

My child and I have received a copy of the Wylie ISD Student Handbook for 2014–2015. 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 2014–2015.

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 Assistant Superintendent for Human Resources and Student Services at 972-429-3009.

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.

Table of Contents

SECTION I: PARENTAL RIGHTS AND RESPONSIBILITIES 12

 PARENTAL INVOLVEMENT..... 12

 Working Together 12

 PARENTAL RIGHTS 13

 Obtaining Information and Protecting Student Rights..... 13

 “Opting Out” of Surveys and Activities 13

 Requesting Professional Qualifications of Teachers and Staff..... 14

 Reviewing Instructional Materials 14

 Accessing Student Records..... 14

 Granting Permission to Video or Audio Record a Student..... 15

 Granting Permission to Receive Parenting and Paternity Awareness Instruction 15

 Removing a Student Temporarily from the Classroom 15

 Removing a Student from Human Sexuality Instruction 15

 Excusing a Student from Reciting the Pledges to the U.S. and Texas Flags 16

 Excusing a Student from Reciting a Portion of the Declaration of Independence 16

 Requesting Limited or No Contact with a Student through Electronic Media 16

 Requesting Notices of Certain Student Misconduct 16

 School Safety Transfers 17

 Requesting Classroom Assignment for Multiple Birth Siblings..... 17

 Parents of Students with Disabilities with Other School-Aged Children in the Home 17

 Request for the Use of a Service Animal..... 17

 Options and Requirements for Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education Services 18

 Parents of Students Who Speak a Primary Language Other than English 18

 Accommodations for Children of Military Families 18

 Student Records 19

 Directory Information 21

 Directory Information for School-Sponsored Purposes..... 21

 Release of Student Information to Military Recruiters and Institutions of Higher Education 21

SECTION II: OTHER IMPORTANT INFORMATION FOR STUDENTS AND PARENTS.. 22

 ABSENCES/ATTENDANCE 22

 Compulsory Attendance..... 22

 Exemptions to Compulsory Attendance 23

Failure to Comply with Compulsory Attendance	23
Attendance for Credit.....	24
Official Attendance-Taking Time.....	25
Documentation after an Absence	25
Doctor’s Note after an Absence for Illness.....	25
Driver License Attendance Verification	25
BULLYING	26
CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS.....	27
CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN	27
CLASS RANK / HIGHEST RANKING STUDENT.....	28
CLASS SCHEDULES	28
COLLEGE AND UNIVERSITY ADMISSIONS	28
COLLEGE CREDIT COURSES.....	28
COMPLAINTS AND CONCERNS	29
CONDUCT	29
Applicability of School Rules.....	29
Disruptions of School Operations.....	29
Social Events.....	30
CONTAGIOUS DISEASES / CONDITIONS	30
COUNSELING.....	30
Academic Counseling.....	31
Personal Counseling.....	31
Psychological Exams, Tests, or Treatment.....	31
COURSE CREDIT	31
CREDIT BY EXAM—If a Student Has Taken the Course – High School.....	32
CREDIT BY EXAM—If a Student Has Not Taken the Course – High School.....	32
DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION	32
Dating Violence	32
Discrimination.....	33
Harassment.....	33
Sexual Harassment and Gender-Based Harassment	33
Retaliation.....	34
Reporting Procedures.....	34
Investigation of Report	34

DISCRIMINATION	35
DISTANCE LEARNING	35
DISTRIBUTION OF PUBLISHED MATERIALS OR DOCUMENTS	35
School Materials	35
Non-school Materials...from students	35
Non-school Materials...from others	35
DRESS AND GROOMING	36
ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES.....	41
Possession and Use of Personal Telecommunications Devices, Including Mobile Telephones	41
Possession and Use of Other Personal Electronic Devices.....	41
Instructional Use of Personal Telecommunications and Other Electronic Devices	42
Acceptable Use of District Technology Resources	42
Unacceptable and Inappropriate Use of Technology Resources	42
END-OF-COURSE (EOC) ASSESSMENTS	43
EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS	43
Standards of Behavior.....	43
FEES	44
FUND-RAISING	44
GANG-FREE ZONES	44
GENDER-BASED HARASSMENT.....	45
GRADE LEVEL CLASSIFICATION.....	45
GRADING GUIDELINES	45
GRADUATION.....	52
Requirements for a Diploma.....	52
Graduation Programs	53
Students with Disabilities	53
Graduation Speakers	54
Graduation Expenses	54
Scholarships and Grants.....	54
HARASSMENT	54
HAZING	54
HEALTH-RELATED MATTERS	55
Bacterial Meningitis.....	55
Food Allergies.....	56

Physical Activity for Students in Elementary and Middle School	57
School Health Advisory Council (SHAC).....	57
Other Health-Related Matters	58
Physical Fitness Assessment.....	58
Vending Machines	58
Tobacco Prohibited	58
Asbestos Management Plan	58
Pest Management Plan.....	58
HOMELESS STUDENTS	59
HOMEWORK.....	59
IMMUNIZATION	59
LAW ENFORCEMENT AGENCIES	60
Questioning of Students	60
Students Taken Into Custody	60
Notification of Law Violations	61
LIMITED ENGLISH PROFICIENT STUDENTS	61
MAKEUP WORK	62
Makeup Work Because of Absence.....	62
See Campus Appendix.....	62
DAEP Makeup Work.....	62
In-school Suspension (ISS) Makeup Work.....	62
MEDICINE AT SCHOOL.....	62
Psychotropic Drugs.....	64
NONDISCRIMINATION STATEMENT.....	64
NONTRADITIONAL ACADEMIC PROGRAMS	64
PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE.....	64
PRAYER.....	65
PROMOTION AND RETENTION.....	65
RELEASE OF STUDENTS FROM SCHOOL	66
REPORT CARDS / PROGRESS REPORTS AND CONFERENCES	66
RETALIATION	67
SAFETY	67
Accident Insurance.....	67
Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies	67

Emergency Medical Treatment and Information	67
Emergency School-Closing Information	68
SAT, ACT, AND OTHER STANDARDIZED TESTS	68
SCHOOL FACILITIES	68
Use by Students Before and After School	68
Conduct Before and After School.....	68
Use of Hallways During Class Time	68
Cafeteria Services	69
Library.....	69
Meetings of Noncurriculum-Related Groups.....	69
SEARCHES	70
Students’ Desks and Lockers	70
Electronic Devices	70
Vehicles on Campus	70
Trained Dogs.....	70
SEXUAL HARASSMENT.....	71
SPECIAL PROGRAMS	71
SAT/ACT (Scholastic Aptitude Test and American College Test)	71
STAAR (State of Texas Assessments of Academic Readiness).....	71
Grades 3–8	71
End-of-Course (EOC) Assessments for Students in Grades 9–12.....	72
THEA (Texas Higher Education Assessment)	72
STEROIDS	72
STUDENTS IN PROTECTIVE CUSTODY OF THE STATE	73
STUDENT SPEAKERS	73
SUICIDE AWARENESS	73
SUMMER SCHOOL	73
TARDINESS.....	73
TEXTBOOKS, ELECTRONIC TEXTBOOKS, TECHNOLOGICAL EQUIPMENT, AND OTHER INSTRUCTIONAL MATERIALS	73
TRANSFERS.....	74
TRANSPORTATION.....	74
School-Sponsored Trips.....	74
Buses and Other School Vehicles	74
VANDALISM.....	75

VIDEO CAMERAS.....	75
VISITORS TO THE SCHOOL	75
General Visitors	75
WITHDRAWING FROM SCHOOL	76
Glossary	77
APPENDIX I: Acknowledgment Form—Amendment	80
APPENDIX II: Release Form for Display of Student Work and Personal Information	81

PREFACE

To Students and Parents:

Welcome to school year 2014–2015! 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 a resource for some of the basic information that you and your child will need during the school year. In an effort to make it easier to use, the handbook is divided into two sections:

Section I—PARENTAL RIGHTS AND RESPONSIBILITIES—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 for quick access when searching for information on a specific issue.

Please be aware that the term “the student’s parent” is used to refer to the parent, legal guardian, 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 current provisions of board policy and the Student Code of Conduct are to be followed.

Also, 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 **Obtaining Information and Protecting Student Rights** and **Directory Information** on for more information.]

Please note that 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.

SECTION I: PARENTAL RIGHTS AND RESPONSIBILITIES

This section of the Wylie ISD Student Handbook includes information on topics of particular interest to you as a parent.

PARENTAL INVOLVEMENT

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 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 counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements of the graduation programs with your child once your child begins enrolling in courses that earn high school credit.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling** and **Academic Programs**.]
- 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 and **Volunteers** 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. [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.

- Attending board meetings to learn more about district operations. [See policies at BE and BED for more information.]

Parent Involvement Coordinator

The Parent Involvement Coordinator, who works with parents of students participating in Title 1 programs, may be contacted at 972-429-2387.

PARENTAL RIGHTS

Obtaining Information and Protecting Student Rights

Your child 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 Surveys and Activities

As a parent, you have a right to receive notice of and deny permission for your 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.
- 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 scoliosis screenings, or any physical exam or screening permitted or required under state law. [See policies EF and FFAA.]

Inspecting Surveys

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

Requesting Professional Qualifications of Teachers and Staff

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 undergraduate and graduate degree majors, graduate certifications, and the field of study of the certification or degree. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.

Reviewing 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.

[Also see **Removing a Student from Human Sexuality Instruction** for additional information.]

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,
- State assessment instruments that have been administered to your child, and
- Teaching materials and tests used in your child's classroom.

[See **Student Records.**]

Granting Permission to Video or Audio Record a Student

As a parent, you may grant or deny any written request from the district to make a video or voice recording of your child. State law, however, 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; or
- When it relates to media coverage of the school.

Granting Permission to Receive Parenting and Paternity Awareness Instruction

As a parent, if your child is under the age of 14, you must grant permission for your child to receive instruction in the district's parenting and paternity awareness program or your child 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.

Removing a Student Temporarily from the Classroom

You may remove your child temporarily from the classroom if an instructional activity in which your child is scheduled to participate conflicts with your religious or moral beliefs. The removal cannot be for the purpose of avoiding a test and may not extend for an entire semester. Further, your child must satisfy grade-level and graduation requirements as determined by the school and by the Texas Education Agency.

Removing a Student from 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 or acquired immune deficiency syndrome 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.

Excusing a Student from 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 does not allow your child to be excused from participation in the required minute of silence or silent activity that follows. [See **Pledges of Allegiance and a Minute of Silence** and policy EC(LEGAL).]

Excusing a Student from Reciting a Portion of the Declaration of Independence

You may request that your child be excused from recitation of a portion of the Declaration of Independence. State law requires students in social studies classes in grades 3–12 to recite a portion of the text of the Declaration of Independence during Celebrate Freedom Week unless (1) you provide a written statement requesting that your child be excused, (2) the district determines that your child has a conscientious objection to the recitation, or (3) you are a representative of a foreign government to whom the United States government extends diplomatic immunity. [See policy EHBK(LEGAL).]

Requesting Limited or No Contact with a Student through Electronic Media

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 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.

An employee described above may also contact a student individually through electronic media to communicate about items such as homework or upcoming tests.

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.

Requesting Notices of Certain Student Misconduct

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)].

School Safety Transfers

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.]

Requesting Classroom Assignment for 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).]

Parents of Students with Disabilities 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. Transfers will be granted based on space availability at each campus. [See policy FDB(LOCAL).]

Request for the Use of a Service Animal

A parent of a student who uses a service 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 animal on campus.

Options and Requirements for Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education Services

If a child is experiencing learning difficulties, the parent may contact the Director of Special Services to learn about the district's overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for 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 school districts to meet the needs of all struggling students.

At any time, a parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the district must decide if the evaluation is needed. If the evaluation is needed, the parent will be notified and asked to provide informed written consent for the evaluation. The district must complete the evaluation and the report within 45 calendar days of the date the district receives the written consent. The district must give a copy of the report to the parent.

If the district determines that the evaluation is not needed, the district will provide the parent with prior written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parents of their rights, if they disagree with the district. The district is required to give parents the *Notice of Procedural Safeguards—Rights of Parents of Students with Disabilities*. Additional information regarding the Individuals with Disabilities Education Act (IDEA) is available from the school district in a companion document, *A Guide to the Admission, Review, and Dismissal Process*.

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

- Texas Project First, at <http://www.texasprojectfirst.org>
- Partners Resource Network, at <http://www.partnerstx.org>

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 or the Director of Special Services.

Parents of 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.

Accommodations for 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.
- Graduation requirements.

In addition, absences related to a student visiting with his or her parent related to leave or deployment activities may be excused by the district. Please work with your campus administrator.

Additional information may be found at <http://www.tea.state.tx.us/index2.aspx?id=7995>.

Student Records

Both federal 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. For purposes of student records, an "eligible" student is one who is 18 or older or who is attending an institution of postsecondary education.

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

- The 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, as soon as a student becomes 18, is emancipated by a court, or enrolls in a postsecondary institution, control of the records goes to the student. The parents may continue to have access to the records, however, 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.

- District school officials who have what federal law refers to as a "legitimate educational interest" in a student's records. School officials would include trustees and employees, such as the superintendent, administrators, and principals; teachers, counselors, diagnosticians, and support staff; a person or company with whom the district has contracted or allowed to provide a particular service or function (such as an attorney, consultant, auditor, medical consultant, therapist, or volunteer); a parent or student serving on a school committee; or 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; or investigating or evaluating programs.
- Various governmental agencies, including juvenile service providers and Child Protective Services (CPS) caseworkers or other child welfare representatives, in certain cases.
- Individuals or entities granted access in response to a subpoena or court order.

- A school or institution of postsecondary education to which a student seeks or intends to enroll or in which he or she is already enrolled.

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

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 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 FNG(LEGAL), Student Handbook Sections: **Report Cards/Progress Reports and Conferences**, and, **Student or Parent 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.

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.

Please note:

Parents or eligible students have the right to file a complaint with the U.S. Department of Education if they believe the district is not in compliance with federal law regarding student records. The complaint may be mailed to:

Family Policy Compliance Office
U.S. Department of Education

400 Maryland Avenue, SW
Washington, DC 20202-5901

Directory Information

The law permits the district to designate certain personal information about students as “directory information.” This “directory information” will be released to anyone who follows procedures for requesting it.

However, release of a student’s directory information may be prevented by the parent or an eligible student. 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 “Notice Regarding Directory Information and Parent’s Response Regarding Release of Student Information” included in the online enrollment forms or available at the campus or district office.

Directory Information for School-Sponsored Purposes

The district has not 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 directory information response 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.

Release of Student Information to Military Recruiters and Institutions of Higher Education

The district is required by federal law to comply with a request by a military recruiter or an institution of higher education for students’ names, addresses, and telephone listings, unless parents have advised the district not to release their child’s information without prior written consent. A form has been attached for you to complete if you do not want the district to provide this information to military recruiters or institutions of higher education.

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. 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 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 compulsory attendance, the other with attendance for course credit—are of special interest to students and parents. They are discussed below.

Compulsory Attendance

State law requires that a student between the ages of six and 18 attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

A student who voluntarily attends or enrolls after his or her 18th birthday is required to attend each school day until the end of the school year. If a student 18 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.]

Students enrolled in prekindergarten or kindergarten are required to attend school.

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 in grades 3–8 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.

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;
- Service as an election clerk; and
- Documented health-care appointments, including absences for recognized services for students diagnosed with autism spectrum disorders. A note from the health-care provider must be submitted upon the student’s return to campus.

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.

Failure to Comply with Compulsory Attendance

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.

A court of law may also impose penalties against both the student and his or her 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 from school on ten or more days or parts of days within a six-month period in the same school year, or
- Is absent on three or more days or parts of days within a four-week period.

For a student younger than 12 years of age, the student’s parent could be charged with a criminal offense based on the student’s failure to attend school.

If a student age 12 through age 17 violates the compulsory attendance law, both the parent and student could be charged with a criminal offense.

[See policy FEA(LEGAL).]

Attendance for Credit

To receive credit 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, if appropriate. [See policy FEC.]

In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. If makeup work is completed, absences for the reasons listed above at **Exemptions to Compulsory Attendance** will be considered days of attendance for this purpose.
- 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.

The student or parent may appeal the committee's decision to the board of trustees by filing a written request with the superintendent in accordance with 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 7:30-2:30

Intermediate Campuses 8:15-3:30

Junior High Campuses 8:15-3:30

High School Campuses 9:00-4:15

Official Attendance-Taking Time

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

On the day the student is absent, his/her guardian should call the attendance clerk in the school office or may enter a note in Skyward Parent Access. 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. 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.

Doctor's Note after an Absence for Illness

Upon return 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

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) form may be obtained from the office, which the student will need to submit to DPS upon application for a driver license.

BULLYING

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic methods, or physical conduct against another student on school property, at a school-sponsored or -related activity, or in a district operated vehicle, and the behavior:

- Results in harm to the student or the student's property,
- Places a student in reasonable fear of physical harm or of damage to the student's property, or
- Is so severe, persistent, and pervasive that it creates an intimidating, threatening, or abusive educational environment.

This conduct is considered bullying if it exploits an imbalance of power between the student perpetrator(s) and the student victim and if it interferes with a student's education or substantially disrupts the operation of the school.

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. In some cases, bullying can occur through electronic methods, called "cyberbullying."

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 WISD 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 his or her child be transferred to another classroom or campus within the district. [Also see **School Safety Transfers.**]

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 Web site.

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

[Also see **Dating Violence, Discrimination, Harassment, and Retaliation, School Safety Transfers, Hazing**, policy FFI, and the district improvement plan, a copy of which can be viewed in the campus office.]

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS

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 student selection at the introductory level (grades 9 and 10). In grades 11 and 12, admission to the comprehensive programs is determined by an admission rubric. Wylie ISD will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and CTE programs. [Also see **Nondiscrimination Statement** for additional information regarding the district's efforts regarding participation in these programs.]

CHILD SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN

The district has established a plan for addressing child sexual abuse and other maltreatment of children. 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. Anyone who suspects that a child has been or may be abused 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).

Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.

A child who has experienced sexual abuse 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 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.

As a parent, if your child is a victim of sexual abuse or other maltreatment, the campus 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 (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see <http://www.dfps.state.tx.us/Prevention and Early Intervention/Programs Available In Your County/default.asp>.

The following Web sites might help you become more aware of child abuse and neglect:

<http://www.childwelfare.gov/pubs/factsheets/signs.cfm>

<http://sapn.nonprofitoffice.com>

<http://www.taasa.org/member/materials2.php>

http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml

http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml

Reports may be made to:

The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1 800-252-5400 or on the Web at <http://www.txabusehotline.org>).

CLASS RANK / HIGHEST RANKING STUDENT

A student's class rank is determined by the numeric position of the student's grade point average in comparison to his/her classmates. Contact Wylie High School or Wylie East High School for further information.

CLASS SCHEDULES

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 occasionally by the campus principal for students in grades 9–12 who meet specific criteria and receive parental consent to enroll in less than a full-day's schedule.

COLLEGE AND UNIVERSITY ADMISSIONS

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 Recommended or Advanced/Distinguished Achievement Program; or
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on 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 University of Texas at Austin may limit automatic admission to less than the top 10% of graduating seniors.

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.

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 also **Class Rank/Highest Ranking Student** for information specifically related to how the district calculates a student's rank in class].

COLLEGE CREDIT COURSES

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

- Certain courses taught at the high school campus, which may include courses termed dual credit or Advanced Placement (AP).

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, an 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 will count toward the student's desired degree plan.

COMPLAINTS AND CONCERNS

Usually student or parent complaints or concerns can be addressed 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)]. A copy of this policy may be obtained in the principal's or superintendent's office or at www.wylieisd.net.

CONDUCT

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.

Disruptions of School Operations

Disruptions of school operations are not tolerated and may constitute a misdemeanor offense. As identified by 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 or any misconduct.
- 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.

CONTAGIOUS DISEASES / CONDITIONS

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent suspects that his or her child has a contagious disease, the parent should contact the school nurse or principal so that other students who might have been exposed to the disease can be alerted. A pupil who has had a contagious disease may be asked to present a health certificate from a certified physician upon returning to school. The school nurse or the principal's office can provide information from the Department of State Health Services regarding these diseases. [See policy FFAD].

A student is excluded from school if illness is evidenced by a temperature elevation of 100 degrees Fahrenheit or above. A temperature must remain within normal range for 24 hours, without analgesic medication, before the student returns to school. A student with a fever (100 or above) is not only communicable to others, but runs the risk of developing a secondary infection by attending school.

A student with the symptoms of vomiting and/or diarrhea is excluded from school until the condition subsides. Should fever develop, attendance will follow the above guidelines.

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 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

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 spring, students in grades 6 through 12 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 and CTE opportunities.

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 attendance at a college, university, or training school, or for pursuit of some other type of advanced education. The counselor can also provide information about entrance exams and application deadlines, as well as information about automatic admission to state colleges and universities, financial aid, housing, and scholarships.

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 issues, or substance abuse. The counselor may also make available information about community resources to address these concerns.

Psychological Exams, Tests, or Treatment

The school will not conduct a psychological examination, test, or treatment without first obtaining the parent's written consent. Parental consent is not necessary when a psychological examination, test, or treatment is required by state or federal law for special education purposes or by the Texas Education Agency for child abuse investigations and reports.

[For more information, refer to policies EHBAA(LEGAL), FFE(LEGAL), and FFG(EXHIBIT).]

COURSE CREDIT

A student in grades 9–12 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.

CREDIT BY EXAMINATION/EXAMINATION FOR ACCELERATION

Exam for Acceleration – Elementary/Middle School

Advancement to a higher grade is dependent upon achievement of a score of 90 in all of the four core subjects (Reading, Math, Social Studies and Science) on Examination of Acceleration without prior instruction. The district shall provide at least three days between January 1 and June 30, and three days between July 1 and December 31 annually when examinations of acceleration shall be administered.

CREDIT BY EXAM—If a Student Has Taken the Course – High School

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 exam 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 counselor or principal would determine if the student could take an exam for this purpose. If approval is granted, the student must score at least 70 on the exam 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 exam.

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

CREDIT BY EXAM—If a Student Has Not Taken the Course – High School

A student will be permitted to take an exam to earn credit for an academic course or subject area for which the student has had no prior instruction or to accelerate to the next grade level. The district shall provide at least three days between January 1 and June 30, and three days between July 1 and December 31, annually, when examinations of acceleration are administered. The district may honor a request by a parent to administer a test other than on the dates chosen by the district, the student's parent will be responsible for the cost of the exam. [For further information, see policy EHDC (Local).]

DATING VIOLENCE, DISCRIMINATION, HARASSMENT, AND RETALIATION

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, gender, national origin, disability, 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, gender, national origin, disability, 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, or other district employee. The report may be made by the student's parent. See policy FFH(LOCAL) for the appropriate district officials to whom to make a report.

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.

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 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 PUBLISHED MATERIALS OR DOCUMENTS

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.

Non-school Materials...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

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 WISD 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.
- 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, pants, skirts or shorts with drawstrings, warm-ups, overalls or coveralls
- Leather, suede, vinyl, and denim materials except for outer/winter wear

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
- Undershirts may be any solid color and sleeve length may not be longer than outer shirt.
- All shirts, undershirts and turtlenecks must be completely tucked in and remain completely tucked in when students are seated and arms are raised.
- 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
- Zippered 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.
- Sweaters/sweater vests may only be worn over a standardized shirt or turtleneck as listed above. The collar of standardized shirt or turtleneck must be visible. Sweaters/sweater vests may not be oversized.
- Sweatshirts/sweaters/sweater vests may only be worn over a standardized shirt or turtleneck as listed above. The collar of standardized shirt or turtleneck must be visible. Sweatshirts 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.
- College and military service hoodies and sweaters may be worn daily.

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
- Checks, stripes, lettering, wording or designs on socks, hosiery or tights
- 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.
- 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.
- Seniors shirts must be tucked in at all times.

Individual School Picture Day

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

Special Needs Students

- 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, scarves, 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. 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

To prepare students for an increasingly technological society, the district has made an investment in the use of district-owned technology resources for instructional purposes; specific resources may be issued individually to 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 (separate from this handbook) regarding use of these district resources. 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, 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 according to 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 <http://beforeyoutext.com>, 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.**

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.

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. [See <http://www.uil texas.org> for additional information.]

The following requirements apply to all extracurricular activities:

- A student who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement course; or a pre-AP or dual credit course in English language arts, mathematics, science, social studies, economics, or language other than English—may not participate in extracurricular activities for at least three school weeks. Credit by examination, correspondence courses, and online instruction shall not be used to gain eligibility for participation in extra-curricular activities.
- A student with disabilities who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse while suspended but they may not participate, ride transportation, or sit with the student group during the performances or games.
- There is a seven day grace period that keeps the student eligible until the close of school one-week after the grades are released. At that time, the student must be ineligible for three full weeks.
- A grade of “I” (incomplete) still renders the student ineligible unless the “I” is cleared before the end of the seven-day grace period. Students regain eligibility when it is determined that they are passing all classes at the end of the next three weeks.
- 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, and a maximum of 2 absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the Board, are subject to these restrictions. Play-off games are not subject to this rule.
- An absence for participation in an activity that has not been approved will receive an unexcused absence.

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.

[For further information, see policies at FM and FO. For student-organized, student-led groups, see **Meetings of Noncurriculum-Related Groups.**]

FEES

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

Student groups or classes and/or parent groups may be permitted to conduct fund-raising drives for approved school purposes. An application for permission must be made to the building principal.

GANG-FREE ZONES

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

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

Credits Earned	Classification
6	Grade 10 (Sophomore)
13	Grade 11 (Junior)
20	Grade 12 (Senior)

GRADING GUIDELINES

Elementary Grading Guidelines (K-6th grade)

In WISD, 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. It is the goal of WISD to prepare students for a successful life beyond high school by providing instruction that promotes college and career readiness.

WISD board policy governing grades can be found at: <http://pol.tasb.org/home/index/316>

Texas Education Code governing grades can be found at: <http://www.statutes.legis.state.tx.us/Index.aspx>

Grading Scale by Grade Level

Grade Level	Grading Scale
Kindergarten and 1 st Grade	Student progress is assessed using the following scale: D = Developed (Independent mastery of end-of-year expectations) SD = Still Developing (Performing on target) SD- = Still Developing (Performing below target) ND = Not Developing (Demonstrates little or no progress towards target)
2 nd – 6 th Grade	Student progress is assessed on a 0 to 100 scale: 70 – 100 = Pass 0 – 69 = Fail

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.

Minimum number of grades

- At grades 2 – 4
 - 10-15 grades per subject per nine weeks
- At grades 5 and 6
 - 3-5 major grades per subject per nine weeks
 - 9-11 minor grades per subject per nine weeks

Late Work Procedures

WISD 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 Reteach/Retest

Occasions arise when a student has not done his/her best work.

If a student scores below 70% on an assignment/test scored as either a daily grade or a major grade, he or she may be given the opportunity to attend tutorials to receive additional instruction. Upon completion of tutorials, the student may be given an alternative assignment and/or allowed to re-do the original assignment to demonstrate mastery. The grade on the alternative assignment/re-do will be scored out of 100%. Both the original grade and the grade on the alternative assignment/re-do will be recorded in the gradebook. Campus administration may also further clarify reteach/retest guidelines.

Make-up Work

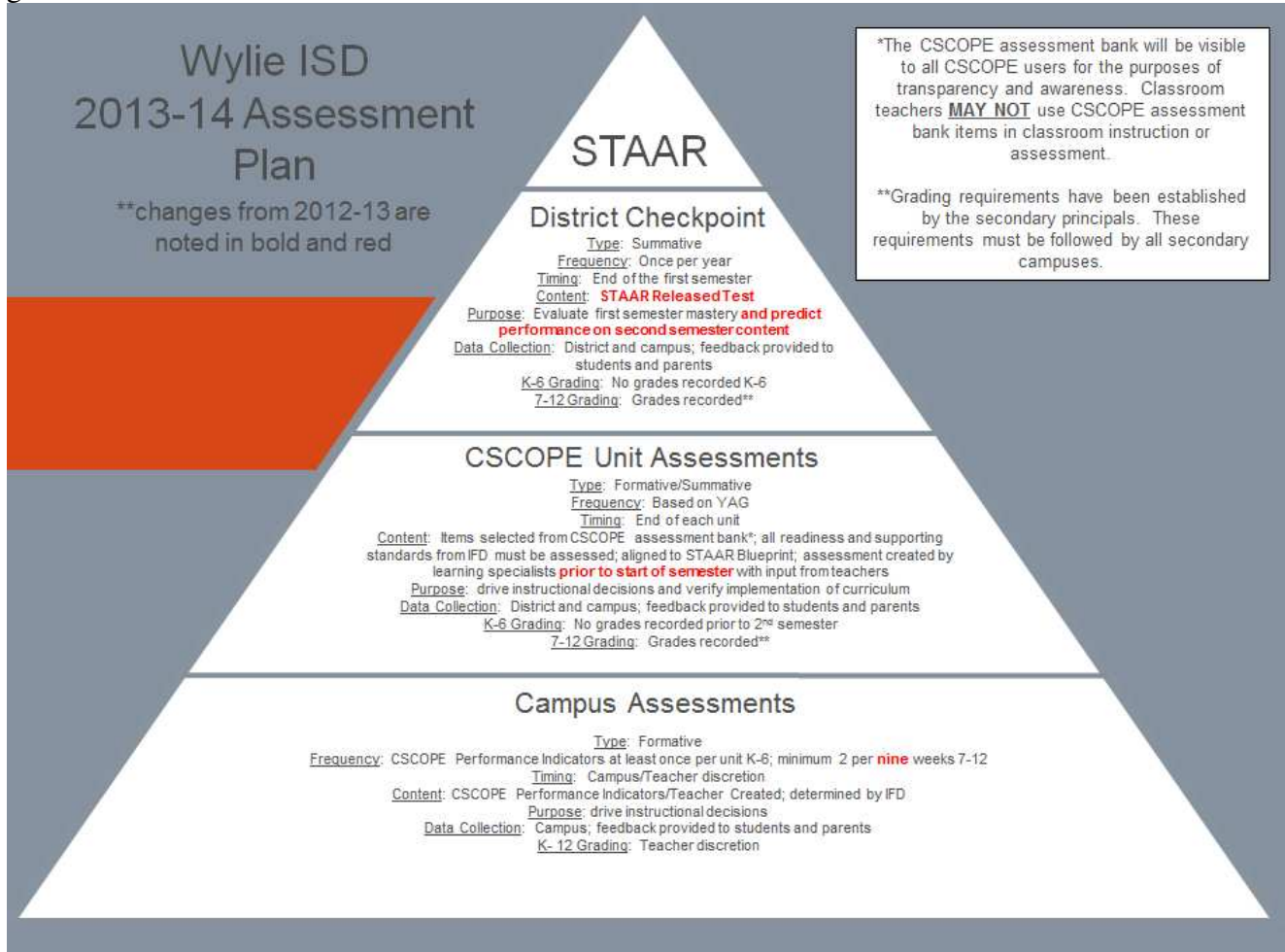
For every school day absent, the student has one school day for completion of missed assignments. Administrators have the discretion to modify this guideline in circumstances where students are absent due to an extended illness.

Homework

Homework will not be taken for separate number grades, but will be used for reinforcement of skills. Teachers have the discretion to assign one cumulative grade per subject over the nine weeks period for homework.

Assessment

Below is the Wylie ISD assessment plan. This plan includes information on how assessments are used in elementary grading. At the elementary level, grades for unit assessments will not be entered in to the gradebook. Grades for the district checkpoint will also not be entered in to the gradebook.



Gradebook

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. At grades 5 and 6, major grades will count 40% of a student's average and minor grades will count 60% of a student's average.

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.

Secondary Grading Guidelines (7th-12th grade)

In WISD, 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 major grades. Grades are intended to communicate academic progress to parents and timely feedback to students. It is the goal of WISD to prepare students for a successful life beyond high school by providing instruction that promotes college and career readiness.

WISD board policy governing grades can be found at: <http://pol.tasb.org/home/index/316>

Texas Education Code governing grades can be found at:

<http://www.statutes.legis.state.tx.us/Index.aspx>

Grading Practices

District Grade Expectations

- Wylie ISD does not support students receiving a nine week grading period average of 69.
 - Per Texas Education Code, Section 28.0214: An examination or course grade issued by a classroom teacher is final and may not be changed unless the grade is arbitrary, erroneous, or not consistent with the school district grading policy applicable to the grade.
- Grades will be entered in to Skyward weekly so that parents and students have a clear understanding of their progress throughout a nine week grading period.

Minimum number of grades

- Students will receive a minimum of 9 minor grades and 3 major grades during each nine week grading period.
 - Individual grades may only be entered once. For example, a major project may not count as 3 major grades unless each grade is specific to an identified piece of the project.
 - Grades are expected to measure progress and mastery across an entire nine week grading period. Thus, the general guideline is that students receive a minimum of one minor grade each week and one major grade each three weeks. Principals have the discretion to work with teachers on a case-by-case basis to modify this guideline.
- At grades 9-12, semester exams will count as 10% of a student's final grade.
- Major grades will count 60% of a student's nine week grading period average. Minor grades will count as 40%.

Semester Exams

- Fall semester exams will be administered in grades 9 – 12 at both high school campuses.
- Juniors may qualify for exemptions in the spring semester; seniors may qualify for exemptions in both the fall and spring semesters.
- Students may qualify for exemptions for semester exams by meeting the following criteria:
 - The student must not have been assigned to ISS, OSS, or DAEP for disciplinary reasons for more than one day. (Temporary placement in ISS pending a disciplinary hearing will not count against eligibility for exemptions).
 - The student must have no more than 2 absences with an 80-89 average or no more than 3 absences with a 90 or above. School related absences do not count against exemptions. ALL other absences do count for the purpose of exam exemptions

Late Work Procedures

- At grades 7 and 8, late work will be accepted up to 3 days after the due date for no academic penalty. Students will be assigned to work recovery sessions in order to complete any work that is late.
- At grades 9 – 12, late work will be accepted up to 1 day after the due date for a maximum grade of 70 out of 100. Work turned in later than 1 day after the due date will be recorded in the gradebook as a zero.

Procedures for Reteach/Retest at grades 7-8

Upon successful completion of a reasonable intervention measure, as prescribed by the teacher, a student will be given an opportunity to re-do an assignment or re-take a test for full credit based on mastery of the TEKS. The timeframe for completion of the assignment re-do or test re-take shall be the latter of, three days from the student being informed of the failing grade or three days from the posting of the grade in the on-line grading system. However, at the end of a 3 week, 6 week, or 9 week grading period students must complete any re-do/re-take work by the Wednesday following the end of the grading period. This opportunity shall exist for any item included in a student's nine week average (major or minor). Failure to complete the prescribed intervention measure and/or meet the timeline established by the teacher will result in the student receiving the original grade awarded. This applies to all classes and all assignments, tests, papers, labs, projects, etc.

Students taking courses for high school credit while in grade 8 and thus earning GPA points will follow the reteach/retest procedures for grades 9-12 as outlined below.

Procedures for Reteach/Retest at grades 9-12

Upon successful completion of a reasonable intervention measure, as prescribed by the teacher, a student will be given an opportunity to re-do an assignment or re-take a test for which he/she receives a failing grade (below 70). The timeframe for completion of the assignment re-do or test re-take shall be the latter of, three days from the student being informed of the failing grade or three days from the posting of the grade in the on-line grading system. However, at the end of a 3 week, 6 week, or 9 week grading period students must complete any re-do/re-take work by the Wednesday following the end of the grading period. This opportunity shall exist for any item

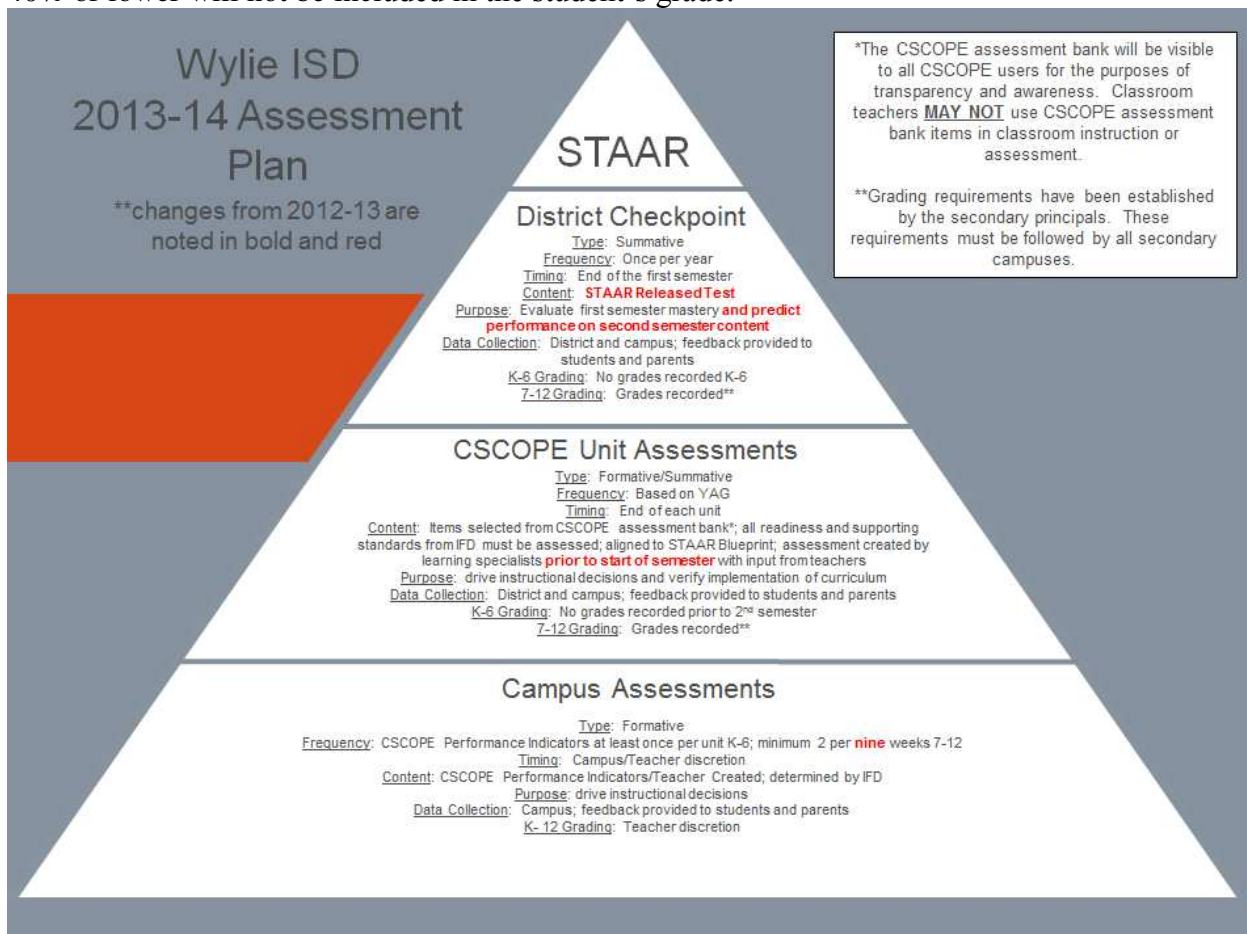
included in a student's nine week average (major or minor). The maximum grade a student may be awarded on an assignment re-do or test re-take is 70. Failure to complete the prescribed intervention measure and/or meet the timeline established by the teacher will result in the student receiving the original grade awarded. This applies to all classes and all assignments, tests, papers, labs, projects, etc.

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.

Assessment

Below is the Wylie ISD assessment plan. This plan includes information on how assessments are used in secondary grading. On all Unit Assessments, assessment items with a passing rate of 40% or lower will not be included in the student's grade.



Gradebook

Grades will be entered in to Skyward weekly. Major grades will count 60% of a student's average. Minor grades will count 40% of a student's average.

Academic Dishonesty

Once a determination has been made that a student has engaged 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 examination. 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.

GPA for Students Entering 9th Grade in 2014-15

For students entering the 9th grade in 2014-15, GPA will be calculated based on 13 credits:

4 Credits in English Language Arts	English I English II	English III English IV
2 Credits in Mathematics (Excluding 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)	Biology IPC*	Chemistry Physics *Students electing Career Experiences that allow IPC as a substitute for Chemistry or Physics will use the substituted IPC as one of their science GPA credit.
3 Credits in Social Studies	World History US History Government and Economics	
1 Credit in Languages Other Than English (Excluding any Level I Credit)	Students qualifying for a LOTE exemption will use the substituted credits to calculate GPA	

GPA for Students Entering 9th Grade in 2015-16

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 II	English III 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)	Biology IPC*	Chemistry 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	
2 Credits in Languages Other Than English	Students qualifying for a LOTE exemption will use the substituted credits to calculate GPA	

GRADUATION

Requirements for a Diploma

To receive a high school diploma from the district, a student must successfully:

- Complete the required number of credits;
- Complete any locally required courses in addition to the courses mandated by the state; and
- Depending on the year in which the student is scheduled to graduate, pass a statewide exit-level exam or achieve the required cumulative scores on end-of-course (EOC) assessments.

The exit-level test, currently required for students in grade 11, covers English language arts, mathematics, science, and social studies and requires knowledge of Algebra I and Geometry; Biology and Integrated Chemistry and Physics; English III; and early American and United States History, World History, and World Geography. Students in grade 11 during the 2013-14 school year must pass the exit-level test to graduate. A student in grade 12 during the 2013-14 school year who has not passed the exit-level test will have opportunities to retake it.

Also see **Standardized Testing** for more information.

Beginning with students who entered grade 9 in the 2011–2012 school year, EOC assessments may be administered for the following courses: English I, English II, Algebra I, Geometry, Algebra II, Biology, Chemistry, Physics, World Geography, World History, and United States History. Students graduating under the Minimum Program must take EOC assessments only for courses in which they are enrolled and for which there is an EOC assessment. Each student will be required to achieve certain scores on the applicable EOC assessments to graduate, depending on the graduation program in which the student is enrolled. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments.

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.

Also see **Grading Guidelines** and **Standardized Testing** for more information.

Graduation Programs

For the 2013-14 school year, the district offers the graduation programs listed below. Graduation programs will change according to new state legislation decisions and will be posted on the WISD website. All students entering grade 9 are required to enroll in the Recommended Program or Advanced/Distinguished Achievement Program. Permission to enroll in the Minimum Program will be granted only if a written agreement is reached among the student, the student's parent or person standing in parental relation, and the counselor or appropriate administrator. In order for a student to take courses under the Minimum Program, the student must be at least 16 years of age; have completed at least two credits each in English language arts, math, science, and social studies courses that are required for graduation; or have failed grade 9 one or more times. [See policy EIF(LEGAL) and see the Wylie ISD High School Course Guide.]

Effective with ninth graders in the 2011–2012 school year and thereafter, in addition to the credit and course requirements for each program, performance on EOC assessments will be linked to a student's graduation program. To graduate, a student must meet a minimum score set by the Texas Education Agency (TEA) for each content area: English, mathematics, science, and social studies. A student who does not make the minimum required score on any individual assessment will be required to retake that assessment.

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 IEP.

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).]

Please also be aware that if an ARD committee places a student with a disability on a modified curriculum in a subject area, the student will be automatically placed in the Minimum Program, in accordance with state rules.

If a student receiving special education services is scheduled to graduate under the Minimum Program or in accordance with the provisions of his or her IEP, the student's ARD committee will determine whether the general EOC assessment is an accurate measure of the student's achievement and progress and, if so, whether successful performance is required for graduation, or whether an alternative assessment is more appropriate. STAAR Modified and STAAR Alternate are the alternative assessments currently allowed by the state. [See **Standardized Testing** for additional information.] If a student takes a STAAR Modified or STAAR Alternate EOC assessment, the score is not required to be used toward the student's cumulative score 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 **Student Fees**.]

Scholarships and Grants

- Students who have a financial need according to federal criteria and who complete the Recommended Program or Advanced/Distinguished Achievement Program may be eligible under the T.E.X.A.S. 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

Hazing is defined as any intentional, knowing, or reckless act occurring on or off campus directed against a student that endangers the mental or physical health or the safety of a student

for the purpose of pledging, being initiated to, affiliating with, holding office in, or maintaining membership in any organization whose members are or include other students.

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.

[Also see **Bullying** and policies FFI and FNCC.]

HEALTH-RELATED MATTERS

Bacterial Meningitis

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's a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes. Limit the number of persons you kiss.

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, <http://www.cdc.gov>, and the Department of State Health Services, <http://www.dshs.state.tx.us>.

* Please note that the TDSHS requires at least one meningococcal vaccination between grades 7 and 10, and state guidelines recommend this vaccination be administered between age 11 and 12, with a booster dose at 16 years of age. 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.

Also refer to **Immunizations** for more information.

Food Allergies

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.

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. The district's food allergy management plan can be accessed by contacting the campus nurse.

Also see policy FFAF.

Head Lice

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.
- Notify the school nurse if you find lice/nits on your child. He/She will be very glad to help you.

Physical Activity for Students in Elementary and Middle School

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.

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 Assistant Superintendent of Human Resources and Student Services. [See also policies at BDF and EHAA.]

The duties of the SHAC range from recommending 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, and employee wellness. See policies at BDF and EHAA.

Other Health-Related Matters

Physical Fitness Assessment

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

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 Prohibited

All WISD property is smoke-free. This rule applies to any adult or child on WISD premises. The district and its staff strictly enforce prohibitions against the use of all tobacco products, including electronic cigarettes, 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

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

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.

HOMELESS STUDENTS

For more information on services for homeless students, contact the District Liaison for Homeless Children and Youths, Federal Programs and Special Services Coordinator at 972-429-2387.

HOMEWORK

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 WISD 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

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 <https://webds.dshs.state.tx.us/immco/default.aspx>. 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. licensed physician stating that, in the doctor's opinion, the immunization required 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 TDSHS Web site: <http://www.dshs.state.tx.us/immunize/school/default.shtm>.]

LAW ENFORCEMENT AGENCIES

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 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, Texas Department of Family and Protective Services, 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 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 policies FL(LEGAL) and GRAA(LEGAL).]

LIMITED ENGLISH PROFICIENT STUDENTS

A student with limited English proficiency (LEP), sometimes referred to as an English language learner (ELL) 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 a LEP student.

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-L, as mentioned at **Standardized Testing**, may be administered to a LEP student, or, for a student up to grade 5, a Spanish version of STAAR. 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 and II end-of-course (EOC) assessments. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to LEP students who qualify for services.

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

MAKEUP WORK

Makeup Work Because of Absence

Makeup work is assigned the same grading guidelines as regular assigned work. There is not a penalty for makeup work that is turned in within the district timelines – for every school day absent, the student has one school day for completion. A zero may only be recorded when the student has failed to makeup or re-do the assignment according to the grading guidelines.

According to EIA(Legal); the district grading policy must require a classroom teacher to assign a grade that reflects the student's relative mastery of any assignment. A student will be permitted to make up tests and turn in projects due in any class missed because of absence. Teachers may assign a late work penalty to any long-term project in accordance with the timelines approved by the principal and previously communicated to the students.

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

See Campus Appendix

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) Makeup Work

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 medication including over-the-counter medication must be kept in the nurse's office. When possible, student medication should be scheduled for administration in the home. (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 three (3) 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.
- 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. 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 emergency 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.

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

In its efforts to promote nondiscrimination, Wylie ISD does not discriminate on the basis of race, religion, color, national origin, gender, or disability in providing education services, activities, and programs, including CTE programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Title II of the Americans with Disabilities Act of 1990 (ADA), as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended.

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

- Concerns regarding discrimination on the basis of gender: 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.

NONTRADITIONAL ACADEMIC PROGRAMS

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

PLEDGES OF ALLEGIANCE AND A MINUTE OF SILENCE

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 **Excusing a Student from Reciting the Pledges to the U.S. and Texas Flags.**]

One minute of silence will 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. [See policy EC(LEGAL).]

PRAYER

Each student has a right to individually, voluntarily, and silently pray or 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. To earn credit in a course, a student must receive a grade of at least 70 based on course-level or grade-level standards. See policy EIE (Local)

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.

- 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 grade 5 or 8 is enrolled in a course that earns high school credit and for which an end-of-course (EOC) assessment will be administered, the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment.

If a student in any grade level 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.

[See **Standardized Testing.**]

Parents of a student in grades 3-8 who does not perform satisfactorily on his or her exams 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.

A student in grade 5 or 8 will have two additional opportunities to take a failed 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 with limited English proficiency—may be eligible for exemptions, accommodations, or deferred testing. For more information, see the principal, counselor, or special education director.

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.

RELEASE OF STUDENTS FROM SCHOOL

Because class time is important, doctor's appointments should be scheduled, if possible, at times when the student will not miss instructional time.

Once at school, a student is not permitted to leave campus anytime during the school day (this includes the student's lunch period) without following sign out procedures. A student with a valid driver's license who will need to leave school during the day must bring a note from his or her parent that morning and follow the campus sign-out procedures before leaving the campus. Otherwise, the student will not be released from school at times other than at the end of the school day. Students who do not follow these procedures are considered absent without permission (truant).

If a student becomes ill during the school day, the student should receive permission from the teacher before reporting to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the student's parent. Students should follow all proper procedures for signing out.

REPORT CARDS / PROGRESS REPORTS AND CONFERENCES

Report cards with each student's grades or performance and absences in each class or subject are issued to parents 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).

RETALIATION

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

SAFETY

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.
- 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.

Accident Insurance

The district is not responsible for medical costs associated with a student's injury.

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.

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.

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.

SAT, ACT, AND OTHER STANDARDIZED TESTS

See **Standardized Testing**.

SCHOOL FACILITIES

Use by Students Before and After School

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

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 follows the federal and state guidelines regarding foods of minimal nutritional value being served or sold on school premises during the school day. Free and reduced-price meals are available based on financial need. Information about a student's participation is confidential. Applications may be obtained on each campus or from the District Student Nutrition Office.

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. Students are allowed to charge one plate lunch.

Elementary students access their account by entering a personal identification number (PIN) into a keypad at the cashier's station to deduct from the account balance. Junior high and high school students access their account 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. For security purposes, students must have an ID badge to make a purchase and 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. Loitering in the hallways at any campus during lunch time is not permitted. 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

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

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.

Students' Desks and Lockers

Students' desks and lockers are school property and remain under the control and jurisdiction of the school even when assigned to an individual student.

Students are fully responsible for the security and contents of their assigned desks and lockers. Students must be certain that their lockers are locked, and that the combinations are not available to others.

Searches of desks or lockers may be conducted at any time there is reasonable cause to believe that they contain articles or materials prohibited by policy, whether or not a student is present.

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.

Electronic Devices

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) for more information.]

Vehicles on Campus

Vehicles parked on district property are under the jurisdiction of the district. School officials may search any vehicle any time there is reasonable cause to do so, with or without the permission of the student. A student has full responsibility for the security and content of his or her vehicle and must make certain that it is locked and that the keys are not given to others. [See the Student Code of Conduct.]

Trained Dogs

The district will use trained dogs to alert school officials to the presence of prohibited or illegal items, including drugs and alcohol. At any time, trained dogs may be used around lockers and the areas around vehicles parked on school property. Searches of classrooms, common areas, or

student belongings may also be conducted by trained dogs when students are not present. An item in a classroom, a locker, or a vehicle to which a trained dog alerts may be searched by school officials.

SEXUAL HARASSMENT

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

SPECIAL PROGRAMS

The district provides special programs for gifted and talented students, homeless students, bilingual students, migrant students, students with limited English proficiency, dyslexic students, 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.

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 exam to take; these exams are usually taken at the end of the junior year.

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 will take state-mandated assessments, such as the 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. See **Promotion and Retention** for additional information.

STAAR Modified and STAAR Alternate, for students receiving special education services, will be available for eligible students, as determined by the student's ARD committee.

STAAR-L is a linguistically accommodated assessment that is available for certain limited English proficient (LEP) students, as determined by the student's Language Proficiency

Assessment Committee (LPAC). A Spanish version of STAAR is also available to students through grade 5 who need this accommodation.

End-of-Course (EOC) Assessments for Students in Grades 9–12

Beginning with ninth graders in the 2011–2012 school year, end-of-course (EOC) assessments are administered for the following courses:

- Algebra I, Geometry, and Algebra II
- English I, English II, and English III
- Biology, Chemistry, and Physics
- World Geography, World History, and 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.

STAAR Modified and STAAR Alternate, for students receiving special education services, will be available for eligible students, 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.

STAAR-L, which is a linguistically accommodated assessment, will be available for students who have been determined to be limited English proficient (LEP) and who require this type of testing accommodation.

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

THEA (Texas Higher Education Assessment)

Prior to enrollment in a Texas public college or university, most students must take a standardized test, such as the Texas Higher Education Assessment [THEA]. The purpose of the THEA 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 test may be required before a student enrolls in a dual-credit course offered through the district as well.

STERIODS

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 participating in UIL athletic competition may be subject to random steroid testing. More information on the UIL testing program may be found on the UIL Web site at <http://www.uiltexas.org/health/steroid-information>.

STUDENTS IN PROTECTIVE CUSTODY OF THE STATE

The district strives to assist 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.

Please contact the Student Services Office for information regarding children in the conservatorship of the state..

STUDENT SPEAKERS

The district provides students the opportunity to introduce at specific school event. If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, 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 speech at graduation ceremonies.]

SUICIDE AWARENESS

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 Web sites or contact the school counselor for more information related to suicide prevention and to find mental health services available in your area:

- <http://www.texassuicideprevention.org>
- <http://www.dshs.state.tx.us/mhservices-search>

SUMMER SCHOOL

Summer school services are provided for English Language 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. 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.

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** for other transfer options.]

TRANSPORTATION

School-Sponsored Trips

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 in advance to ask for an exception.

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.

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school. 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 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 on school buses.
- 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

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

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. Parents will not be permitted to view video due to potential FERPA violations.

VISITORS TO THE SCHOOL

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. 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, are not 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. 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 WISD 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).

WITHDRAWING FROM SCHOOL

A student under 18 may be withdrawn from school only by a parent. The school requests notice from the parent at least three days in advance so that records and documents may be prepared. A copy of the withdrawal form will be given to the student/parent once clearance requirements are met. A copy will be placed in the student's permanent record. A student who is 18 or older, who is married, or who has been declared by a court to be an emancipated minor, may withdraw without parental signature.

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 refers to one of the two most frequently used college or university admissions exams: the American College Test. The test may be a requirement for admission to certain colleges or universities.

ARD is the admission, review, and dismissal committee convened for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and his or her parents are members of the 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.

DAEP stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

EOC assessments are end-of-course tests, which are state-mandated, and are part of the STAAR program. Successful performance on EOC assessments will be required for graduation beginning with students in grade 9 during the 2011–2012 school year. These exams will be given in English I, English II, English III, Algebra I, Geometry, Algebra II, Biology, Chemistry, Physics, World Geography, World History, and United States History.

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 is the written record of the individualized education program prepared by the ARD committee for a student with disabilities who is eligible for special education services. The IEP contains several parts, such as a statement of the student's present educational performance; a statement of measurable annual goals, with short-term objectives; the special education and related services and supplemental aids and services to be provided, and program modifications or support by school personnel; a statement regarding how the student's progress will be measured and how the parents will be kept informed; accommodations for state or district-wide tests; whether successful completion of state-mandated assessments is required for graduation, etc.

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.

NCLB Act is the federal No Child Left Behind Act of 2001.

PGP stands for Personal Graduation Plan, which is recommended for all students entering grade 9 and is required by state law for any student in middle school or higher who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after he or she begins grade 9.

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, effective beginning with certain students for the 2011–2012 school year.

STAAR Alternate 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 Modified is an alternative state-mandated assessment based on modified achievement standards that is administered to eligible students receiving special education services, as determined by the student's ARD committee.

STAAR Linguistically Accommodated (STAAR L) is an alternative state-mandated assessment with linguistic accommodations designed for certain recent immigrant English language learners.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Successful performance sometimes is a condition of promotion, and passing the grade 11 exit-level test or end-of-course assessments, when applicable, is a condition of graduation. Students have multiple opportunities to take the tests if necessary for promotion or graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from the classroom or campus. It also sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP. It outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TAKS is the Texas Assessment of Knowledge and Skills, the state's standardized achievement test currently given to students in certain subjects in grade 11 and is required for graduation for these students. A student in grade 12 who has not yet met the passing standard on this assessment will have opportunities to retake the assessment.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that English language learners make in learning the English language, and is administered for those who meet the participation requirements in kindergarten–grade 12.

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: _____