. Achieving certain benchmark scores on this assessment for college readiness may also waive certain end-of-course assessment requirements in limited circumstances.

STEROIDS (Secondary Grade Levels Only)

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for medical use only, and only a physician can prescribe use.

Bodybuilding, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense.

STUDENTS IN FOSTER CARE (All Grade Levels)

In an effort to provide educational stability, the district will provide enrollment and registration assistance, as well as other educational services throughout the student's enrollment, to any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care).

The Administrative Code requires districts to convene an enrollment conference with the student within the first two weeks of enrollment or as soon as possible.

A student who is currently in the conservatorship (custody) of the state and who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities at any point during the year.

The district will assess the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district.

The district will award partial course credit when a student only passes one half of a two-half course.

The district will coordinate between child welfare and education systems to ease transition into the school by assisting any student who has been placed in either temporary or permanent conservatorship (custody) of the state of Texas with the enrollment and registration process, as well as other educational services throughout the student's enrollment in the district.

A student who is currently in the conservatorship of the state and who is moved outside of the district's or school's attendance boundaries, or who is initially placed in the conservatorship of the state and who is moved outside the district's

or school's boundaries, is entitled to continue in enrollment at the school he or she was attending prior to the placement or move until the student reaches the highest grade level at the particular school.

In addition, if a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.

For a student in the conservatorship of the state who is eligible for a tuition and fee exemption under state law and likely to be in care on the day preceding the student's 18th birthday, the district will:

- Assist the student with the completion of applications for admission or financial aid.
- Arrange and accompany the student on campus visits
- Assist in researching and applying for private or institution-sponsored scholarships;
- Identify whether the student is a candidate for appointment to a military academy;
- Assist the student in registering and preparing for college examinations, including (subject to the availability of funds) arranging for the payment of examination fees by the Texas Department of Family and Protective Services (DFPS); and
- Coordinate contact between the student and a liaison officer for students formerly in the conservatorship of the state.
- Provide verification of conservatorship status in Foster Care for college admissions and financial assistance.

For more information regarding foster care, contact the district's foster care liaison at 972-429-2996.

STUDENTS WHO ARE HOMELESS (All Grade Levels)

A parent is encouraged to inform the district if his or her child is experiencing homelessness. District staff can share resources that may be able to assist families.

A student who is homeless will be provided flexibility regarding certain district provisions, including but not limited to:

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness);
- Credit by examination opportunities at any point during the year (if the student

enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules;

- Assessment of the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district;
- Awarding partial credit when a student passes only one half of a two-half course;
- Eligibility requirements for participation in extracurricular activities;
- Graduation requirements.

Federal law allows a student who is homeless to remain enrolled in the "school of origin" or to enroll in a new school in the attendance area where the student is currently residing based on educational best interest.

If a homeless student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, state law allows the student to request a diploma from the previous district if the student meets the criteria to graduate from the previous district.

A student or parent who is dissatisfied by the district's eligibility, school selection, or enrollment decision may appeal through policy FNG(LOCAL). The district will expedite local timelines, when possible, for prompt dispute resolution.

For more information on services for students who are homeless, contact the district's homeless education liaison at 972-429-2996.

STUDENT SPEAKERS

The district provides students the opportunity to introduce specific school events. If a student meets the eligibility criteria and wishes to introduce one of the school events, the student should submit his or her name in accordance with policy FNA(LOCAL).

[See policy FNA(LOCAL) regarding other speaking opportunities and **Graduation** for information related to student speakers at graduation ceremonies.]

SUMMER SCHOOL

Summer school services are provided for English Learners who are incoming kindergarten students and incoming 1st grade students. High school students may attend summer school for credit recovery or credit acceleration.

VIRTUAL AND HYBRID INSTRUCTION

(Secondary Grade Levels)

A student has the option, with certain limitations, to enroll in virtual or hybrid

instruction through virtual or hybrid courses offered by the district or by another district or school to earn course credit for graduation.

Depending on the virtual or hybrid course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [See Extracurricular Activities, Clubs, and Organizations] In addition, for a student who enrolls in a virtual or hybrid course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment. If you have questions or wish to make a request that your child be enrolled in a virtual or hybrid course, please contact the school counselor.

Policies addressing distance learning are in the Wylie ISD Academic Planning Guide which may be found at [Curriculum & Instruction - Wylie ISD](#) and are emailed to parents during course selection. For any questions about these policies, contact the Executive Director of Secondary Curriculum at 972-429-3013.

TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS

Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services. The district selects instructional materials in accordance with state law and policy EFA.

Textbooks and other district-approved instructional materials are provided to students free of charge for each subject or class. Any instructional materials must be treated with care and returned undamaged. If a student needs a graphing calculator for a course - and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher. Any student failing to return an item in acceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage paid for by the parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

For information on library books and other resources students may access voluntarily, see **Library**.

TRANSFERS

The principal is authorized to transfer a student from one classroom to another.

The superintendent or her designee is authorized to investigate and approve transfers between schools.

[See **School Safety Transfers, Bullying, and Students Who Have Learning Difficulties or Who Need or May Need Special Education Services or Section 504 Services** for other transfer options.]

TRANSPORTATION

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and any eligible students who are homeless. This service is provided at no cost to students. Bus routes and stops will be designated annually. Any subsequent changes are posted on the district's website and on the "Here Comes the Bus" app.

For the safety of the driver and all passengers, students must board district vehicles only at authorized stops, and drivers must unload passengers only at authorized stops. Students in grades kindergarten, first, and second are required to have a parent, guardian, or older sibling at the stop to take them home. If a parent or guardian feels their child can walk home unattended, they must send an email to jessie.murphy@wylieisd.net stating they give permission. This note will be attached to the child's route. In the event there is no parent, guardian or older sibling at the stop and no note is attached to the student's information, the child will be returned to the campus.

A parent may designate a grandparent's residence as the regular pickup and drop-off location for their child. The designated location must be an approved stop on an approved route in the attendance zone. The grandparent must provide proof of residency and be listed as a family in Skyward. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact the Transportation Department at 972-429-2300.

Students are expected to assist district staff in ensuring that buses and other district vehicles remain in good condition and that transportation is provided safely. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Follow the driver's directions at all times.
- Enter and leave the bus or van in an orderly manner at the designated

stop.

- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the bus, van, or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct; bus-riding privileges may be suspended.

Here Comes The Bus App

Here Comes the Bus is an easy-to-use website and mobile device app that enables parents to view the real-time location of their child's school bus on a computer, tablet or smartphone. Email alerts and push notifications help parents send their students to the bus stop at just the right time. This application can be viewed on any smartphone by entering the student's ID and an account number provided by the school district. Getting started is easy! Visit the [Here Comes the Bus website](#) and use the Wylie ISD District Code: 29273. Create your parent account using the same email address that is in Skyward Family Access and you are done. Your bus-riding students will automatically be associated with your account so you can track their bus.

School-Sponsored Trips

The district periodically takes students on field trips for educational purposes. A parent must provide permission for a student to participate in a field trip. The district may ask the parent to provide the information about a student's medical provider and insurance coverage, and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip that is not required as part of a basic educational program or course to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. The district is not responsible for refunding

fees paid directly to a third-party vendor.

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. Under extenuating circumstances, a parent may contact the principal or principal's designee in advance to ask for an exception. Parents must write a note stating that they are checking their child out and relinquishing the district's responsibility of their child.

The following accountability practices will be observed for all field trips:

1. In addition to a head count, sponsors and chaperones will have rosters of everyone in their group.
2. Roll will be taken before leaving to travel to or from any destination.
3. Any student traveling will have a student partner assigned to them. A verbal "buddy check" will be performed before leaving to travel to or from any destination.
4. Student trips in grades K-6 will have a minimum of one adult per 10 students.
5. Overnight trips for Intermediate level students will have a minimum of two adults per 12 students. All overnight trips must have the same gender sponsor as students attending. Chaperone ratios vary for Secondary level students depending on the nature of the trip.
6. No mixed company or couples allowed to be seat partners after dark.

VANDALISM (All Grade Levels)

The taxpayers of the community have made a sustained financial commitment for the construction and upkeep of school facilities. To ensure that school facilities can serve those for whom they are intended—both this year and for years to come—littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

VIDEO CAMERAS (All Grade Levels)

For safety purposes, video recording equipment is used to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

School personnel will review the video and audio recordings routinely and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or

assistant principal, or the board, may make a written request for the district to place video and audio recording equipment in certain special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which your child receives special education services. For more information or to request the installation and operation of this equipment, contact the principal or Executive Director of Special Education.

[See EHBAF(LOCAL).]

[For video and other recording by parents or visitors to virtual or in-person classrooms, see **Consent to Video or Audio Record a Student when Not Already Permitted by Law.**]

VISITORS TO THE SCHOOL (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must:

- Request entry to the school at the primary entrance unless otherwise directed by a district employee
- Report to the main office
- Be prepared to show identification
- Exit the school at the primary entrance and leave all exterior doors closed, latched, and locked unless actively monitored by a district employee.
- Comply with all applicable district policies and procedures.

A visitor must provide identification such as a driver's license, other picture identification issued by a government entity, or employee or student identification issued by the district. A person who refuses to provide identification and who reasonably appears to have no legitimate reason to be on the district property may be ejected from district property.

All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior or violations of student privacy will not be permitted. Parents bringing items for their student should drop them off at the school office. Due to the volume of business through the office, non-educational deliveries such as flowers, birthday gifts, food, balloons, etc, may not be permitted.

For specific appointments with teachers, counselors, administrators or other staff members, parents should call the school in advance. Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school

environment. A volunteer background check must be completed and approved prior to the classroom visit. Even when the visit is approved prior to the visitor's arrival, the individual must check in at the main office first. To ensure test security and integrity, visitor access will be limited on all district and state testing days.

Student visitors are not permitted on any Wylie ISD campus during the school day unless accompanied by a parent or guardian. Dogs or other pets should not be brought on school grounds due to student allergies and safety reasons (unless assisting the handicapped).

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator or school resource officer (SRO) has the authority to refuse entry or eject a person from district property if the person refuses to leave peaceably on request and either of the following applies:

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting and the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

A verbal warning and persistent inappropriate behavior are not required for a person serving as a referee, judge, or other official of an extracurricular athletic activity or competition sponsored or sanctioned by the school district or UIL to eject a spectator.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with FNG(Local) or GF(Local).

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society. (See GKE(Local))

VOLUNTEERS (All Grade Levels)

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students. The district requires an annual criminal history background check for volunteers. For more details, please refer to the district website at www.wylieisd.net.

VOTER REGISTRATION (Secondary Grade Levels Only)

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

WITHDRAWING FROM SCHOOL

When a student under the age of 18 withdraws from school, the parent or guardian must submit a written request to the principal specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the campus.

A student who is age 18 or older, who is married, or who has been declared by a court to be an emancipated minor, may withdraw without parental signature.

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

Glossary

Accelerated instruction, including supplemental instruction, is an intensive educational program designed to address the needs of an individual student in acquiring the knowledge and skills required at his or her grade level and/or as a result of a student not meeting the passing standard on a state-mandated assessment. Accelerated instruction may be provided by assigning a student to a classroom teacher who is certified as a master, exemplary, or recognized teacher or by providing supplemental instruction in addition to regular instruction.

Accelerated learning committee (ALC) is a committee that must be established when a student does not perform satisfactorily on the math or reading assessment in grades 3, 5, or 8. The committee includes district personnel and the student's parent and develops an educational plan for accelerated instruction to enable the student to perform at the appropriate level by the end of the next school year.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

ARD is the admission, review, and dismissal committee that makes an initial assessment about a student's eligibility for special education services. The eligible student and his or her parents are members of the committee.

Assault is offensive or provocative physical contact but no bodily injury.

Assault with Bodily Injury is intentionally, knowingly, or recklessly causing bodily injury to another.

Attendance review committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit lost because of absences.

CPS stands for Child Protective Services

DAEP stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

DFPS is the Texas Department of Family Protective Services

DPS stands for the Texas Department of Public Safety

DSHS stands for the Texas Department of State Health Services

ED stands for the U.S. Department of Education.

Emergent Bilingual Student refers to a student of limited English proficiency. Other related

terms include English learner, English language learner, and limited English proficient student.

EOC (end of course) assessments are end-of-course tests, which are state-mandated, and are part of the STAAR program. Successful performance on EOC assessments is required for graduation except in specific circumstances. These exams will be given in English I, English II, Algebra I, Biology, and United States History.

ESSA is the Every Student Succeeds ACT.

FERPA refers to the federal Family Educational Rights and Privacy Act that grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student's parent or a student 18 or older directs the school not to release directory information.

IEP Individualized Education Program is the plan written by the ARD Committee that guides the education for a child with disabilities.

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

ISS refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

PGP stands for Personal Graduation Plan, which is created for every student prior to entering high school, and revisited with high school counselors annually.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

Safe and Supportive School Team is a team established that is responsible for conducting a threat assessment regarding individuals who make threats of violence or exhibit harmful, threatening, or violent behavior and determining appropriate intervention, 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.

SAT refers to one of the two most frequently used college or university admissions exams: the Scholastic Aptitude Test. The test may be a requirement for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to assist the district in ensuring that local community values and health issues are reflected in the district's health education instruction.

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of

standardized academic achievement assessments.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated Assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from the classroom or campus. It also sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP. It outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TAC stands for the Texas Administrative Code

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that emergent bilingual students make in learning the English language, and is administered for those who meet the participation requirements in kindergarten–grade 12.

TSI assessment is the Texas Success Initiative assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

UIL refers to the University Interscholastic League, the statewide voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

APPENDIX I:

Acknowledgment Form—Amendment

My child and I have received a copy of the Wylie ISD Student Handbook.

Print name of student: _____

Signature of student: _____

Signature of parent: _____

Date: _____

APPENDIX II:

Release Form for Display of Student Work and Personal Information

Occasionally, the Wylie ISD wishes to display or publish student artwork, photos taken by the student, or other original work on the district's website, a website affiliated or sponsored by the district, such as a campus or classroom website, and in district publications. The district agrees to only use these student projects in this manner.

Parent: Please circle one of the choices below and check the applicable boxes:

I, parent of _____(student's name), **(do give)** **(do not give)** the district permission to use my child's artwork, photos, or other original work in the manner described above.

Parent signature: _____

Date: _____

APPENDIX III:

Wylie ISD Acceptable Guidelines For Student Technology Use

The student access to technology in the Wylie Independent School District will be governed by the policies, contracts, and administrative procedures approved by the Board of Trustees. These guidelines include the following provisions:

System Access

Access to the district's electronic communications system is a privilege, not a right, and will be governed as follows:

Students completing required course work on the system will have first priority for use of district equipment after school hours with proper supervision.

Any system user identified as a security risk or having violated district computer-use guidelines may be denied access to the district's system in accordance with the District's Student Code of Conduct (see sections FNC and FO from www.tasb.org/policy/pol/private/043914). Violations of law may result in criminal prosecution as well as disciplinary action by the district.

Suspension/Revocation of User Account

The district or campus may suspend or revoke a user's access to the district's system upon violation of district policy and/or administrative regulations regarding acceptable use. When the campus administration suspends or revokes a student's access, only the campus administration or district superintendent can authorize the reinstatement of it.

Monitored Use

Electronic mail transmissions and other use of the electronic communications system (including Internet browsing and email) by students will not be considered confidential and may be monitored at any time by designated district staff. This process assures appropriate use for educational or administrative purposes.

Monitoring extends to all aspects of any user's interaction with any system connected to the District's system.

Personal Safety

By using the district's computer system, including public Wi-Fi, the student implicitly agrees to the following statements.

I will not post personal contact information about myself or other people without the permission of my parents and teacher. Personal contact information includes but is not limited to my photo, address, or telephone number.

I will not attempt to personally meet with someone I have met online without my parent's approval.

I will promptly disclose to my teacher or other school employee any message I receive that is inappropriate.

Illegal Activities

I will not attempt to gain unauthorized access to Wylie ISD's servers, network, or to any other computer system to go beyond my authorized access. This includes attempting to log in through another person's account or accessing another person's files. These actions are illegal, even if only for the purpose of "browsing."

I will not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means.

I will not use the district servers or network to engage in any illegal act, such as, but not limited to, arranging for drug sales or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of a person.

I will not read, move, rename, edit, delete or in any way alter the files created or organized by others.

I will not install software on any Wylie ISD computers or on the Wylie ISD network without approval from the Wylie ISD Technology Department.

I will not alter hardware or software setups on my school's computers or district servers.

I will not use another person's system account nor give my account information to anyone else.

I will not provide or attempt to transfer non-instructional files from systems outside the district.

I will not make any malicious attempt to harm or destroy district equipment or materials.

Security

I am responsible for my individual account and will take all reasonable precautions to prevent others from being able to use it. Under no conditions will I provide my password to another person.

I will immediately notify a teacher or an administrator if I have identified a possible security problem with the network or computers. I will not attempt to find these security problems, because this may be construed as an illegal attempt to gain access (hacking).

I will take all precautions to avoid the spread of computer viruses.

I will not attach non-Wylie ISD computer equipment or peripherals to the Wylie ISD network or its infrastructure. This does not include data storage devices such as USB pin drives, flash drives, or CDs/DVDs.

I will not use another user's username and password to access anything on the district's system.

Inappropriate Language

I will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.

I will not engage in personal attacks, including prejudicial or discriminatory attacks.

I will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If I am told by a person to stop sending him/her messages, I will stop.

I will not knowingly or recklessly post false or defamatory (insulting, offensive, etc.) information about a person or organization.

Respect for Privacy

I will not repost a message that was sent to me privately without the permission of the person who sent it.

I will not post private information about another person.

Respecting Resource Limits

I will not post chain letters or engage in "spamming." Spamming is sending

an annoying, unsolicited or unnecessary message to a large number of people. I will not download or use games, pictures, video, music, instant messaging, email, or file sharing applications, programs, executables, or anything else unless I have direct authorization from a teacher. Teachers may not authorize me to download anything that is illegal for me to have or is in conflict with this Wylie ISD Acceptable Use Guidelines for Technology.

I understand that Wylie ISD personnel may monitor my computer activity and delete any files that are not for a classroom assignment.

I will not use the District's system for commercial gain (buying, selling or bartering goods or services).

Plagiarism and Copyright Infringement

I will not plagiarize works that I find on the Internet or on the computers at my school. Plagiarism is taking the ideas or writings of others and presenting them as if they were my own.

I will respect the rights of copyright owners. Copyright infringement occurs when I inappropriately reproduce a work that is protected by a copyright.

This includes taking or sharing unlicensed music and/or videos. If the copyright notice of a work contains language that specifies appropriate use of that work, I will follow the expressed requirements. If I am unsure whether or not I can use a work, I will request permission from the copyright owner. If I am confused by the copyright law, I will ask a teacher to answer my question.

Inappropriate Access to Material

I will not use Wylie ISD district computers, servers or network to access material that is profane or obscene (pornography). I will not use Wylie ISD district computers, servers or network to access material that advocates illegal acts or that advocates violence or discrimination toward other people unless that access is directly related to an assignment.

If I mistakenly access inappropriate information, I will immediately tell my teacher or an administrator, and will not attempt to access it again.

My parents will instruct me if there is additional material that they think it would be inappropriate for me to access. The district fully expects that I will follow my parent's instructions in this matter.

I understand that Internet access is provided for support of classroom instruction and assignments. I will not attempt to surf anonymously or modify the computer in any way to allow me access to websites or applications I am not authorized to use.

Print name of student: _____

Signature of student: _____

Signature of parent: _____

Date: _____

APPENDIX IV:

Freedom from Bullying

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

BULLYING PROHIBITED

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DEFINITION

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District 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; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

EXAMPLES:

Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

RETALIATION

The District prohibits retaliation by a student or District employee against any

person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

EXAMPLES:

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

FALSE CLAIM

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

TIMELY REPORTING

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

REPORTING PROCEDURES STUDENT REPORT

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.

EMPLOYEE REPORT

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

REPORT FORMAT

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

PROHIBITED CONDUCT

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

INVESTIGATION OF REPORT

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

CONCLUDING THE INVESTIGATION

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

NOTICE TO PARENTS

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

DISTRICT RESPONSE TO BULLYING

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

DISCIPLINE

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action. The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

CORRECTIVE ACTION

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

TRANSFERS

The principal or designee shall refer to FDB for transfer provisions.

COUNSELING

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

IMPROPER CONDUCT

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

CONFIDENTIALITY

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

APPEAL

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

RECORDS RETENTION

Retention of records shall be in accordance with CPC(LOCAL).

ACCESS TO POLICY AND PROCEDURES

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's Web site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

APPENDIX V:

Board Policy FNG(Local)

FNG — Student Rights and Responsibilities: Student and Parent Complaints/Grievances

Legal Framework

Local Policy

[Copy Link](#)

Download Local Policy: [PDF](#) | [Word](#)

Adopted: 8/19/2024

Complaints

In this policy, the terms "complaint" and "grievance" shall have the same meaning.

Other Complaint Processes

Student or parent complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with FNG after the relevant complaint process:

1. Complaints alleging discrimination or harassment based on race, color, religion, sex, gender, national origin, age, or disability shall be submitted in accordance with the FFH series.
2. Complaints concerning dating violence shall be submitted in accordance with the FFH series.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with the FFH series.
4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FFI.
5. Complaints concerning failure to award credit or a final grade on the basis of attendance shall be submitted in accordance with FEC.
6. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.
7. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB.
8. Complaints within the scope of Section 504, including complaints concerning identification, evaluation, or educational placement of a student with a disability, shall be submitted in accordance with FB and the procedural safeguards handbook.
9. Complaints within the scope of the Individuals with Disabilities Education Act, including complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability, shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.
10. Complaints concerning instructional resources shall be submitted in accordance with the EF series.
11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.
12. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance

with FDB.

13. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.

14. Complaints concerning disputes regarding a student's eligibility for free or reduced-priced meal programs shall be submitted in accordance with COB.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Notice to Students and Parents

The District shall inform students and parents of this policy through appropriate District publications.

Guiding Principles

Informal Process

The Board encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other campus administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Formal Process

A student or parent may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.

Freedom from Retaliation

Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.

General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are postmarked

by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

Scheduling Conferences

The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If a student or parent fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the student's or parent's absence.

Response

At Levels One and Two, "response" shall mean a written communication to the student or parent from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the student's or parent's email address of record, or sent by U.S. Mail to the student's or parent's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Days

"Days" shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."

Representative

"Representative" shall mean any person who or organization that is designated by the student or parent to represent the student or parent in the complaint process. A student may be represented by an adult at any level of the complaint.

The student or parent may designate a representative through written notice to the District at any level of this process. If the student or parent designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

Consolidating Complaints

Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

Untimely Filings

All time limits shall be strictly followed unless modified by mutual written consent.

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms

Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the student or parent does not have copies of these documents, copies may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the student or parent unless the student or parent did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiling is within the designated time for filing.

Level One

Complaint forms must be filed:

1. Within 15 days of the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

In most circumstances, students and parents shall file Level One complaints with the campus principal.

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the student or parent within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

Level Two

If the student or parent did not receive the relief requested at Level One or if the time for a response has expired, the student or parent may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The student or parent may request a copy of the Level

One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the student or parent at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the student or parent may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the student or parent did not receive the relief requested at Level Two or if the time for a response has expired, the student or parent may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

The Superintendent or designee shall inform the student or parent of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two appeal. The student or parent may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the administration in reaching the Level Two decision.

The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the student or parent notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the student or parent and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the student or parent or the student's representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.

WYLIE ISD-COLLIN COUNTY

FNG(LOCAL)-A

UPDATE 123

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