

My child and I have received a copy of the Wylie ISD Student Handbook for 2019-2020. 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 2019–2020.

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 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.

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PREFACE

To Students and Parents:

Welcome to school year 2019–2020! 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 alphabetically 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 Student Services menu 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 reasonably practical 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.

Parent and Family Engagement (All Grade Levels)

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. 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 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. [See policies at BE and BED for more information.]

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation

A student will not be required to participate without parental consent in any survey, analysis, or evaluation—funded in whole or in part by the U.S. Department of Education—that concerns:

- 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, analysis, or evaluation. [For further information, see policy EF(LEGAL).]

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

The Protection of Pupil Rights Amendment (PPRA) requires that a parent be notified when a survey is not funded by the U.S. Department of Education. A parent has the right to deny permission for his or her child’s participation in:

- Any survey concerning the private information listed above, regardless of funding.
- School 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).]

As a parent, you may inspect a survey created by a third party before the survey is administered or distributed to your child.

Teacher and Staff Professional Qualifications

You may request information regarding the professional qualifications of your 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. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.

Instructional Materials

As a parent, you have a right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered to your child.

You are entitled to request that the school allow your child to take home any instructional materials used by the student. If the school determines that sufficient availability exists to grant the request, the student must return the materials at the beginning of the next school day if requested to do so by the student's teacher.

A school must provide printed versions of electronic instructional materials to a student if the student does not have reliable access to technology at home.

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,
- 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.

CONSENT, OPT-OUT, AND REFUSAL RIGHTS

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 for the following circumstances:

- When it is to be used for school safety;
- When it relates to classroom instruction or a co-curricular or extracurricular activity;
- When it relates to media coverage of the school; or
- When it relates to the 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.

[See **Video Cameras** for more information, including a parent's right to request video and audio equipment be placed in certain special education settings.]

Consent to Receive Parenting and Paternity Awareness Instruction if Student is Under Age 14

A student under the age of 14 must have parental permission to receive instruction in the district's parenting and paternity awareness program; otherwise, the student will not be allowed

to participate in the instruction. This program, developed by the Office of the Texas Attorney General and the State Board of Education (SBOE), is incorporated into the district's health education classes at the high school level.

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.

Human Sexuality Instruction

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.

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.

Approximately 3 weeks before your child is scheduled to receive instruction in human sexuality, you will receive a parent letter from your campus. This letter will give you the opportunity to "opt out" of that instruction if you choose. In addition, parent meetings will be offered where

parents can see the contents of the curriculum and ask questions. The parent letter will give you a date, time, and location for these meetings.

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

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

- 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:

- 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).]

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.

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 Transfers/Assignments

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying as the term is defined by Education Code 37.0832. Transportation is not provided for a transfer to another campus. See the Campus Administration for information.
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the district decides to transfer your child to another classroom or campus. Transportation is not provided in this circumstance.
[See policy FDB and policy FFI.]
- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. There are no campuses in Wylie that have been identified by TEA as persistently dangerous. [See policy FDE(LOCAL).]
- Request the transfer of your child to another campus if your child has been the victim of a 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 deferred adjudication for that assault. [See policy FDE.]

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.

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, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the 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 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](#)

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education services is your campus administrator, the Director of Special Education at 972-429-2365 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.

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 or modifications related to classroom instruction, local assessments, and state-mandated assessments.

Children of Military Families

Children of military families will be provided flexibility regarding certain district requirements, including:

- Immunization requirements.
- Grade level, course, or educational program placement.
- Eligibility requirements for participation in extracurricular activities.
- Enrollment in the Texas Virtual School Network (TXVSN); 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](#).

Authorized Inspection and Use of Student Records

The Family Educational Rights and Privacy Act, or FERPA, affords parents and eligible students certain rights with the 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. The office that administers FERPA is :

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

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—whether married, separated, or divorced—unless the school is given a copy of a court order terminating parental rights or the right to access a student's education records.

Federal law requires that, control of the records goes to the student as soon as the student:

- Reaches the age of 18
- Is emancipated by a court, or
- 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, in the following circumstances:

- When district school officials have what federal law refers to as a “legitimate educational interest” in a student's records. School officials would 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 in the performance of his or her duties.

Legitimate educational interest” in a student's records includes 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 to the school and the student; or investigating or evaluating programs.

- 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 records custodian identifying the records he or she wishes to inspect. Records may be inspected by a parent or eligible student during regular school hours. The records custodian 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, as determined by the board of trustees, 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 do 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.

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.” This “directory information” from a student’s education records without written consent. “Directory information” is information that is generally not considered harmful or 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 list of student birthdays (for generating school wide or classroom recognition); 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 for School-Sponsored Purposes

As allowed by state law, the district has identified two directory information lists – one for school-sponsored purposes and the second for all other requests. For the following school-sponsored purposes—all District publications and announcements—directory information shall include student name, address, telephone listing, photograph, date and place of birth, 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 limited school-sponsored purposes, the school will not need to ask your permission each time the district wishes to use the information for the school-sponsored purposes listed above.

For all other purposes, the district has identified the following as directory information: student name, 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.

The district has designated a separate list of student information as directory information for school-sponsored purposes. As a result, if you object to the release of the student information included on the Family Educational Rights and Privacy Act (FERPA) Form, your decision will also apply to the use of that information for school-sponsored purposes, such as the honor roll, school newspaper, the yearbook, recognition activities, new releases, or athletic programs.

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 for the student's:

- Name,
- Address, and
- Telephone listing.

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. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. 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:
 - Utility deposit or bill (gas, electric, or water).
 - Contract of sale or a lease agreement signed within the current year showing address within the district's boundaries
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

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 student's final grade or course credit—are of special interest to students and parents. They are discussed below.

Compulsory Attendance

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.]

Between Ages 6 and 19

State law requires that a student between the ages of 6 and 19 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.

State law requires attendance in an accelerated reading instruction program when kindergarten, first grade, or second grade students are assigned to such a program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program as a result of a diagnostic reading instrument.

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 the state assessment for his or her grade level and applicable subject area.

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.

Exemptions to Compulsory Attendance

State law allows exemptions to the compulsory attendance requirements for several types of absences if the student makes up all work. These include the following activities and events:

- Religious holy days;
- Required court appearances;
- Activities related to obtaining United States citizenship;
- Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders, if the student comes to school or returns to school on the same day as the appointment. A note from the health-care provider must be submitted upon the student's return to campus.
- To attend the funeral of a family member;
- 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.

As listed in Section 1 at 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.

Secondary Grade Levels

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 receives approval from the campus principal, 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.

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; and

An election clerk if the student makes up any work missed.

Failure to Comply with Compulsory Attendance

All Grade Levels

School employees must investigate and report violations of the state compulsory attendance law. A student 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 19

When a student between ages 6 and 19 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 the facilitator or any other 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:		
3 unexcused absences	Skyward to generate a letter	
8 unexcused absences	Skyward to generate a letter	
	Letters to go out for each additional unexcused absence.	
90% Rule:		
9 absences in first semester		
9 absences in second semester		
Each additional absence	K-6 will be for the year with the 90% rule	
	7-12 will be per semester	
	*See Attendance for Credit below	
Tardies: (Including arriving late or leaving early)		
6 tardies	Skyward to generate letter	
9 tardies	Skyward to generate letter	
12 tardies	File with the court	Identified by pulling an absence occurrence report

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.]

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:

- If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered extenuating circumstances for purposes of attendance for credit or the award of a final grade.
- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- 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.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.

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

The actual number of days a student must be in attendance in order to receive credit will depend on whether the class is for a full semester or for a full year.

School Hours

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

Elementary Campuses 7:30-2:40

Intermediate Campuses 8:15-3:30

Junior High Campuses 8:15-3:30

High School Campuses 9:00-4:15

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.

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. Emails will not be accepted.

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.

[See policy FEC(LOCAL).]

Driver License Attendance Verification (Secondary Grade Levels Only)

For a student between the ages of 16 and 18 to obtain a driver license, 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, which the student will need to submit to DPS upon application for a 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.

Information about all of these 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](#) and the [TEA homepage](#).

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)

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 through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

The district is required to adopt policies and procedures regarding:

- Bullying that occurs on or is delivered to the school property or to the site of a school-sponsored or school-related activity on or off school property;
- Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
- Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

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.

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. Disciplinary or other action may be taken even if the conduct did not rise to the level 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. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

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 Web site, 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) PROGRAMS (Secondary Grade Levels Only)

The district offers career and technical education programs in eleven (11) of the career clusters of Achieve Texas. Admission to these programs is based on student interest and space available in those courses. Admission to the comprehensive programs is determined by an admission rubric for programs with limited space.

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 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.

The district will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs. [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 is not prohibited from providing food for a school designated function or for children in the child's or grandchild's classroom for his or her birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss this with the child's teacher prior to bringing any food in this circumstance. 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 SEXUAL ABUSE, SEX TRAFFICKING, AND OTHER MALTREATMENT OF CHILDREN (All Grade Levels)

The district has established a plan for addressing child sexual abuse, sex trafficking, and other maltreatment of children.

Warning Signs of Sexual Abuse (All Grade Levels)

As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

Possible physical, behavioral, and emotional warning signs of sexual abuse include:

- Difficulty sitting or walking;
- Pain in the genital areas;
- Claims of stomachaches and headaches;
- Verbal references or pretend games of sexual activity between adults and children;
- Fear of being alone with adults of a particular gender;
- Sexually suggestive behavior;
- Withdrawal;
- Depression;
- Sleeping and eating disorders; and
- Problems in school.

Be aware that 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)]

Warning Signs of Sex Trafficking (All Grade Levels)

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. Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches, although traffickers frequently make contact with 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 boyfriends or girlfriends.

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

Anyone who suspects that a child has been or may be abused, sex trafficked, or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS). A child who has experienced sexual abuse, trafficking, or any other type of abuse or neglect should be encouraged to seek out a 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 sexual abuse, sex 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 might help you become more aware of child abuse and neglect, sexual abuse, sex trafficking, and other maltreatment of children:

- Child Welfare Information Gateway Factsheet
- KidsHealth, For Parents, Child Abuse
- Texas Association Against Sexual Assault, Resources
- Office of the Texas Governor’s Child Sex Trafficking Team
- Human Trafficking of School-aged Children

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 by the campus principal for students in grades 9–12 who meet specific criteria to enroll in less than a full-day’s schedule.

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 in the top ten percent and, in some cases, the top 25 percent, of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

- Completes the distinguished level of achievement under the foundation graduation program (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses); or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 the SAT

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.

The University of Texas at Austin may limit the number of students automatically admitted to 75 percent of the University’s enrollment capacity for incoming resident freshmen. For students who are eligible to enroll in the University during the summer or fall 2020 terms or spring 2021 term, the University will be admitting the top six percent of the high school’s graduating class

who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

Should a college or university adopt 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.

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, and the benefits of completing the requirements for automatic admission and financial aid. 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
- Taking Advanced Placement (AP) examinations

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.

COMMUNICATIONS – AUTOMATED

Emergency

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 previously provided to the district has changed.

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

Nonemergency

Your child's school will request that you provide contact information, such as your phone number and e-mail address, in order for the school to communicate items specific to your child, your child's school, or the district. If you consent to receive such information through a landline or wireless phone, please ensure that you notify the school's administration office immediately upon a change in your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission, so prompt notification of any change in contact information will be crucial to maintain timely communication with you. Standard messaging rates of your 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 Administrative Services office. For those complaints and concerns that cannot be so easily handled, the district has adopted a standard complaint policy [see policy FNG (Local)], available on the district's website. A copy of the complaint form may be obtained in the Student Services office.

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—both on and off campus—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. The campus principal is the behavior coordinator.

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 lunch, for their student to pick up from the front office during a passing period or lunch.

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 in achieving satisfactory adjustment 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 counseling, support group counseling, and classroom guidance activities. 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 all counseling curriculum and materials by making an appointment with their school counselor.

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 Sexual Abuse, Sex Trafficking, and Other Maltreatment of Children, and Dating Violence.**]

COURSE CREDIT (Secondary Grade Levels Only)

A student in grades 8–12 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. 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. Should the student’s combined average be less than 70, the student will be required to retake the semester in which he or she failed.

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 at an accelerated pace on individualized curriculum to achieve a high school diploma and to prepare for their next step in life; college, work force, specialized training, etc. Students will receive instruction in smaller classroom settings with certified teachers and computer instruction with online classwork.

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 lagging 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 student 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.
- Programs such as CHOICE and Edgenuity are designed to allow students to obtain credit that was unearned in past semesters.
- Students attending the Achieve campus 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

Exam for Acceleration – Grades K-8

Kindergarten– Grade 5

A district shall develop procedures for kindergarten acceleration that are approved by the board. [For further information, see policy EHDC (Local).] A district shall accelerate a student in grades 1–5 one grade level if the student meets the following requirements:

1. The student scores 80 percent or above on a criterion-referenced test for the grade level to be skipped in each of the following areas: language arts, mathematics, science, and social studies;
2. A district representative recommends that the student be accelerated; and
3. The student's parent or guardian gives written approval of the acceleration.

Grades 6–12

A district shall give a student in grades 6–12 credit for an academic subject in which the student has received no prior instruction if the student scores:

4. A three or higher on a College Board advanced placement examination that has been approved by the board for the applicable course;
5. A scaled score of 50 or higher on an examination administered through the College-Level Examination Program (CLEP) and approved by the board for the applicable course; or
6. Eighty percent or above on any other criterion-referenced test approved by the board for the applicable course.

The district shall administer each exam approved by the board not fewer than four times each year. The district must provide windows to test between January 1 and March 31, April 1 and June 30, July 1 and September 30, and October 1 and December 31, unless the exam's administration date is established by an entity other than the district.

CREDIT BY EXAM—If a Student Has Taken the Course/Subject (All Grade Levels)

A student who has previously taken a course or subject—but did not receive credit for it—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit by passing an examination on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a non-accredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as “credit recovery.”

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

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an examination.

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

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. [See policy FFH.]

Dating Violence

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. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense. 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.

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 harassment based on a student's gender, expression by the student of stereotypical characteristics associated with the student's gender, or the student's failure to conform to stereotypical behavior related to gender.

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, 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.

Retaliation

Retaliation against a person who makes a good faith 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. A person who makes a false claim or offers false statements or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline.

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.

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, online bully form, or other district employee. The report may be made by the student's parent. [See policy FFH(LOCAL) 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 policy FFE, 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

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. Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

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 the course of 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.

If a student wishes to enroll in a correspondence course or a distance learning course in order to earn credit in a course or subject, the student must receive permission from the principal or designee prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

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 newspaper, newsletter, and the yearbook, are 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 ten 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 Public Information Office for prior review. The Public Information 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 of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD(LOCAL) or a noncurriculum-related student group meeting held in accordance with FNAB(LOCAL).

- 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)

The dress code is intended to: (1) teach grooming and hygiene; (2) create and maintain a respectful and positive learning environment; (3) prevent disruption, interference with, or detraction from the educational environment and school activities; and (4) minimize health and safety hazards. Students and parents share responsibility for complying with Wylie ISD's dress code and should be aware of the dress code provisions.

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

The Wylie Independent School District, in partnership with parents and the community, will provide ALL students a world-class education, which will prepare them to lead successful and productive lives. The Wylie Independent School District believes that students should learn to dress for success in order to be successful and lead productive lives. Hence, students should

dress in a way that is appropriate for a teaching and learning environment. Maintaining a school atmosphere suitable for academic study will help students focus on learning. The **Standard Dress Policy** is an important step toward furthering excellence and better preparing our students for college, careers, and successful living as adults.

Pants/Skirts/Shorts/Jumpers

- Acceptable colors for pants, skirts, shorts and jumpers are khaki (brown tones), navy blue, white or black (solid, single colors) or (black tones).
- All pants and shorts will be pleated or flat-front (i.e. “Dockers” and “Cargo” type) and must have belt loops.
- Belts must be worn with all pants and shorts and must be worn within the belt loops.
- Pants and shorts are to be worn at the waist with a belt at all times.
- Capri pants will be acceptable for girls as long as they are worn at the waist and with a belt.
- Joggers may be worn as long as they meet all other requirements of pants.
- Shorts/Skirts may be worn no shorter than three inches as measured from the top of the knee and must be worn at the natural waist. Slits in skirts/dresses are subject to the same limitations. “Polo” dresses are acceptable.
- Jumpers may be worn but must be knee length or below.
- Jumpers must be worn over a standard dress-approved shirt.
- Brand logos or labels on clothing items in this section must be the size of a credit card or smaller.

Not Allowed

- Oversized clothing
- Sweatpants, pajama pants, wind pants, warm-ups, overalls or coveralls, or any skirts, pants or shorts with drawstrings
- Leather, suede, vinyl, and denim materials except for outer/winter wear
- Baggy-style pants or shorts
- Soccer or boxer style shorts

Belts

- Belts must be worn buckled at all times and must be worn inside the belt loops.
- Any color belt that is not distracting or dangerous.
- Belts that have buckles and appropriate wording and/or symbols on them.

Not Allowed

- Scarves or ribbons used as belts
- Tie or fringe belts
- Chain, metal or rope belts

Shirts/Turtlenecks

- Any solid color shirt that fits the style description will be allowed.
- Collared knit button polo style shirt (short or long sleeve) and must have half the buttons buttoned plus one. In the case of an odd number of buttons, round up.
- Oxford-style or dress shirts in long or short sleeve
- Turtlenecks and mock turtlenecks
- Shirts cannot be oversized and may not hang below mid-thigh
- Undershirts may be any solid color.
- A single clothing brand logo credit card size or smaller.
- Spirit wear - (see guidelines for spirit wear)

Not Allowed

- Lettering of any kind unless approved by school principal
- Cap sleeves or sleeveless shirts
- Visible stripes, check or other designs
- Thermal-type shirts
- Tight, extremely form-fitted shirts
- Low-cut blouses
- Cleavage showing

Sweatshirts/Sweaters/Sweater Vests/Light Jackets

- Sweatshirts that are a solid color. The collar of standardized shirt or turtleneck must be visible.
- Sweatshirts/sweaters/sweater vests/light jackets, including denim jackets, may only be worn over a standardized shirt or turtleneck as listed above. The collar of standardized shirt or turtleneck must be visible. Sweatshirts/sweaters/sweater vests/light jackets may not be oversized.
- These garments must be zipper, snap, pullover or cardigan style; collar of standardized shirt or turtleneck must be visible.
- They must be appropriately sized in shoulders, sleeves and length.
- Bottom of sweatshirt, sweater or sweater vest may not extend more than 4 inches below the belt.
- A single clothing brand logo credit card size or smaller.

Hoodies

- Hoodies are acceptable. All pictures, emblems, or writing on hoodies are acceptable as long as they do not depict violence or are lewd, offensive, vulgar, or obscene in nature. Clothing must not advertise or depict tobacco products, alcoholic beverages, drugs or any other prohibited substance.

Not Allowed

- Sleeveless or cap sleeved sweatshirts.

- Oversized sweatshirts, oversized sweaters, or oversized sweater vests.

Shoes/Shoestrings/Socks/Hosiery

- Footwear must not be distracting (campus based principal decision).
- Footwear must be leather-like or canvas lace up, loafer style, boots or athletic shoes.
- Closed-toe mule type or closed-toe slides are acceptable.
- Sandals/open-toed shoes must have a back strap.
- Boot/shoe with a back and hard sole.
- Any color shoestrings.
- Any color socks.
- Tights or hosiery must be brown, black, navy blue, white or neutral (solid color).
- Shoes must be a matching pair.
- Leggings are allowed as long as they are of a solid color and are worn under a skirt or dress.

Not Allowed

- Flip flops
- Open-toed shoes without a back strap
- Fishnet or lace type hosiery

Jewelry

- Extremely large or bulky jewelry will not be allowed.
- Pocket chains will not be allowed.

Outerwear

Coats or jackets may be allowed in accordance with appropriate weather conditions.

- Generally, coats or jackets are removed inside classrooms and hung on the back of a chair or placed in an area designated by the teacher.
- School award letter jackets may be worn as outer/winter wear.
- A single clothing brand logo credit card size or smaller.

Not Allowed

- Dusters or trench coats
- Oversized coats or jackets
- Oversized clothing
- Garments designed as shirts may not be worn as outer/winter wear.
- Sleeveless or cap sleeved outerwear.

Spirit Wear/School Organizations

- Any school organization may offer a shirt/sweatshirt to students as an optional purchase. Organizations must receive prior approval from the principal.

- Shirt must be polo-style, oxford-style or a sweater or sweatshirt and meet all criteria listed in the shirt or outer/winter wear section.
- Spirit wear must have a principal-approved school related logo.
- Shirts will be worn with approved pants/shorts/skirts as listed above.
- JROTC uniforms may be worn weekly as designated by JROTC instructors.
- Other school organizations may wear uniform dress as approved by the principal.
- Students who wear special clothing for the courses they are taking (such as clinical rotation) must be in school standard dress when not in that class.
- Principals may designate special dress code exempt days and will determine what can be worn on those days. Principal decisions are final.
- Spirit t-shirts may be worn on principal designated days.
- College hoodies and sweatshirts may be worn daily.
- Military service sweatshirts and hoodies may be worn daily.

Senior Shirts

- Senior shirts that are offered to the seniors at each high school may be purchased by graduating seniors.
- Design of the shirt must be approved by the principal.
- These shirts will be in official school colors and may be a t-shirt style.
- Seniors may wear principal-approved senior shirts at any time.

Individual School Picture Day

- Alternate dress as outlined in school policy. No denim permitted.
- Make-up picture day will be standard dress

Students with Special Needs

- Students who have special needs may apply for an exemption from the stated guidelines.
- Exemptions will be evaluated and approved by the principal.

Other Guidelines

- Startling, unusual or immodest attire of any sort shall not be permitted. Fads in hairstyles, clothing or anything designed to attract attention to the individual or to disrupt the orderly conduct of the classroom is not permitted.
- Outside organizations such as Boy Scouts and Girl Scouts will not be allowed to wear uniforms to school.
- All clothing must be appropriately sized.
- All clothing items must be properly hemmed or cuffed.
- Torn, ripped, frayed or cut clothing will not be allowed.
- Clothing and other articles that are considered “gang related” are not allowed.
- Hats, bandanas, hair coverings, sweatbands, sunglasses are not to be worn by students except under circumstances approved by the principal.
- Leather, suede, vinyl, and denim materials are not allowed except for outer/winter wear.

- Spandex, nylon or stretch-type materials are not allowed.
- Hair is to be clean and well groomed. Unusual coloring or excessive hairstyles are prohibited.
- Tongue rings and visible body piercing, other than earrings, are not allowed.
- Tattoos and body art are not to be visible.
- “Grillz” or temporary decorations on teeth are not to be worn. Orthodontic approved mouth wear is acceptable.

ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES

Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones

For safety purposes, the district permits students to possess personal mobile telephones; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. A student must have approval to possess other telecommunications devices such as netbooks, laptops, tablets, or other portable computers.

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 telecommunications device without authorization during the school day, the device will be confiscated. A fee of \$15 may be charged upon retrieval of confiscated phone. 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.

Possession and Use of Other Personal Electronic Devices

Under limited circumstances, students may be permitted to possess or use personal electronic devices. Without previous permission, teachers may collect the items and turn them in to the principal’s office. The principal will determine whether to return items to the students at the end of the day or to contact parents to pick up the items.

In limited circumstances and in accordance with law, a student’s personal electronic 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 any damaged, lost, or stolen electronic device.

Instructional Use of Personal Telecommunications and Other Electronic Devices

In some cases, students may find it beneficial or might be encouraged to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must obtain prior approval before using personal telecommunications or other

personal electronic devices for instructional use. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook). When students are not using the devices for approved instructional purposes, all devices must be turned off during the instructional day. 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 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.

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.**

ENGLISH LEARNERS (All Grade Levels)

A student who is an English Learner (EL) 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 or additional special programs 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 ELL provision is still appropriate. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English learners who qualify for services.

If a student is considered an English learner 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.

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.

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 is allowed up to 10 absences per school year not related to post-district competition, a maximum of 5 absences for post-district competition prior to state. The Superintendent may approve a maximum of five additional absences. [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. Playoff 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.

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.

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.

FUND-RAISING (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.

GENDER-BASED HARASSMENT

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

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

Elementary Grading Procedures (K-4th grade)

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: <https://www.wylieisd.net/Domain/51>

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.

Grading Practices

Grades will be entered in to Skyward weekly. Graded papers will be sent home at least once a week to inform parents of their student’s progress.

Parent conferences will be scheduled as concerns arise. Kindergarten and 1st grade students will receive formal grade reporting at the end of each grading period. Students in grades 2 through 4 will receive a formal progress note every 3 weeks and a formal grade report at the end of each grading period.

Grade Level/Content	Grading Scale
Kindergarten and 1 st Grade	D = Developed (Independent mastery) SD = Still Developing (Performing on target) SD - = Still Developing (Performing below target) ND = Not Developing (Demonstrates little or no progress)
2 nd – 4 th Grade	Student progress is assessed on a 0 to 100 scale: 70 – 100 = Pass 0 – 69 = Fail
Technology, Music, Art, and Physical Education	S-Satisfactory N-Needs Improvement

	U-Unsatisfactory
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End of Term Grading Guidelines

- Grades for the reporting period are entered by Tuesday prior to the end of the grading term
- Wednesday, Thursday, & Friday are for corrections and make-up work
- New Assignments given on Wednesday, Thursday, & Friday count in the next grading term

Late Work Procedures

Wylie ISD strives to develop responsible and accountable students who turn in high quality work on time. However, grades are intended to show mastery of the TEKS. As a result, penalties for late work shall not be reflected in the academic grade.

Penalties for late work will be reflected in citizenship grades. Repeated patterns of late work warrant further intervention or consequences. Campus administration may require additional work time of students who have late work. Campus administration may also further clarify late work penalties.

Procedures for Re-doing and Correcting Grades

The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade. Details regarding the process for re-doing and correcting assignments and tests are outlined in the grading procedures dependent on the grade level of the student. Wylie ISD grading procedures for elementary and secondary campuses can be found at <https://www.wylieisd.net/Domain/51>.

Make-up Work

For every school day absent, the student has one school day for completion of missed assignments. Administrators have the discretion to modify this guideline in circumstances where students are absent due to an extended illness. When a student returns from an absence, the teacher will provide make-up assignments as appropriate. Make-up assignments are not provided in advance. If the make-up work is for a grade, it will be required to be done at school. (Elementary grades only)

Homework

Homework is used for reinforcement of skills. Homework may be sent home weekly. In grades K-6, teachers may assign one cumulative grade per subject over the grading period for homework.

Assessment

At the elementary level, various assessments are given to determine student growth and master of the TEKS. All assessment results will be communicated with parents, but not entered in the

Skyward gradebook. At grades 5-12, unit assessments and checkpoints may be entered into the Skyward gradebook. District-written unit assessments will not be sent home, but parents may make an appointment to review these assessments with teachers.

Academic Dishonesty

In the event that a student engages in academic dishonesty, the student shall be subject to grade penalties on assignments or tests and disciplinary penalties and/or counseling in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an exam. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.

Parent Communication

In addition to typical communication for every child, parents will be informed frequently of their child’s progress. Parent conferences will be scheduled as needed. Kindergarten and 1st grade students will receive formal grade reporting at the end of each 9 week grading period. Students in grades 2 through 6 will receive a formal progress note via Skyward every 3 weeks and a formal grade report at the end of each 9 week grading period.

GPA for Students Entering 9th Grade in 2015-16 and Beyond

For student entering the 9th grade in 2015-16 and beyond, GPA will be calculated based on 15 credits:

4 Credits in English Language Arts	English I English III English II English IV
3 Credits in Mathematics	Algebra I Geometry Algebra II* *Students electing Career Experiences that allow a substitute for Algebra II will use the substituted course as their second math GPA credit.
3 Credits in Science (may take 3 of 4 credits ONLY for GPA purposes)	Biology Chemistry IPC* Physics *Students electing Career Experiences that allow IPC as a substitute for Chemistry or

	use the substituted IPC as one of their science GPA credit.
3 Credits in Social Studies	World History US History Government and Economics (Micro or Macro)
2 Credits in Languages Other Than English	Years I and II of a Foreign Language* Students qualifying for a LOTE exemption will use the substituted credits to calculate 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 certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law; and

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 norm-referenced 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, should a student choose this option. [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 who entered grade 9 in the 2014-15 school year and thereafter 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 <https://www.wylieisd.net/domain/592> 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 and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student’s sophomore year, the student and student’s parent are advised of the specific benefits of graduating with an endorsement and 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.

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, including Economics	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 two required credits by successfully completing 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 entitles 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

Upon the recommendation of the admission, review, and dismissal (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 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.

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.**]

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 and the Teach for Texas Grant Program for tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.

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

HARASSMENT

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

HAZING (All Grade Levels)

Hazing is defined by Section 37.151 of the Education Code as any 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 or superintendent.

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

HEALTH-RELATED MATTERS

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.

Bacterial Meningitis (All Grade Levels)

State law requires the district to provide information about bacterial meningitis:

- What is meningitis?

Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is common and most people recover fully. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical, and life support management.

- What are the symptoms?

Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms.

Children (over 2 years old) and adults with bacterial meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting, discomfort looking into bright lights, confusion, and sleepiness. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body.

The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

- How serious is bacterial meningitis?

If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases, it can be fatal or a person may be left with a permanent disability.

- How is bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply

breathing the air where a person with meningitis has been. They are spread when people exchange respiratory or throat secretions (such as by kissing, coughing, or sneezing).

The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.

- How can bacterial meningitis be prevented?

Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can also help stop the spread of the bacteria. It is a good idea not to share food, drinks, utensils, or toothbrushes.

There are vaccines available to offer protection from some of the bacteria that can cause bacterial meningitis. The vaccines are safe and effective (85–90 percent). They can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

- What should you do if you think you or a friend might have bacterial meningitis?

You should seek prompt medical attention.

- Where can you get more information?

Your school nurse, family doctor, and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may also be found at the Web sites for the Centers for Disease Control and Prevention, [Centers for Disease Control and Prevention](#), particularly the CDC's information on bacterial meningitis, and the Department of State Health Services, [Department of State Health Services](#).

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.

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 inhalation, ingestion, or skin contact with 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.

Anaphylaxis is a life-threatening allergic reaction and is considered an emergency. The most dangerous symptoms include breathing difficulties and a drop in blood pressure (shock). Anaphylaxis can occur when a person is exposed to an allergen, such as food, insect stings or latex. Emergency treatment is epinephrine. All students diagnosed with a severe allergy should be seen by their healthcare provider and provide the school with information about their allergy, including a properly labeled epinephrine auto-injector, if prescribed. School personnel will be trained to give students prescribed epinephrine when the school nurse may not be available. Students at risk for anaphylaxis are entitled to carry and self-administer their prescribed anaphylaxis medications while at school or a school event if they have met the legal requirements (refer to **Medicine at School** for more information). Each clinic is supplied with epinephrine and albuterol, along with standing orders from the district's medical advisor, to be used for cases of anaphylaxis or severe respiratory distress and can only be administered by the registered nurse (RN) or Licensed Vocational Nurse (LVN) in such cases.

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 Special Education 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.

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:

- Exclude students at the end of the school day. Students must 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.

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

- Teach your child never to share hairbrushes, 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](#).

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 6 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 and middle school 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.

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. [See also policies at BDF and EHAA.]

The duties of the SHAC range from making recommendations regarding physical and mental health curriculum to developing strategies for integrating curriculum into a coordinated school health program encompassing school health services, counseling services, a safe and healthy school environment, recess recommendations, improving student fitness, mental health concerns, substance abuse prevention, employee wellness, as well as making recommendations for increasing parents’ awareness of warning signs of suicide and mental health risks and community mental health and suicide prevention services. See policies at BDF and EHAA.

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. For more information, contact the school nurse.

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

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.

Other Health-Related Matters

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.

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 policies at CO and FFA.]

Tobacco and E-Cigarettes Prohibited (All Grade Levels and All Others on School Property)

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. [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.

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 Facilities at 972-429-2325.

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 Director of Facilities at 972-429-2325.

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 9-12, ID badges will be provided, without charge, upon enrollment. ID cards are used to purchase lunch, to issue textbooks, to check out library books, and are one of the requirements to purchase a parking permit at the high school. A replacement ID will be provided at a nominal fee. Students in grades 9-12 must have their ID and furnish it to all district employees and any law enforcement officer upon request while on school property and at any school activity. Students will not deface or alter the appearance of the ID card. Students who deface their ID will be charged for a new I.D.

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 [Affidavit Request for Exemption from Immunization](#). 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.

As noted at **Bacterial Meningitis**, entering college students must also, with limited exception, furnish evidence of having received a bacterial meningitis vaccination within the five years prior to enrolling in and attending classes at an institution of higher education. A student wanting to enroll in a dual credit course taken off campus may be subject to this requirement.

[For further information, see policy FFAB(LEGAL) and the DSHS Web site: [Texas School & Child Care Facility Immunization Requirements.](#)]

LAW ENFORCEMENT AGENCIES (All Grade Levels)

Questioning of Students

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 is thought to have committed certain offenses or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.
- All appropriate district personnel in regards to a student who is required to register as a sex offender.

[For further information, see policy FL(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.

State rules require that parental consent be obtained 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 the student's parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office in advance of the absence, no later than two hours prior to the student's need 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.

MAKEUP WORK

Makeup Work Because of Absence (All Grade Levels)

When a student returns from an absence, the teacher will provide make-up assignments as appropriate. Make-up assignments are not provided in advance. For further information, see Grading Guidelines.

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

See Grading Guidelines.

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)

Completion of Course Work

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.

Completion of 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).]

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 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, order from physicians licensed in other U.S. states may be implemented on a temporary 30-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).

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.
 - Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container.
 - 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 repellent 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 developed with the district's medical advisory; and
 - When the parent has previously provided written consent to treatment on the district's form.

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.

Students whose schedules provide for regular time spent outdoors should apply sunscreen and bug repellent before coming to school. Students may possess and apply their own FDS-approved sunscreen to avoid over exposure to the sun and not for medical treatment of an illness or injury.

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 principal for information. [See policy FFAF(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 activity athletic facilitator 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.

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. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood- or behavior-altering substance.

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 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 FFAC.]

MOTORIZED VEHICLES/APPARATUS

Motorized scooters, motorized skateboard, 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.

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

- Concerns regarding discrimination on the basis of gender, including sexual harassment or gender-based harassment: Director of Student Services or Assistant Superintendent for Human Resources and Student Services at 972-429-3009.
- Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Director of Special Services, 972-429-2385.
- All other concerns regarding discrimination: Assistant Superintendent for Human Resources and Student Services at 972-429-3009.

NONTRADITIONAL ACADEMIC PROGRAMS

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

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 encourage, require, or coerce a student to engage in or to refrain from such prayer or meditation during any school activity.

PROMOTION AND RETENTION

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the district.

In addition, at certain grade levels a student—with limited exceptions—will be required to pass the State of Texas Assessments of Academic Readiness (STAAR), if the student is enrolled in a public Texas school on any day between January 1 and the date of the first administration of the STAAR.

Elementary and Middle/Junior High Grade Levels

In order to be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the mathematics and reading sections of the grade 5 assessment in English or Spanish.

In order to be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessment in English.

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 only be required to take an applicable state mandated assessment for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

[See **Standardized Testing.**]

A student in grade 5 or 8 will have two additional opportunities to take a failed STAAR Reading or Math assessment. If a student fails a second time, a grade placement committee, consisting of the principal or designee, the teacher, and the student's parent, will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee. In order for the student to be promoted, based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policy EIE.]

Certain students—some with disabilities and some classified as English learners—may be eligible for accommodations. For more information, see the principal, counselor, or special education department.

Parents of a student at or above grade level 3 who does not perform satisfactorily on his or her state-mandated examinations will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school

year. Failure of a student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level.

A Personal Graduation Plan (PGP) will be prepared for any student in a middle school or beyond who did not perform satisfactorily on a state-mandated assessment or is determined by the district as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by a guidance counselor, teacher, or other staff member designated by the principal. The plan will, among other items, identify the student's educational goals, address the parent's educational expectations for the student, and outline an intensive instruction program for the student. [For additional information, see the counselor or principal and policy EIF(LEGAL).] 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.

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.]

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 least once every 9 weeks.

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).

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70 in a class or subject.

Report cards and unsatisfactory progress reports must be signed by the parent and returned to the school. The district may use an electronic program to communicate academic information about your child, including for report card and progress reporting purposes. An electronic signature of the parent will be accepted by the district, but you are entitled to request the option to provide a handwritten signature of acknowledgement instead.

RETALIATION

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

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.

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.

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.

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 **Homeland Security's Stop the Bleed** and **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.

Parents are asked to complete an emergency care form each year that includes a place for parental consent for school officials to obtain emergency medical treatment for the student, as permitted by law. Other information that may be required in case of an emergency should be provided and updated by the parents as necessary. Parents should keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies, etc). Please contact the school nurse to update any information that the nurse or the teacher needs to know.

A medical release from the health care provider should be provided prior to returning to class for the following reasons:

- Any emergency medical treatment or hospitalization
- Transportation of the student by ambulance from school or school activity
- Surgery, including inpatient, day, or dental surgery (including dental extraction)

Emergency School-Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that 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 previously provided to the district has changed.

If bad weather forces the delay in opening or closing of schools, the decision will be made and reported through School Messenger, all major radio and television stations, Facebook, posted on the school district's website at www.wylieisd.net, and an email will be sent through Skyward. Under most circumstances, decisions are made prior to 6:00 a.m.

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

SCHOOL FACILITIES

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 of 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 are subject to 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

Loitering or standing in the halls during class is not permitted. During class time, 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.

Cafeteria Services

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law. Free and reduced-price meals are available based on financial need or household situation. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in the Medicaid or the state children's health insurance program (CHIP) unless the student's parent notifies the district that a student's information should not be disclosed. Applications may be obtained online at www.wylieisd.net/Page/1625 or from the District's Student Nutrition Office. Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

Information about the Student Nutrition Department can be found on the Wylie ISD website, www.wylieisd.net. [For more information, see policy CO(LEGAL).]

Account Information

All schools are equipped with a full-service cafeteria with additional items available on an a la carte basis. Breakfast is provided at all elementary, intermediate, junior high, and high school campuses. The cafeteria manager accepts pre-payments to students' accounts each morning before classes begin. Online pre-payments are accepted by registering on the Wylie ISD website, Student Nutrition Department. Students may bring lunch from home. Parents are strongly encouraged to continually monitor their child's meal account balance. When a student's meal account balance is depleted, the student will be allowed to continue purchasing meals according to the grace period set by the school board, and the district will present the parent with a reminder letter of repayment for any outstanding account balance greater than \$25 and an application for free or reduced meals. The district will be outsourcing any student accounts with high negative balances at the end of each school year.

Students can access their account by entering a personal identification number (PIN) into a keypad at the cashier's station or by swiping the bar code on their ID badge. The ID picture appears on the cashier's screen for positive identification and purchases are deducted from the account balance. Students are not allowed to use another student's ID badge to make a purchase.

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.

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, there are designated family tables where parents will eat lunch with their child. Parents may not bring food for any other student except their child.

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.

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).

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

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. 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.

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, bilingual students, migrant students, English learners, 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)

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. Students are encouraged to talk with the counselor early during their junior year to determine the appropriate examination to take; these examinations are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT, and more information can be obtained on these assessments from the school counselor.

Note: Participation in these assessments may qualify a student to receive a performance acknowledgement on his or her transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

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, annually in grades 3–8
- Writing, including spelling and grammar, in grades 4 and 7
- Science in grades 5 and 8
- Social Studies in grade 8

Successful performance on the reading and math assessments in grades 5 and 8 is required by law, unless the student is enrolled in a reading or math course intended for students above the student's current grade level, in order for the student to be promoted to the next grade level. Exceptions may apply for students enrolled in a special education program if the admission, review, and dismissal (ARD) committee concludes the student has made sufficient progress in the student's individualized plan (IEP). [See **Promotion and Retention** for additional information.]

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 for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

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 entering freshmen-level 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

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.

Body building, 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)

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 outside the district’s established testing windows, and the district will grant proportionate course credit by semester (partial credit) when a student only passes one semester of a two-semester 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 more information regarding foster care, contact the district's foster care liaison, Federal Programs and Special Services Coordinator at 972-429-2387.

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.

Children who are homeless will be provided flexibility regarding certain district provisions, including:

- 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;
- Awarding partial credit when a student passes only one semester of a two-semester course;
- Eligibility requirements for participation in extracurricular activities; and
- 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.

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.

For more information on services for students who are homeless, contact the district's homeless education liaison at 972-429-2387.

STUDENT SPEAKERS

The district provides students the opportunity to introduce at 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.]

SUBSTANCE ABUSE PREVENTION AND INTERVENTION (All Grade Levels)

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school counselor. The school counselor can provide you with a list of community resources that may be of assistance to you. The Texas Department of State Health Services (DSHS) maintains information regarding children’s mental health and substance abuse intervention services on its website: [Mental Health and Substance Abuse](#)

SUICIDE AWARENESS AND MENTAL HEALTH SUPPORT (All Grade Levels)

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please access the following [Texas Suicide Prevention](#) or contact the school counselor for more information related to suicide prevention services available in your area.

You may also contact the National Suicide Prevention Lifeline at 1-800-273-8255.

SUMMER SCHOOL

Summer school services are provided for English Learners in kindergarten, prekindergarten, and prior to enrolling in prekindergarten. High school students may attend summer school for credit recovery or elective credit acceleration.

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.

TEXAS VIRTUAL SCHOOL NETWORK (TXVSN) (Secondary Grade Levels)

The Texas Virtual School Network (TXVSN) has been established by the state as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TXVSN to earn course credit for graduation.

Depending on the TXVSN 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 TXVSN 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 TXVSN course, please contact the school counselor. A student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS

Textbooks and other district-approved instructional materials are provided to students free of charge for each subject or class. Books must be treated with care and returned undamaged. Electronic textbooks and technological equipment may also be provided to students, depending on the course and course objectives.

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.

TRANSFERS

The principal is authorized to transfer a student from one classroom to another.

[See **School Safety Transfers, Bullying, and Options and Requirements for Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education Services or Section 504 Services** for other transfer options.]

TRANSPORTATION

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 to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need.

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. 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.
5. No mixed company or couples allowed to be seat partners after dark.

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and any students who are homeless. This service is provided at no cost to students. Bus routes and any subsequent changes are posted at the school and on the district’s Web site.

A parent may also designate a child-care facility or grandparent’s residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. 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 bus or van.
- 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 bus or van and before crossing in front of the vehicle.

Misconduct will be punished in accordance with the Student Code of Conduct; bus-riding privileges may be suspended.

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 self-contained 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, speak with the principal.

[See EHBAF(LOCAL).]

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 first report to the main office and must comply with all applicable district policies and procedures. When arriving on campus, all parents and other visitors should be prepared to show identification. All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior 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 to the handicapped).

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry or eject a person from district property if the person refuses to leave peaceably on request and:

- 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.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with FNG(Local) or GF(Local).

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 is an intensive supplemental 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.

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 refers to an assessment that took the place of ACT-Plan and 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 and continues to make most of the major decisions about that student's individualized educational program. If an ARD committee is formed for your child, you will be a member of that committee.

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

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 passed .

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.

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.

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.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that English learners 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.

TxVSN is the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors, and courses are equivalent in rigor and scope to a course taught in a traditional classroom setting.

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 [REDACTED] (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 to 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 a 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.

Use of Personal Electronic Devices

Wylie ISD will grant students permission to bring personal, wireless devices from home to campus for their academic use. Student use of personally owned devices in the classroom setting will be at the discretion of the campus administrator and/or classroom teachers.

Students who use their personal wireless devices will have access to the Internet but will not have access to any other network resources, such as network folders. Network drives can only be accessed via district machines.

Wylie ISD is not liable for any loss or damage incurred, nor can staff load any software onto personal devices. Students are responsible for the security of any equipment brought with them to school. All laptops and other devices should contain proper antivirus software as well as fully patched operating systems and should be clearly marked with the student's name for identification purposes. Wylie ISD is not responsible for lost, damaged, or stolen devices.

Students will not loan their devices to someone else. Students are responsible for the content contained on the device regardless of how it originated.

All devices brought onto a Wylie ISD campus are subject to search and seizure. Improper use could result in the loss of privileges for such devices.

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.
NOTICE TO PARENTS	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 ACTION BULLYING	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.
DISCIPLINE	<p>A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.</p> <p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
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.