



Allen ISD

Where Eagles Soar

**ALLEN INDEPENDENT SCHOOL DISTRICT
STUDENT HANDBOOK
2021-2022**

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Mission, Vision, and Belief Statements

Vision Statement

Where Eagles Soar

Mission Statement

Allen ISD cultivates innovation in education that empowers every learner to realize his or her full potential.

Belief Statement

- *We believe every child deserves the highest quality education.*
- *We hold ourselves accountable to every child who walks through the door.*
- *We believe the development of citizenship in all students is essential to a complete education.*
- *We are responsible for building upon the sense of community we have inherited.*
- *We believe the development of leadership throughout the organization is critical to our success.*

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Campus Directory

Anderson Elementary	305 N. Alder Dr., Allen, TX 75002	972-396-6924
Bolin Elementary	5705 Cheyenne Dr., Allen, TX 75002	214-495-6750
Boon Elementary	1050 Comanche Dr., Allen, TX 75013	972-747-3331
Boyd Elementary	800 Jupiter Rd., Allen, TX 75002	972-727-0560
Chandler Elementary	1000 Water Oak Dr., Allen, TX 75002	469-467-1400
Cheatham Elementary	1501 Hopewell Dr., Allen, TX 75013	972-396-3016
Evans Elementary	1225 Walnut Springs Dr., Allen, TX 75013	972-747-3373
Green Elementary	1315 Comanche Dr., Allen, TX 75013	972-727-0370
Kerr Elementary	1325 Glendover, Allen, TX 75013	214-495-6765
Lindsey Elementary	5730 Wilford Dr., McKinney, TX 75070	972-908-4000
Marion Elementary	1595 Stablerun Dr., Allen, TX 75002	214-495-6784
Norton Elementary	1120 Newport Dr., Allen, TX 75013	972-396-6918
Olson Elementary	1751 E. Exchange Blvd., Allen, TX 75002	972-562-1800
Preston Elementary	2455 Hilliard Drive, Allen, TX 75013	972-908-8780
Reed Elementary	1200 Rivercrest Blvd., Allen, TX 75002	972-727-0580
Rountree Elementary	800 E. Main St., Allen, TX 75002	972-727-0550
Story Elementary	1550 Edelweiss Dr., Allen, TX 75002	972-727-0570
Vaughan Elementary	820 Cottonwood Dr., Allen, TX 75002	972-727-0470
Curtis Middle School	1530 Rivercrest Blvd., Allen, TX 75002	972-727-0340
Ereckson Middle School	450 Tatum Dr., Allen, TX 75013	972-747-3308
Ford Middle School	630 Park Place, Allen, TX 75002	972-727-0590
Lowery Freshman Center	368 N. Greenville Ave., Allen, TX 75002	972-396-6975
STEAM Center	1680 Ridgeview Dr., Allen, TX 75013	469-675-2700
Allen High School	300 Rivercrest Blvd., Allen, TX 75002	972-727-0400
Dillard Special Achievement	601 Main St., Allen, TX 75002	972-727-7163

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paper copy to the campus office. Please call your campus office if you need assistance.

Note: References to policy codes are included so that parents can refer to board policy. The district's official policy manual is available for review in the district administration office, and an electronic copy is available online on the [Board of Trustees website](#).

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact the Communications Department at 972-727-0510.

COVID-19 Statement

Through the COVID-19 Pandemic, Allen ISD is obligated to prepare for a variety of contingencies that may affect our schools. The district will follow required guidelines and consider recommendations provided by a number of governing agencies including the Texas Education Agency, University Interscholastic League, Department of State Health Services, Center for Disease Control and Prevention, Collin County Health Department, as well as executive orders from Governor Greg Abbott. We will communicate any and all necessary changes to our parents, students, staff, and community as needed throughout the 2021-2022 school year.

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Consent to Video or Audio Record a Student when Not Already Permitted by Law

State law permits the school to make a video or voice recording without parental permission when it:

- Is to be used for school safety,
- Relates to classroom instruction or a co-curricular or extracurricular activity,
- Relates to media coverage of the school, or
- Relates to the promotion of student safety as provided by law for a student receiving special education services in certain settings.

In other circumstances, the district will seek written parental consent before making a video or voice recording of a student.

Please note that parents and visitors may not record video or audio or take photographs or other still images without permission from the teacher or other school official.

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

Limiting Electronic Communications between Students and District Employees

Teachers and other approved employees are permitted by the district to use electronic communication with students within the scope of the individual's professional responsibilities.

The employee may use any form of electronic communication routinely, **except text messaging or direct messaging through a social media platform**. Only a teacher, trainer, or other employee who has an extracurricular duty or an educational purpose may use text messaging, and then only for the purpose of communicating with students who participate in the extracurricular activity or have an academic need to receive such message over which the employee has responsibility. Although texting to individual students is strongly discouraged, an employee who communicates with a student using text messaging shall comply with the following protocol:

- The employee shall include at least one of the student's parents or guardians as a recipient on each text message to the student so that the student and parent receive the same message.
 - The employee shall include his or her immediate supervisor as a recipient on each text message to the student so that the student and supervisor receive the same message; or
 - For each text message addressed to a student, the employee shall send a copy of the text message to the employee's district e-mail address.

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.

Objecting to the Release of Directory Information

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Student Use of a Service/Assistance Animal

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

A Student in the Conservatorship of the State (Foster Care)

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

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

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

A student in the conservatorship of the state who is moved outside the district's or school's attendance boundaries—or who is initially placed in the conservatorship of the state and moved outside the district's or school's boundaries—is entitled to remain at the school the student was attending prior to the placement or move until the student reaches the highest grade level at that particular school.

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

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

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

[See **Credit by Examination for Advancement/Acceleration, Course Credit, and Students in Foster Care**].

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A Student Who Is Homeless

A student who is homeless will be provided flexibility regarding certain district provisions, including:

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness);
- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules;
- Assessment of the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district;
- Awarding partial credit when a student passes only one semester of a two semester course;
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

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

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

A student or parent who is dissatisfied by the district's eligibility, school selection, or enrollment decision may appeal through policy [FNG\(LOCAL\)](#).

[See **Credit by Examination for Advancement/Acceleration**, **Course Credit**, and **Students who are Homeless**].

A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services

For those students who are having difficulty in the regular classroom, all school districts must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (Rtl). The implementation of Rtl has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the Office of Special Services to learn about the school's overall general education referral or screening system for support services.

This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine whether the student

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

[See **English Learners** and **Special Programs**]

A Student with Physical or Mental Impairments Protected under Section 504

A student with a physical or mental impairment that substantially limits a major life activity, as defined by law—and who does not otherwise qualify for special education services—may qualify for protections under Section 504 of the Rehabilitation Act.

Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities.

When an evaluation is requested, a committee will be formed to determine whether the student needs services and supports under Section 504 in order to receive a free appropriate public education (FAPE), as defined in federal law.

[See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** policy [FB](#) for more information.]

Section Two: Other Important Information for Parents and Students

This section contains important information on academics, school activities, and school operations and requirements.

It is organized alphabetically to serve as a quick-reference guide. Where applicable, the topics are further organized by grade level.

Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact your campus office.

Absences/Attendance

Regular school attendance is essential. Absences from class may result in serious disruption of a student's education. The student and parent should avoid unnecessary absences.

Two important state laws—one dealing with compulsory attendance and the other with how attendance affects the award of a student's final grade or course credit—are discussed below.

Compulsory Attendance

Early Childhood and Kindergarten

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

Ages 6–18

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

State law requires a student in kindergarten, first grade, or second grade to attend any assigned accelerated reading instruction program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program based on a diagnostic reading instrument.

A student will be required to attend any assigned accelerated instruction program 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/or applicable subject area.

Age 19 and Older

A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day until the end of the school year. If a student age 19 or older incurs 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](#) for more information.]

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Compulsory Attendance—Failure to Comply

All Grade Levels

School employees must investigate and report violations of the compulsory attendance law.

A student absent without permission from school, any class, any required special program, or any required tutorial will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Students with Disabilities

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

Ages 6–18 or Enrolled in Early Childhood or Kindergarten

When a student ages 6–18 incurs three or more unexcused absences within a four-week period, the law requires the school to send notice to the parent.

The notice will:

- Remind the parent of his or her duty to monitor the student's attendance and require the student to attend school;
- Request a conference between school administrators and the parent; and
- Inform the parent that the district will initiate truancy prevention measures, including a behavior improvement plan, school-based community service, referrals to counseling or other social services, or other appropriate measures.

The truancy prevention facilitator for the district is:the Director of Safe and Secure Schools. If you have questions about your student and the effect of his or her absences from school, please contact the facilitator or any other campus administrator.

For any questions about student absences, parents should contact the facilitator or any other campus administrator.

A court of law may impose penalties against the parent if a school-aged student is deliberately not attending school. The district may file a complaint against the parent if the student incurs ten or more unexcused absences within a six-month period in the same school year.

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

[See policies [FEA LEGAL](#) and [FED\(LEGAL\)](#) for more information.]

Age 19 and Older

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

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Attendance for Credit or Final Grade (All Grade Levels)

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

If a student attends fewer than 75 percent of the class days or does not complete the principal-approved plan, then the attendance review committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See policy [FEC](#) for more information.]

With the exception of absences due to serious or life-threatening illness or related treatment, all absences, excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the attendance committee will use the following guidelines:

- If makeup work is completed, absences listed under **Compulsory Attendance—Exemptions** on page 25 will be considered extenuating circumstances.
- A transfer or migrant student incurs absences only after he or she has enrolled in the district.
- Absences incurred due to the student's participation in board-approved extracurricular activities will be considered by the attendance committee as extenuating circumstances if the student makes up the work missed in each class.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences
- The committee will consider whether the student or student's parent had any control over the absences.
- 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 discuss ways to earn or regain credit or a final grade.
- 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 student or parent may appeal the committee's decision to the board by following policy [FNG\(LOCAL\)](#).

Official Attendance-Taking (All Grade Levels)

The district will take official attendance every day.

A student absent for any portion of the day should follow the procedures below to provide documentation of the absence.

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Documentation after an Absence (All Grade Levels)

On the day a student is absent, a parent/guardian should call the attendance clerk in the school office as early as possible. When a student is absent from school, the student - upon returning to school - must submit a note signed by the parent/guardian that describes the reason for the absence and the date(s) of the absence. **A note has to be received within 3 school days to be considered excused.** A note signed by the student, even with the parent/guardian's permission, will not be accepted unless the student is 18 or older or is an emancipated minor under state law. Emailed/faxed notes may be accepted if they contain all required information including the parent/guardian signature. Communication sent directly through the Family Access/Skyward link will be accepted. All other emails must contain a scanned copy of the signed note from the parent/guardian in order to 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. A note signed by the student will not be accepted unless the student is age 18 or older or is an emancipated minor under state law.

Note: The district is not required to excuse any absence, even if the parent provides a note explaining the absence, unless the absence is an exemption under compulsory attendance laws.

Doctor's Note after an Absence for Illness (All Grade Levels)

Within three days of returning to school, a student absent for more than five consecutive days because of a personal illness may be required to bring a statement from a doctor or health clinic verifying the illness or condition that caused the absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws. Parent notes are limited to five per semester.

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 absence to determine whether an absence or absences will be excused or unexcused.

[See policy [FEC\(LOCAL\)](#) for more information.]

Certification of Absence Due to Severe Illness or Treatment

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

Absences During Final Exams and Midterms

Students who miss Final Exam and/or Midterm Administration Week due to absences will not be allowed to complete the exam prior to the scheduled general administration during Final Exam and Midterms Week. A grade of zero will be entered and averaged if the exam is not made up within ten (10) calendar days of the last day of school for final exams and within 10 days of returning to school after midterms.

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Driver License Attendance Verification (Secondary Grade Levels Only)

A currently enrolled student seeking a driver's license shall submit the Texas Department of Public Safety Verification of Enrollment and Attendance Form (VOE), signed by the parent, to the campus office at least 10 days before it is needed. The district will issue a VOE only if the student meets class credit or attendance requirements. The VOE form is available at: <https://www.tdlr.texas.gov/driver/forms/VOE.pdf>.

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

Accountability under State and Federal Law (All Grade Levels)

Allen ISD and each of its campuses are held to certain standards of accountability under state and federal law. A key component of accountability is the dissemination and publication of certain reports and information, including:

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

Accountability information can be found on the district's [website](#). Hard copies of any reports are available upon request to the district's administration office.

TEA maintains additional accountability and accreditation information at [TEA Performance Reporting Division](#).

Animals on Campus

Dogs or other pets should not be brought on school grounds due to student allergies and safety reasons (unless assisting the disabled or required by an individual course). This includes arrival and dismissal times. [See policy [FBA \(LEGAL\)](#).]

Armed Services Vocational Aptitude Battery Test (Grades 10–12)

A student in grades 10–12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter.

Contact the principal for information about this opportunity.

Bullying (All Grade Levels)

The district strives to prevent bullying, in accordance with the district's policies, by promoting a respectful school climate; encouraging reporting of bullying incidents, including anonymous reporting; and investigating and addressing reported bullying incidents.

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Bullying is defined in state law as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school.

Bullying includes cyberbullying. Cyberbullying is defined in state law as bullying that is done through the use of any electronic communication device, including through the use of:

- A cellular or other type of telephone
- A computer
- A camera
- Electronic mail
- Instant messaging
- Text messaging
- A social media application
- An internet website
- Any other internet-based communication tool.

If a student believes that he or she has experienced bullying or witnesses the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Procedures for reporting allegations of bullying may be found on the district's website. An additional way to report suspected bullying or harassment is by completing and submitting an [Initial Safety Incident Report](#). Should the person making the report prefer to remain anonymous, they have the option to fill out the [Initial Safety Incident Report](#) without including their name.

The administration will investigate any allegations of bullying and related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

If an investigation determines that bullying occurred, the administration will take appropriate disciplinary action and may, in certain circumstances, notify law enforcement. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying.

Available counseling options will be provided to the affected individuals, including any student who witnessed the bullying.

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

Upon recommendation of the administration, the board may transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the board may transfer the student to another campus in the district.

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments** on page 18.]

A copy of the district's bullying policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook as an appendix.

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

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

Career and Technical Education (CTE) Programs (Secondary Grade Levels Only)

The district offers career and technical education programs in the following career clusters:

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, Technology and Communication
- Business, Marketing and Finance
- Education and Training
- Health Science
- Hospitality and Tourism
- Information Technology
- Junior Reserve Officer Training Corps
- Law and Public Service
- Manufacturing
- Transportation
- Science Technology Engineering Mathematics

The district offers other work based programs in practicum-level courses. Admission to these programs is based on student interest and students must meet the required prerequisites outlined in the Academic Planning Guide to enroll in advanced CTE courses.

District policy prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities, as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

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

The district will take steps to assure that lack of English language skills will not be a barrier to admission or participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX coordinator and the ADA/Section 504 coordinator.

[See **Nondiscrimination Statement** for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator.]

Celebrations (All Grade Levels)

Although a parent or grandparent may provide food to share for a school-designated function or for a student's birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss any classroom allergies with the teacher before bringing food to share. Decisions will be made by the campus administrator.

Occasionally, the school or a class may host functions or celebrations tied to the curriculum that involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers to provide food.

[See **Food Allergies**]

Child Sexual Abuse, Trafficking, and Other Maltreatment of Children (All Grade Levels)

The district has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children, which may be accessed in the [District Improvement Plan](#). Trafficking includes both sex and labor trafficking.

Warning Signs of Sexual Abuse

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

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

A child who has been or is being sexually abused may exhibit physical, behavioral, or emotional warning signs, including:

- Difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches;

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- 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; or
- Withdrawal, depression, sleeping and eating disorders, and problems in school.

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation.**]

Warning Signs of Trafficking

Child trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services.

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

Possible warning signs of sexual trafficking in children include:

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

Additional warning signs of labor trafficking in children include:

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

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- Not being in control of his or her own money;
- Living with an employer or having an employer listed as a student's caregiver; and
- A desire to quit a job but not being allowed to do so.

Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children

Anyone who suspects that a child has been or may be abused, trafficked, or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).

A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Children may be more reluctant to disclose sexual abuse than physical abuse and neglect and may only disclose sexual abuse indirectly. As a parent or trusted adult, 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.

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

To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](#).

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1-800-252-5400 or on the web at [Texas Abuse Hotline Website](#).

Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children

The following websites might help you become more aware of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- [Child Welfare Information Gateway Factsheet](#)
- [KidsHealth, For Parents, Child Abuse](#)
- [Office of the Texas Governor's Child Sex Trafficking Team](#)
- [Human Trafficking of School-aged Children](#)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](#)
- [National Center of Safe Supportive Learning Environments: Child Labor Trafficking](#)

Class Rank/Highest-Ranking Student (Secondary Grade Levels Only)

A student's class rank is determined by the numeric position of the student's grade point average in comparison to his/her classmates. Contact your house office at Allen High School for further information. [See policy [EIC \(LEGAL\)](#)].

Class Schedules (Secondary Grade Levels Only)

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All students are expected to attend school for the entire school day and maintain a full class schedule. 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 schedule.

[See **Schedule Changes** for information related to student requests to revise their course schedule.]

College and University Admissions and Financial Aid (All Grade Levels)

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

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

The student is ultimately responsible for meeting the admission requirements of the university or college, including timely submission of a completed application.

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.

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. During the summer and fall 2021 terms and spring 2022 term, the University will admit the top six percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

As required by law, the district will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, and the benefits of completing the requirements for automatic admission and financial aid. Parents and students will be asked to sign an acknowledgment that they received this information.

Students and parents should contact the school counselor for further information about automatic admissions, the application process, and deadlines.

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

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

College Credit Courses (Secondary Grade Levels Only)

Students in grades 9–12 may earn college credit through the following opportunities:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory;

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- Enrollment in AP or dual credit courses through the Texas Virtual School Network (TXVSN);
- Enrollment in courses taught in conjunction and in partnership with Collin College, which may be offered on or off campus;
- Enrollment in courses taught at other colleges or universities; and

A student may be eligible for subsidies based on financial need for AP or IB exam fees. See **Fees (All Grade Levels)** for more information.

A student may also earn college credit for certain Career and Technical Education (CTE) courses. See **Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)** for information on CTE and other work-based programs.

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

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.

Communications—Automated (All Grade Levels)

Parent Contact Information

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

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

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

A parent may update contact information by contacting the campus registrar.

Emergency

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency situation may include early dismissal, delayed opening, or restricted access to the campus due to severe weather, another emergency, or a security threat. It is crucial to notify your child's school when a phone number and email previously provided to the district changes.

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

Nonemergency

Your child's school will request that you provide contact information, such as your phone number or email address, for the school to send information specific to your child, your child's

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school, or the district. If you provide a phone number for this purpose, please notify the school's administration office immediately if your number changes.

The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission, so prompt notification of any change in contact information will be crucial.

Standard messaging rates of your wireless phone carrier may apply.

If you have specific requests or needs related to how the district contacts you, please contact your child's principal. [See **Safety** for information regarding contact with parents during an emergency.]

Complaints and Concerns (All Grade Levels)

Usually student or parent complaints or concerns can be addressed informally by a phone call, email, or a conference with the teacher or principal. If the concern is not resolved, please contact Student Services for additional assistance.

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy [FNG\(LOCAL\)](#). This policy can be viewed in the district's policy manual, available online at allenisd.org. The complaint forms may be obtained by contacting Office of School Leadership and Support at 972-727-7115.

Conduct (All Grade Levels)

Applicability of School Rules

The board has adopted a Student Code of Conduct that defines standards of acceptable behavior—on and off campus, and on district vehicles—and outlines 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 summer instruction, the Student Handbook and Student Code of Conduct in place for the school year immediately preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction. Campus administrators are responsible for student discipline on their campus.

Campus Behavior Coordinator

Each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The contact information for each campus behavior coordinator is available on the respective campus' website.

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Deliveries

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.

Disruption of School Operations

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

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.

Disruption of classes or other school activities while on or within 500 feet of district property 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 is also considered a disruption.

Social Events

School rules apply to all school social events. If the campus permits guests to attend these 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 may not be readmitted when leaving before the end of the event. At the secondary level, all guests must be pre-approved by a campus administrator.

A parent interested in serving as a chaperone for any school social events should contact a campus administrator.

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Counseling

The district has a comprehensive school counseling program that includes:

- A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;
- A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk;
- An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and
- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.

The district will make a preview of the program, including all materials and curriculum, available to parents to review during school hours.

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

The school counselor will provide information to students and parents about college and university admissions and the importance of planning for postsecondary education, including appropriate coursework and financial aid availability and requirements.

In either grade 7 or 8, each student will receive instruction on how best to prepare for high school, college, and a career.

High School Grade Levels

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures.

Each year, high school students will be provided information on anticipated course offerings for the next school year, how to make the most of academic and career and technical education (CTE) opportunities, and the importance of postsecondary education.

The school counselor will also provide information each year a student is enrolled in high school regarding:

- The importance of postsecondary education;
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement;
- The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma;
- Financial aid eligibility and how to apply for financial aid;
- Automatic admission to state-funded Texas colleges and universities;

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- Eligibility requirements for the TEXAS Grant;
- Availability of district programs that allow students to earn college credit;
- Availability of tuition and fee assistance for postsecondary education for students in foster care; and
- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training.

Additionally, the school counselor can provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal, social, and family concerns, including emotional or mental health issues and substance abuse. A student who wishes to meet with the school counselor should contact the school counselor.

As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

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

[See **Mental Health Support**, and **Child Sexual Abuse, Trafficking, and Other Maltreatment of Children and Dating Violence**.]

Course Credit (Secondary Grade Levels Only)

A student at any grade level enrolled in a high school course will earn credit for the course only if the final grade is 70 or above. For a two-part (two-semester, 1-credit course), the student's grades from both halves (semesters) will be averaged and credit will be awarded if the combined average is 70 or above. If the student's combined average is less than 70, the student will be awarded credit only for the half (semester) with the passing grade.

Credit by Examination—If a Student Has Taken the Course/Subject (Grades 6–12)

A student who has previously taken a course or subject but did not receive credit or a final grade for it may, in circumstances determined by the principal or attendance committee, be permitted to earn credit or a final grade by passing an examination on the essential knowledge and skills defined for that course or subject.

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

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

[See the school counselor and policy [EHDB\(LOCAL\)](#) for more information.]

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Credit by Examination for Advancement/Acceleration—If a Student Has Not Taken the Course/Subject

A student may be permitted to take an examination 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 examinations offered by the district are approved by the district's board of trustees. The dates on which exams are scheduled during the school year will be published in appropriate district publications and on the district's website. The only exceptions to the published dates will be for any examinations administered by another entity besides the district or if a request is made outside of these time frames by a student who is homeless or by a student involved in the foster care system. When another entity administers an examination, a student and the district must comply with the testing schedule of the other entity. During each testing window provided by the district, a student may attempt a specific examination only once.

A student will earn course credit with a passing score of at least 80 on the examination or a score designated by the state for an examination that has alternate scoring standards. A student may take an examination to earn course credit no more than twice. If a student fails to achieve the designated score on the applicable examination before the beginning of the school year in which the student would need to enroll in the course according to the school's course sequence, the student must complete the course.

The district may not honor a request by a parent to administer an examination on a date other than the published dates. If the district agrees to administer an examination other than on the dates chosen by the district, the student's parent will be responsible for the cost of the examination.

[See policy [EHDC](#).]

Students in Grades K-8

Kindergarten students who do not meet the age requirement for enrollment in first grade (must be 6 years old by September 1), with prior instruction from a TEA-accredited school, may advance to the first grade upon achievement of a score of 70 in all of the four core subjects (Reading, Math, Social Studies and Science) on the Examination of Acceleration.

A student in grades 1-8 will be eligible to accelerate to the next grade level if the student scores at least 80 on each examination in the subject areas of language arts, mathematics, science, and social studies, a district administrator recommends that the student be accelerated, and the student's parent gives written approval of the grade advancement.

Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)

Students learn best, and their welfare is best served, in a school environment that is free from dating violence, discrimination, harassment, and retaliation.

Students are expected to treat peers and district employees with courtesy and respect, avoid offensive behaviors, and stop those behaviors as directed. District employees are likewise expected to treat students with courtesy and respect.

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

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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 or any of the person's past or subsequent partners. This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects a 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.

A [flier](#) from the Texas Attorney General's office includes information on recognizing and responding to dating violence, including contact information for help. The counselor's office has additional information about the dangers of dating violence and resources for seeking help.

For more information on dating violence, see the CDC's [Preventing Teen Dating Violence](#).

Discrimination

Discrimination is defined as any conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, age, 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 a 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.

Sexual Harassment and Gender-Based Harassment

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

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

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

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

Retaliation

Retaliation against a person who makes a good-faith report or participates in an investigation of discrimination, harassment, or dating violence is prohibited. A person who makes a false claim,

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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, school counselor, principal, or other district employee. The report may be made by the student's parent. [See policy [FFH\(LOCAL\)](#) and [\(EXHIBIT\)](#) for other appropriate district officials to whom to make a report.]

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by policy [FFH](#). If not, the district will refer to policy [FFI](#) to determine whether the allegations, if proven, constitute bullying, as defined by law and policy [FFI](#). If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See **Bullying**.]

The district will promptly notify the parent 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 parent of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy [FFH](#).

Investigation of Report

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

To the extent possible, the district will respect the privacy of the student. However, limited disclosures may be necessary to conduct a thorough investigation and comply with law.

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

During the course of an investigation and when appropriate, the district will take interim action to address the alleged prohibited conduct.

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 was not unlawful.

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

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

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Discrimination

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

Distance Learning (All Grade Levels)

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 that is not provided through the Texas Virtual School Network (TXVSN), as described below, 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.

[See **Remote Instruction.**]

Texas Virtual School Network (TXVSN) (Secondary Grade Levels)

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

Depending on the TXVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [See **Extracurricular Activities, Clubs, and Organizations.**] In addition, a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.

A parent may ask questions or request that their child be enrolled in a TXVSN course by contacting the school counselor. Unless an exception is made by the appropriate school administrator, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

Distribution of Literature, Published Materials, or Other Documents (All Grade Levels)

School Materials

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

The school yearbook is available for students to purchase. All school publications are under the supervision of a teacher, sponsor, and the principal.

Nonschool Materials

From Students

Students must obtain prior approval from the principal before selling, posting, circulating, or distributing more than 10 copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of

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the school. To be considered, any nonschool material must include the name of the sponsoring person or organization. Approval will be granted or denied within two school days.

The principal will designate a location for approved nonschool materials to be placed for voluntary viewing or collection by students. [See policy [FNAA](#) for more information.]

A student may appeal a decision in accordance with policy [FNG LOCAL](#). Any student who sells, posts, circulates, or distributes nonschool 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.

[See policy [FNG\(LOCAL\)](#) for student complaint procedures.]

From Others

No person or group will sell, circulate, distribute, or post on any district premises written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that is not sponsored by the district or by a district-affiliated school-support organization, except as permitted by policy [GKDA](#).

To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the Communications Department for prior review. The Communications Department 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 [DGBA](#) or [GF](#) for more information.]

Check with your school's office for the location of approved nonschool materials for voluntary viewing or collection.

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](#) or a noncurriculum-related student group meeting held in accordance with policy [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 nonschool materials distributed under these circumstances must be removed from district property immediately following the event at which the materials are distributed.

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Divorce and Custody Expectations

If you and your child's other legal parent are divorced, separated, or estranged, it is important for you to understand some basic expectations of Allen ISD.

If you have a court order establishing custody, protection, or anything else that would impact your child, please provide a complete, signed copy of that order to your child's campus. It is critical for the school to have the most up to date orders signed by a judge on file.

School is a safe place for your child. We will do everything in our power to ensure your child is not distracted, embarrassed, or scared by whatever difficulties may be happening in his/her home life. We need your help in making sure school remains a safe place for learning and not a place for custody disputes.

The school will not voluntarily take sides in your custody disputes. We will endeavor to treat all parents and guardians with dignity, respect, and fairness. We will also respect court orders to the best of our abilities, but please remember that the orders of the court are for you and the other parent, not the school. It is up to the parties identified in the order to comply with that order. If you have concerns about the order not being followed, we request that you take that up with the court, not the school.

School staff will not speak to your attorney. If you believe it is necessary for your attorney to provide or gain information from school staff, please direct them to the Department of School Leadership and Support (972-727-0511) .

Dress and Grooming (All Grade Levels)

The district's dress code is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. Students and parents share responsibility for complying with AISD'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.

Dillard Dress Code

A uniform code of dress will be required at the Pat Dillard Special Achievement Center (DAEP/AEP).

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 may be assigned to in-school suspension for

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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.

General Clothing Guidelines

- ID cards must be worn around the neck and be visible on the bus ride and at all times on school property or while attending any school activity. (Refer to Identification Cards)
- Garments must allow for participation in all regular school activities while meeting general clothing guidelines.
- Articles of clothing and masks with pictures, emblems, symbols, slogans, or writings that are lewd, offensive, vulgar, obscene, contain sexual innuendos, or cause disruption to the educational process are prohibited.
- Articles of clothing and masks that advertise or depict tobacco products, alcoholic beverages, drugs, controlled substances, or other items prohibited at school are unacceptable.
- See-through attire is unacceptable unless an article of clothing is worn underneath the garment that complies with the dress code.
- At no time should undergarments be visible.
- Thermal clothing intended as undergarments must be covered by other clothes that meet dress code requirements.
- Torn or ripped clothing above mid-thigh, where skin is visible, is prohibited.
- Boxer shorts, pajamas, or other sleepwear as outerwear are prohibited - except on approved occasions.
- All articles of clothing must be worn as they are designed to be worn (i.e. not backwards or inside out).

Shirts and Dress Tops

- Shirts must be worn at all times while in the classroom, on school grounds, or at school-related or school-sponsored events.
- Tank tops, tube tops, halters, midriffs, backless tops, spaghetti straps, spandex/leotard tops, off the shoulder tops, or low cut tops are prohibited.
- Shirts must be long enough to cover the waistband of pants, skirts, or shorts even when arms are raised over the student's head. (This does not apply to stretch pants, yoga pants or leggings - see below.)

Pants, Shorts, Skirts, Skorts, or Dresses

- Shorts, skirts, tunics, skorts, or dresses must reach mid-thigh or longer. The same standard applies to slits or slashes in skirts or dresses.
- All pants, shorts, capris, skirts, and skorts must fit over the hips at the waist.

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- Pants must be naturally fitting at the waist and at the crotch. Pants may not sag or bag at the waist or drag on the ground.
- Stretch pants, yoga pants and leggings must be worn with a shirt that covers the undergarment area at all times.

Footwear

- For reasons of health and safety, shoes must be worn at all times.
- The following footwear is prohibited due to health or safety concerns:
 - House shoes
 - Roller shoes
 - Steel toe shoes/boots
- Certain classes may require students to wear certain types of footwear. For example, athletic shoes may be required for physical education classes and closed toe shoes may be required for science or athletics.

Hair

- Student's hair, including facial hair, must be clean, groomed, and by the nature of the style does not tend to create a distraction.
- Hairstyles, designs or hair colors that are disruptive or distracting to the school environment are prohibited.
- Inappropriate insignia and/or designs are not allowed in weaves, braids, dye patterns, shaved or plucked into the hair.

Head Wear

- Hats, caps, bandanas, hoods, visors, or other head coverings are prohibited in the classroom or school building except on approved occasions.
- Religious head wear is accepted/acknowledged at school.
- Hair curlers or hair rollers are prohibited.
- Students may not wear hair picks, combs, or brushes in their hair.

Jewelry and Accessories

- Jewelry that causes a distraction or that could be dangerous to the student or other individuals is prohibited.
- Small nose studs that are non-distracting are permitted for students in grades 7-12. All other facial piercings are prohibited.
- Studded and spiked jewelry (i.e. dog collars) are prohibited.
- Pocket or wallet chains are prohibited due to safety concerns.

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- Mouth grills or mouth pieces that are worn over a student's teeth that serve only for decorative purposes are prohibited.
- Tattoos or personalized ink marker drawings that are lewd, vulgar, or depict profanity or prohibited items (i.e. alcohol, drugs, or tobacco products) must be covered at all times while in the classroom, on school grounds, or at school activities or school sponsored events.
- Bluetooth Earbuds, Headphones and earbuds other than approved use.
- Any makeup or nail polish that is distracting to the learning environment is prohibited.
- Sunglasses or other eyewear that is not for a medical reason is prohibited from being worn inside school buildings.

Electronic Devices and Technology Resources (All Grade Levels)

Possession and Use of Personal Telecommunications Devices, Including Cell Phones, and Other Electronic Devices for Early Childhood – 6th Grade

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. Students may wear a smartwatch as long as the communication features are disabled during the instructional day and does not become a distraction to the learning environment. A student must have approval from staff to possess other telecommunications devices such as netbooks, laptops, tablets, or other portable computers. All non-district electronic devices are prohibited on campus at the Dillard Special Achievement Center.

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 may 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 is not responsible for damaged, lost, or stolen telecommunications devices.

Possession and Use of Personal Telecommunications Devices, Including Cell Phones, and Other Electronic Devices for 7th-12th Grade Students

For safety purposes, the district permits students to possess personal mobile telephones, smart watches, and other electronic devices. Electronic device use during the day will be determined by the campus administration. Devices are prohibited during all testing, unless authorized by a teacher. All electronic devices are prohibited on campus at the Dillard Special Achievement Center.

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 that interrupts the school environment without authorization during the school day, the device may be confiscated. Confiscated

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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 is not responsible for damaged, lost, or stolen telecommunications devices.

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 to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

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

Responsible Use of District Technology Resources

District-owned technology resources for instructional purposes may be issued to individual students. Use of these technological resources, which include the district's network systems and use of district equipment, is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (including a Responsible Use Policy, separate from this handbook) regarding the use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action. The implementation of the Empower 1:1 program includes an annual device fee to provide device protection services and insurance for accidental damage. Device fees may be subject to sliding scales or paid in installments if financially necessary. Student/Parents will be held responsible for damage to student devices not covered by warranties or insurance (i.e. intentional damage, theft, loss, etc).

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 on district-owned or personally owned equipment, if it results in a substantial disruption to the educational environment.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content—commonly referred to as “sexting”—will be disciplined in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement.

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the ["Before You Text" Sexting Prevention Course](#), a state-developed program that addresses the consequences of sexting.

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. In some cases, the consequence may be expulsion.

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End-of-Course (EOC) Assessments

[See **Graduation** and **Standardized Testing**.]

English Learners (All Grade Levels)

A student who is an English learner is entitled to receive specialized services from the district. A Language Proficiency Assessment Committee (LPAC), consisting of both district personnel and at least one parent representative, will determine whether the student qualifies for services. The student's parent must consent to any services recommended by the LPAC. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

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 designate instructional accommodations or additional special programs that the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student's continued eligibility for the program.

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing** on page 87, may be administered to an English learner up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to English learners who qualify for services.

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

TELPAS & TELPAS Alternate

TELPAS assesses the English language proficiency of K-12 ELs (English Learners) in four language domains: listening, speaking, reading, and writing. English language proficiency assessments in grades K-12 are federally required to evaluate the progress that ELs make in becoming proficient in the use of academic English. The assessment components for grades K-1 and 2-12 differ in the following ways:

- Grades K-1: TELPAS includes holistically rated listening, speaking, reading, and writing assessments based on ongoing classroom observations and student interactions.
- Grades 2-12: TELPAS includes online listening/speaking and reading tests and holistically rated student writing collections.

TELPAS Alternate is available for eligible EL students in grades 2-12 receiving special education services who meet certain criteria established by the state as determined by the student's ARD committee.

Extracurricular Activities, Clubs, and Organizations (All Grade Levels)

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.

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Some extracurricular activities may include off-campus events. When the district arranges transportation for these events, students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor. [See **Transportation**.]

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 interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students and parents can access the UIL Parent Information Manual at [UIL Parent Information Manual](#). A hard copy can be provided by the coach or sponsor of the activity on request.

To report alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

[See [UIL Texas](#) for additional information on all UIL-governed activities.]

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

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB) course, or an advanced or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities. Credit by examination, correspondence courses, and Eagle Academy instruction shall not be used to gain eligibility for participation in extracurricular activities.

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- 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 in a school year 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. Playoff games are not subject to this rule.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.

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Standards of Behavior

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

Fees (All Grade Levels)

Basic educational program materials are provided at no charge to a student. However, a student is expected to provide his or her own supplies, such as pencils, paper, erasers, and notebooks. A student may also be required to pay certain other costs, fees, or deposits, including:

- Materials for a class project that the student will keep.
- Fees for field trips and outdoor educational experiences.
- Membership dues in voluntary clubs or student organizations.
- 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 health and 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.
- Drivers attending secondary campuses will be required to purchase a parking permit yearly. Failure to do so may result in disciplinary consequences.
- Student identification card replacement.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles.**]
- A fee not to exceed \$50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance

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requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.

- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the campus administrator. [See policy [FP](#) for more information.]

Fundraising (All Grade Levels)

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. An application for permission must be made to the campus administrator. [See policies [FJ](#) and [GE](#) for more information.]

Gang-Free Zones (All Grade Levels)

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next-highest category of offense if they are committed in a gang-free zone. For purposes of the district, a gang-free zones includes a school bus and any 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 (Grades 9–12 Only)

After the ninth grade, students are classified according to the number of credits earned toward graduation. Classification remains the same throughout the school year unless corrections are necessary due to errors or credits accrued results in change in classification. The principal must approve all changes in grade classification.

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

Grading Guidelines (All Grade Levels)

Approved grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher. These guidelines have been reviewed by each applicable curriculum department and have been approved by the campus principal. These guidelines establish the following:

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- The minimum number of assignments, projects, and examinations required for each grading period;
- How the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.);
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed; and
- Procedures for a student to follow after an absence.

[See **Report Cards/Progress Reports and Conferences** for additional information on grading guidelines.]

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

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

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

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on EOC assessments in:

- English I,
- English II,
- Algebra I,
- Biology, and
- U.S. History.

A student who does not achieve a sufficient score will have opportunities to retake an assessment.

State law and state rules also provide for certain scores on norm-referenced national standardized assessments or on the state-developed assessment used for entrance into Texas public universities to substitute for the requirement to meet the passing standard on an

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applicable EOC assessment, should a student choose this option. [See the school counselor for more information on the state testing requirements for graduation.]

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation in the applicable content area. This may require the student's participation before or after normal school hours or at times of the year outside normal school operations.

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

[See **Standardized Testing**.]

Foundation Graduation Program

Every Texas public school student will graduate under the foundation graduation program. The foundation graduation program features endorsements, which are paths of interest that include:

- Science, Technology, Engineering, and Mathematics (STEM);
- Business and Industry;
- Public Service;
- Arts and Humanities; and
- Multidisciplinary Studies.

Endorsements earned by a student will be noted on the student's transcript.

A student can complete the foundation graduation program with a "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

A **Personal Graduation Plan** will be completed for each high school student, as described in the Academic Planning Guide.

State law prohibits a student from graduating solely under the foundation graduation program without an endorsement unless, after the student's sophomore year, the student and student's parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who wishes to attend a four-year university or college after graduation must carefully consider whether graduation under the foundation program without an endorsement will satisfy the admission requirements of the student's desired college or university.

A student graduating under the foundation graduation program can also earn performance acknowledgments on his or her transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a license or certificate recognized at the state, national, or international level. The school counselor can provide more information about these acknowledgments.

A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the district will annually notify a student's parent of this fact. However,

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not taking Algebra II will make a student ineligible for automatic admission to four-year public universities and colleges in Texas and for certain financial aid and grants while attending those institutions.

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

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies	3	4
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
Electives	5	6
Total	22 credits	26 credits

Additional considerations apply in some course areas, including:

- **Mathematics.** To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student's completion of the distinguished level of achievement is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student's transcript.
- **Physical education.** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.
- **Languages other than English.** Students are required to earn 2 credits in the same language other than English to graduate. Any student may substitute computer programming languages for these credits.

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- A student may satisfy one of the two required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
- In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

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

FAFSA or TASFA

Before graduating from high school, each student must complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

A student is not required to complete and submit a FAFSA or TASFA if:

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

Please contact the school counselor for more information.

The district will confirm that a student has completed and submitted a FAFSA in accordance with TEA guidance. To confirm that a student has completed and submitted a TASFA, the student must provide a copy of verification from university of completion or a copy of the award letter.

Personal Graduation Plans

A personal graduation plan will be developed for each high school student.

The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement entitles a student to be considered for automatic admission to a public four-year college or university in Texas, depending on his or her rank in class.

The school will review personal graduation plan options with each student entering grade 9 and his or her parent. Before the end of grade 9, a student and his or her parent will be required to sign off on a personal graduation plan that promotes college and workforce readiness, promotes career placement and advancement, and facilitates the transition from secondary to postsecondary education.

The student's personal graduation plan will outline an appropriate course sequence based on the student's choice of endorsement.

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

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

Available Course Options for All Graduation Programs

Each spring, the district will update students on the courses required or offered in each curriculum area so students can enroll for the upcoming school year.

Certificates of Coursework Completion

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

Students with Disabilities

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

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

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

A student who 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. The student may then remain enrolled to complete the IEP and earn his or her high school diploma but will only be allowed to participate in one graduation ceremony.

[See policy [FMH\(LEGAL\)](#) for more information.]

Graduation Activities

For graduating seniors who are in DAEP (Dillard Special Achievement Center) during the last week of school, the DAEP placement will continue through the last instructional day. The student will be allowed to participate in commencement exercises and related graduation activities unless otherwise specified in the DAEP placement order.

Graduation Speakers

Graduating students will be given an opportunity to provide opening and closing remarks during the graduation ceremony. Only those students who are graduating and who hold one of the following positions of honor based on neutral criteria shall be eligible to give these remarks:

- Student council officers,
- class officers of the graduating class,

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- or the top ten graduating students.

If any one of these students was assigned to disciplinary placement at any time during the spring semester, he or she will not be eligible to speak at graduation.

Students eligible to give the opening and closing remarks will be notified by the principal and given an opportunity to volunteer. In the event there are more eligible students volunteering than there are speaking roles at the graduation ceremony, the names of all eligible students who volunteered shall be randomly drawn. The student whose name is drawn first will give the opening remarks and the student whose name is drawn second will give the closing remarks.

In addition to the opening and closing remarks, the valedictorian and salutatorian may also have speaking roles at the graduation ceremony. [See policy [FNA \(LOCAL\).](#)]

[For student speakers at other school events, see **Student Speakers**]

Graduation Expenses

Because students and parents will incur expenses to participate in the traditions of graduation—such as the purchase of invitations, senior ring, cap and gown, and senior picture—both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Fees** on page 53.]

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program may be eligible under the TEXAS Grant Program and the Teach for Texas Grant Program for scholarships and grants toward tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions.

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

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 41.]

Hazing (All Grade Levels)

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

- Any type of physical brutality;
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;

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- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

The district will not tolerate hazing. Disciplinary consequences for hazing will be in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal or superintendent.

[See **Bullying** on page 29 and policies [FFI](#) and [FNCC](#) for more information.]

Health—Physical and Mental

Illness (All Grade Levels)

When your child is ill, please contact the school to let us know he or she will not be attending that day.

State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, if a child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without use of fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea-suppressing medications for 24 hours.

A parent should contact the school nurse if a student has been diagnosed with COVID-19 or may have COVID-19.

A full list of conditions for which the school must exclude children can be obtained from the school nurse.

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

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

The school nurse is available to answer any questions for parents who are concerned about whether or not their child should stay home.

Immunization (All Grade Levels)

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized.

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. This form may be obtained online at [Affidavit Request for Exemption from Immunization](#) or by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347. The form must be notarized and submitted to the principal or school nurse within

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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 for K-12 are:

- Diphtheria, tetanus, and pertussis
- Polio
- Measles, mumps, and rubella
- Hepatitis B
- Varicella (chicken pox)
- Meningococcal
- Hepatitis A.

The immunizations required for Early Childhood include:

- Haemophilus influenzae type b and
- Pneumococcal conjugate.

The school nurse can provide information on immunization requirements. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

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

As noted at **Bacterial Meningitis** on page 68, 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 or other vaccination requirements.

[See the DSHS website: [Texas School & Child Care Facility Immunization Requirements](#) and policy [FFAB\(LEGAL\)](#) for more information.]

Lice (All Grade Levels)

Head lice is very common among children. Although not an illness or a disease, it spreads easily through head-to-head contact during play, sports, nap time, and when children share things like brushes, combs, hats, and headphones.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to determine whether the student needs to be picked up from soon and to discuss a treatment plan using an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student undergoes one treatment, the parent should contact the school nurse to discuss the treatment used. The nurse can also offer

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additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent lice from returning.

The district will provide notice to parents of elementary school students in an affected classroom without identifying the student with lice.

More information on head lice can be obtained from the DSHS website [Managing Head Lice in School Settings and at Home](#).

[See policy [FFAA](#) for more information.]

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Medicine at School (All Grade Levels)

All medication, whether prescription or nonprescription, must be kept in the nurse's office. Medication procedures remain the same when a student attends class at more than one campus during the school day. 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. District employees will not give a student prescription medication, non-prescription 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 an AISD Medication Request and Authorization form. No blister packs, plastic bags, or expired medication will be accepted.
- 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 an AISD Medication Request and Authorization form. 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. Note: Insect repellent is considered a nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.
- Orders for medications and procedures can only be accepted from physicians who are legally authorized to practice in Texas; however orders from physicians licensed in other U.S. States may be implemented on a temporary 30-day basis while families new to Texas establish a new medical home. The medication must be in the original prescription bottle with both the prescriber and pharmacy name, written consent from the parent/guardian, and a plan in place for finding a Texas physician.
- Sample medication provided by a physician can only be administered when the medication is accompanied by a written order for the medication from the student's health care provider. The sample medication should only be given until a proper prescription can be obtained by the parent/guardian.
- Off-label medications are FDA approved legal medications that are prescribed for non-approved indications in children. Requests for off-label medication must include written consent from the parent/guardian, physician's order for the medication with information to support safe administration at school including benefits and potential side effects for the child, and signs/symptoms for when to notify the prescribing physician. Sources of information are to provide reasonable medical evidence concerning the prescribed medication and for the condition for which it is prescribed including published anecdotal reports, medication manufacturer or pharmacy reports, current medical journals, or information from a pediatric or mental health facility.
- Experimental research medications are considered off-label. Requests must include a copy of the written protocol or study summary, detailed consent form signed by the parent/guardian, potential benefits and risks, signs/symptoms of adverse reactions to be reported and the names and phone numbers of the researchers.

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- Products containing aspirin with written instructions and authorization from the student's physician or other licensed health care provider.

Students whose schedules provide for regular time spent outdoors, including for recess and physical education classes, should apply sunscreen before coming to school.

Students may possess and apply sunscreen when necessary. If the student will need assistance with this application, please address the need for assistance with the school nurse.

Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

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

AISD nurses use the following medications in campus clinics. Notify your campus nurse if you prefer these medications NOT be used with your student.

- Cough drops
- Calamine/Caladryl/Benadryl (ointments, lotions, creams)
- Saline nasal gel
- Lubricating eye drops
- Burn gel
- Diphenhydramine (Benadryl) (liquid, tablet, capsule, or chew tablet) for significant allergic reactions only

Asthma and Severe Allergic Reactions

Students with asthma or severe allergic reaction (anaphylaxis) may 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 health-care provider and 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.

See also **Food Allergies** on page 68.

Steroids (Secondary Grade Levels Only)

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for physician-prescribed medical use only.

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. [See policy [FNCF \(LEGAL\)](#).]

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Mental Health Support (All Grade Levels)

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

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

Allen ISD's social emotional learning program, Second Step and School-Connect focus on self-awareness, self-management, social awareness, responsible decision making, and relationship skills which address the above concerns.

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

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

A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [See policy [FFEB](#) for more information.]

For related information, see:

- **Consent to Conduct a Psychological Evaluation** on page 7 and **Consent to Provide a Mental Health Care Service** for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information;
- **Counseling** on page 39 for the district's comprehensive school counseling program;
- **Physical and Mental Health Resources** on page 69 for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** on page 70 for board-adopted policies and administrative procedures that promote student health.

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Physical Activity Requirements

Elementary School

The district will ensure that students in full-day prekindergarten–grade 6 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week, in accordance with policies at [EHAB](#), [EHAC](#), [EHBG](#), and [FFA](#).

For additional information on the district’s elementary school student physical activity programs and requirements, please see the principal.

Students are required to wear the proper attire for physical activity while attending physical education class. That attire includes comfortable clothes and shoes that provide support while active.

Middle School

The district will ensure that students in middle or junior high school will engage in 30 minutes of moderate or vigorous physical activity per day or 135 minutes per week for at least two semesters, in accordance with policies at, [EHAB](#), [EHAC](#), [EHBG](#), and [FFA](#).

For additional information on the district’s junior high and middle school student physical activity programs and requirements, please see the principal.

Temporary Restriction from Participation in Physical Education

A student missing more than five (5) consecutive days of physical activity due to illness or injury must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student’s extended inactivity. Students who are temporarily restricted from participation in physical education will remain in the class and shall continue to learn the concepts of the lessons but not actively participate in the skill demonstration

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

Physical Fitness Assessment (Grades 3–12)

Annually, the district will conduct a physical fitness assessment of students in grades 3–12 who are enrolled in a physical education course or a course for which physical education credit is awarded using an assessment instrument adopted by the commissioner of education (currently FitnessGram®). Education Code 38.101(a), .102(a). At the end of the school year, a parent may submit a written request to obtain the results of his or her child’s physical fitness assessment conducted during the school year by contacting the campus.

Physical Health Screenings/Examinations

Athletics Participation (Secondary Grade Levels Only)

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

- Athletics Program
- Marching Band
- Any district extracurricular program identified by the superintendent.

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This examination is required to be submitted annually to the district.

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

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

Spinal Screening Program

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

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

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

Other Examinations and Screenings (All Grade Levels)

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

[See policy [FFAA](#) for more information.]

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

Please see the district's [website](#) at for information regarding meningitis.

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

[See **Immunization** on page 61.]

Diabetes

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

[See policy [FFAF\(LEGAL\)](#) for more information.]

Food Allergies (All Grade Levels)

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Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or 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. An Allen ISD Medical Statement Form (provided in Back to School forms) must be completed by a physician if a special dietary need is requested.

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis" found on the DSHS website at [Allergies and Anaphylaxis](#).

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the student in safely accessing the school environment. The district's management plan addresses employee training, dealing with common food allergens, and specific strategies for dealing with students diagnosed with severe food allergies.

The district's food allergy management plan can be accessed at [Allergy Action Plan](#).

[See **Celebrations** on page 32 and policy [FFAF](#) for more information.]

Seizures (All Grade Levels)

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder.

[See **A Student with Physical or Mental Impairments Protected under Section 504** on page 23 and contact the school nurse for more information.]

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

Students are prohibited from possessing or using any type of tobacco product, electronic cigarette (e-cigarette), or any other electronic vaporizing device while on school property or while attending an off-campus school-related activity.

The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device by students and all others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies [FNCD](#) and [GKA](#) for more information.]

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

Parents and students in need of assistance with physical and mental health concerns may contact the following campus and community resources:

- The campus nurse
- The local public health authority, [Collin County Health Department](#)

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- The [local mental health authority](#)

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

The district has adopted board policies that promote student physical and mental health. (LOCAL) policies on the topics below can be found in the district's policy manual, available at [Allen ISD Board Policy](#).

- Food and nutrition management: [CO](#), [COA](#), [COB](#)
- Wellness and Health Services: [FFA](#)
- Physical Examinations: [FFAA](#)
- Immunizations: [FFAB](#)
- Medical Treatment: [FFAC](#)
- Communicable Diseases: [FFAD](#)
- School-Based Health Centers: [FFAE](#)
- Care Plans: [FFAF](#)
- Crisis Intervention: [FFB](#)
- Trauma-informed Care: [FFBA](#)
- Student Support Services: [FFC](#)
- Student Safety: [FFF](#)
- Child Abuse and Neglect: [FFG](#)
- Freedom from Discrimination, Harassment, and Retaliation: [FFH](#)
- Freedom from Bullying: [FFI](#)

Allen ISD is committed to the whole-child. District strategies to address the physical and mental health of our students include:

- Implementation of student health initiatives that focus on promoting healthy lifestyle choices and physical fitness
- Expanding the health curriculum to include both physical and mental health
- Reviewing recommendations by SHAC, including ongoing review of the district wellness program
- Focusing on suicide prevention, conflict resolution, dating violence and non-bullying
- Implementation of social and emotional learning (SEL) curriculum
- Implementation of trauma-informed practices and care
- Increasing staff and parent awareness of positive behavior interventions and supports
- Training of counselors in suicide prevention and risk assessment

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- Committing to a comprehensive school counseling program
- Increasing awareness of parents and staff on prevention of sexual abuse, child trafficking, and other maltreatment of children

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

School Health Advisory Council (SHAC) (All Grade Levels)

Notification of upcoming SHAC meetings will be posted at each campus administrative office at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the district website. During the preceding school year, the district's School Health Advisory Council (SHAC) held four meetings.

[See **Human Sexuality Instruction** and policies [BDF](#) and [EHAA](#). for more information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at [FFA\(LOCAL\)](#) and corresponding plans and procedures to implement it. For questions about the content or implementation of the district's wellness policy and plan, please contact the Student Services Department.

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Homework (All Grade Levels)

Homework is any teacher-assigned task intended for students to perform outside of school hours. Independent reading time could be factored in homework time allotted as appropriate to student age and course content.

Parameters in Homework:

The following parameters are established as general guidelines (rather than as limits or requirements) in terms of time spent by students nightly. Naturally, some students may require more or less time to complete assignments.

For Elementary Students:

- KG & 1st grade – average 10 minutes per night
 - 2nd grade – average 20 minutes collectively per night
 - 3rd grade – average 30 minutes collectively per night
 - 4th grade – average 40 minutes collectively per night
 - 5th grade – average 50 minutes collectively per night
 - 6th grade – average 60 minutes collectively per night
- For Secondary Students:
- Homework assignments should collectively average 1-2 hours per night.
 - All advanced courses are offered to prepare students for AP and IB. AP and IB courses are designed to introduce high school students to college-level coursework. Therefore, these courses may require a higher level of study and work outside of the school day than regular core courses.

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, including without parental consent, if necessary, if it 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 the student at school.
- Ordinarily make reasonable efforts to notify the parents, unless the interviewer raises what the principal considers to be a valid objection.
- Ordinarily be present for the questioning or interview, 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.

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

Before a student is released to a legally authorized person, the administrator will verify the person's identity and, to the best of his or her ability, will verify the person's authority to take custody of the student.

The administrator will immediately notify the superintendent's designee and will attempt to notify the parent, unless the legally authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the administrator does not have the authority to prevent or delay a student's release to a legally authorized person, any notification will most likely be after the fact.

Notification of Law Violations

The district is required by state law to notify:

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

[See policy [GRAA\(LEGAL\)](#) for more information.]

Leaving Campus (All Grade Levels)

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Remember that student attendance is crucial to learning. Appointments should be scheduled outside of school hours if possible. Picking up a student early on a regular basis results in missed opportunities for learning. Unless the principal has granted approval because of extenuating circumstances, students will not regularly be released before the end of the school day.

State rules require parental consent before any student leaves campus for any part of the school day. The district has put the following procedures in place in order to document parental consent:

- For students in elementary and middle school, a parent or other emergency contact, as indicated in Family Access/Skyward, must come to the office and sign the student out. Please be prepared to show identification. Once an identity is verified, a campus representative will then call for the student or collect the student and bring him or her to the office. For safety purposes and stability of the learning environment, we cannot allow you to go to the classroom or other area unescorted to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.
- For students in high school, the same process will be followed. If the student's parent will authorize the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office in advance of the absence, no later than two hours prior to the student's need to leave campus. A phone call received from the parent may be accepted, but the school may ultimately require a note to be submitted for documentation purposes. Once the office has received information that the student's parent consents to the student leaving campus, a pass will be issued to the student to hand to his or her teacher with the necessary information. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day. If a student is 18 years of age or is an emancipated minor, the student may produce a note on his or her own behalf. Documentation regarding the reason for the absence will be required.
- If a student becomes ill during the school day and the school nurse or other district personnel determine that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school. Unless directed by the parent to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures as listed above. If a student is allowed to leave campus by himself or herself, as permitted by the student's parent, or if the student is age 18 or is an emancipated minor, the nurse will document the time of day the student was released. A child in elementary or middle school will not be released unless accompanied by a parent/legal guardian or by an emergency contact, as indicated in Family Access/Skyward.

At Any Other Time during the School Day

Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal.

Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

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Lost and Found (All Grade Levels)

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

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.

A student will be responsible for obtaining and completing makeup work in a satisfactory manner. A student who does not make up assigned work within the time allotted (one day for each day absent) will receive a grade of zero for the assignment.

The student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school and that, even though absences may be excused or unexcused, all absences account for the 90 percent threshold regarding the state laws surrounding “attendance for credit or final grade.” [See **Attendance for Credit or Final Grade** on page 27.]

A student involved in an extracurricular activity must notify his or her teachers ahead of time about any absences.

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 penalty to any long-term project in accordance with timelines approved by the principal and previously communicated to students.

Late Work Not Due to Absence

The goal of the campus policy is to make sure that students complete their work. Late work is an assignment that is not submitted during the assigned class period on the date it is due as long as the student is not absent that day.

Grades 2-12 Foundation Subjects

- Elementary Guidelines – 10 points will be taken off per school day for late work up to three school days.
- Secondary Guidelines – Students will have 3 school days from original due date to turn in their work for a maximum grade of 70. Therefore, whether an assignment is one, two or three days late no more than a total of 30 points penalty can be taken off for that assignment.

Grades 7-12 Advanced Courses

- Middle School Advanced – Students will have 2 days to turn in their work for a maximum grade of 60%.
- High School AP/IB – Students will have 1 day to turn in their work for a maximum grade of 60%.

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- High School AP/IB – Due to the pace of AP/IB courses, there will be no late work policy for all AP/IB courses.
- A repeated pattern of late work may include further interventions and/or consequences.

DAEP Makeup Work

Grades 9–12

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

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

Alternative Means to Receive Coursework

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

Opportunity to Complete Courses

A student removed from the regular classroom to ISS 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\(LEGAL\)](#) for more information.]

Nondiscrimination Statement (All Grade Levels)

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

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

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

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual

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harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment: Kim McLaughlin, Assistant Superintendent School Leadership & Support; 612 E. Bethany, Allen, Texas 75002; Phone 972-727- 7115; Email Kimberly.McLaughlin@allenisd.org.

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

The following district representative has been designated to address concerns or inquiries about other kinds of discrimination:

For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator: Montie Parker, Executive Director of Special Services at 612 E. Bethany, Allen, Texas 75002; Phone 972-727- 0511; Email Montie.Parker@allenisd.org.

[See policies [FB](#), [FFH](#), and [GKD](#) for more information.]

Parent and Family Engagement (All Grade Levels)

Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child every day 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 your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the teacher, school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress through Family Access/Skyward for students in grades 2-12 and contacting teachers as needed. [See **Academic Counseling** on page 39.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please contact the school through email or telephone for an appointment. The teacher will communicate with you in a timely manner. [See **Report Cards/Progress Reports and Conferences** on page 80.]
- Becoming a school volunteer. [See **Volunteers** on page 94 and policy [GKG](#) for more information.]
- Participating in campus parent organizations.

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- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. For more information, see policies [BQA](#) and [BQB](#) and contact your school office
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction and other wellness issues. [See **School Health Advisory Council (SHAC)** on page 69 and policies [BDF](#), [EHAA](#), [FFA](#) for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are typically held on the 4th Monday of each month at 7 p.m. at 610 E. Bethany Drive. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at the AISD Administration Building and [online](#). [See policies [BE](#) and [BED](#) for more information.]
- Staying informed by accessing school/district websites and official social media accounts for updated information.

Parking and Parking Permits (Secondary Grade Levels Only)

A student must present a valid driver's license and proof of insurance to be eligible for a parking permit.

Students must request a parking permit and pay a fee to park in a school parking lot. So long as space is available, parking permits may be issued throughout the year.

Students will not be permitted to:

- Speed.
- Double-park.
- Park across a white or yellow line.
- Park in a fire lane.
- Sit in parked cars during school hours.

Students may be subject to disciplinary action for violation of these rules. The district may tow cars that are parked in violation of these rules. Please see [AHS Parking Enforcement](#) for additional information.

Pledges of Allegiance and a Minute of Silence (All Grade Levels)

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags** on page 12.]

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State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first class period when September 11 falls on a regular school day.

[See policy [EC](#) for more information.]

Prayer (All Grade Levels)

Each student has a right to pray individually, voluntarily, and silently or to meditate in school in a manner that does not disrupt instructional or other activities of the school. The school will not encourage, require, or coerce a student to engage in or 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. In making promotion decisions, the district will consider:

- Teacher recommendation,
- Grades,
- Scores on criterion-referenced or state-mandated assessments, and
- Any other necessary academic information as determined by the district.

A parent may request in writing that a student repeat kindergarten, or grade 1, 2, or 3. Before granting the request, the district may convene a retention committee to meet and discuss the request, and will invite the parent to participate.

Elementary and Middle/Junior High Grade Levels

For the 2021–22 school year, a parent may request in writing that a student repeat grade 4, 5, 6, 7, or 8 that the student was enrolled in during the 2020-21 school year. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

High School Grade Levels

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

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

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

For the 2021–22 school year, a parent may request in writing that a student repeat a course taken for high school credit that the student took and received credit for during the 2020–21

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school year. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Release of Students from School

[See **Leaving Campus**]

Remote Instruction

In the event Allen ISD is required by TEA to offer remote instruction, all district policies, procedures, guidelines, rules, and other expectations of student behavior will be enforced as applicable in a remote or virtual learning environment.

Report Cards/Progress Reports and Conferences (All Grade Levels)

Report cards with each student's performance and absences in each class or subject are issued at least once every 9 weeks.

During the fourth week of a nine-week grading period, parents will receive a progress report if their child's performance in any course/subject area is near or below 70 or is below the expected level of performance. [See **Working Together** on page 77 for how to schedule a conference.]

Teachers follow district 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 **Grading Guidelines** on page 54 and policy [EIA\(LOCAL\)](#) for more information.]

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\(LOCAL\)](#).

All report card and progress report grades for students in grade levels 2-12 are available online in Family Access/Skyward. An electronic signature is required to view grading reports.

Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 41.]

Safety (All Grade Levels)

Student safety on campus, at school-related events, and in district vehicles is a high priority of the district. 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 all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Wear a current school-issued ID badge that must be worn around the neck and visible at all times for students in grades 7-12.

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- Refrain from using cell phones in a crisis situation to keep circuits open and available for emergency responders unless permission is given by an administrator. Parents also need to limit communications to the school and to their student during these times.
- Students may send a quick text to say “I’m okay, turning off my phone” then turn off their phone.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns by [AISD Anonymous Tip Program](#).
- 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

With few exceptions, public school districts in Texas are protected under the doctrine of sovereign immunity from being held liable for injury to students and the public. Students and their parents/guardians are responsible for the cost of their medical care if injured on campus or while participating in school events. At the beginning of each school year, parents are provided information on the opportunity to purchase accident insurance that can help with medical expenses in the event of injury to their child. This Student Insurance Form is included in the Back to School Forms.

Allen ISD does obtain an athletic accident insurance policy which provides limited coverage for students while participating in UIL-sanctioned activities (e.g., major sports, band, cheerleading, etc.). For more information regarding student accident insurance, contact Risk Management at 972-236-9365.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Allen ISD adheres to the recommendations of the Texas Schools Safety Center as it applies to drills and emergency procedures. Drills practiced at each campus include Hold, Secure, Lockdown, Evacuate and Shelter. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Preparedness Training: CPR and Stop the Bleed

The district will annually offer instruction in CPR at least once to students enrolled in grades 7–12. The instruction can be provided as part of any course and is not required to result in CPR certification.

The district will annually offer students in grades 7–12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see [Homeland Security’s Stop the Bleed](#) and [Stop the Bleed Texas](#).

Emergency Medical Treatment and Information

All parents are asked each year to keep a Medical Care Authorization Form providing written parental consent to obtain emergency treatment and information about allergies to medications

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or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, etc.).

The district may consent to medical treatment, which includes dental treatment, if necessary, for a student if:

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

The emergency care authorization form will be used by the district when a student's parent or authorized designee is unable to be contacted. A student may provide consent if authorized by law or court order.

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

Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

Allen ISD campuses are occasionally closed due to bad weather such as snow and ice. Other circumstances such as power outages or other utility problems may also cause a single campus or the entire school district to close. There are also times when campuses or the school district will delay the start of school for safety reasons.

Under most circumstances, a decision to close or delay school due to bad weather is made by 5:30 a.m. If enough information is available, school district officials may make a decision the night before and parents will be notified before 10:00 p.m. If school is closed or delayed Allen ISD will communicate with parents and guardians in the following ways:

- email,
- a post on Allen ISD's website www.allenisd.org, and
- posts on Allen ISD social media channels (Facebook and Twitter).

It is important that parents keep their contact up-to-date in Skyward in order to receive email notifications. State law requires parents to update contact information within two weeks after the date the information changes.

Allen ISD will also contact local news outlets with information about a closing or delay, however, Allen ISD cannot guarantee that the news station will publish the information. [See Communications-Automated, Emergency]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing**]

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Schedule Changes (Middle/Junior High and High School Grade Levels)

Please contact your student's counselor if you have a question regarding a schedule change.

School Facilities

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the facilities office. If you have any questions or would like to examine the district's plan in more detail, please contact the Executive Director of Facilities at 972-727-0363.

Food and Nutrition Services (All Grade Levels)

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

Some students are eligible for free and reduced-price meals based on financial need or household situation. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent requests the student's information not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

Applications may be obtained on each campus or from the district's Student Nutrition Office, or online at the Student Nutrition page of the Allen ISD website.

[See policy [CO](#) and [FFA](#) for more information.]

Parents should continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student may continue to purchase breakfast and lunch for up to two days. According to the grace period set by the school board, the district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals.

If the district is unable to work out an agreement with the student's parent on replenishment of the meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

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 and middle 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 website at www.paypams.com. Cash is accepted at all serving lines during lunch.

Elementary students access their account by entering their student ID number or scanning their student identification badge at the cashier's station to deduct from the account balance.

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Middle School, LFC and AHS students access their account by swiping the barcode 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. Students without a badge at the Middle Schools, Lowery and AHS must obtain a replacement ID badge.

At Allen High School and Lowery Freshman Center, students have a variety of choices for lunch. Pre-payments to student lunch accounts may be made at one of several deposit kiosks in the school. Students who qualify for free or reduced price meals are able to obtain a free or reduced price breakfast at the Crust & Crumb location and lunch at all serving locations, with the exception of Subway and Pizza Hut at Allen High School, by selecting the #1 Eagle Meal Combo. Students who qualify for free or reduced meals may keep money in their account and purchase anything they would like from any serving area.

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. All campuses are closed campuses, and students are not permitted to leave campus during lunch.

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the Director of Student Nutrition. [See policy [CO](#) and [FFA](#) for more information.]

Pest Management Plan (All Grade Levels)

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact the district's Executive Director of Facilities at 972-727-0363.

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or 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. Misbehavior will be subject to

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consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Library (All Grade Levels)

The library is open for independent student use during the following times with a teacher permit:

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 Library Media Specialist for the times the library is open for independent student use.

Use of Hallways during Class Time (All Grade Levels)

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

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

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

Unless the teacher or sponsor overseeing an activity gives permission, a student will not be permitted to go to another area of the building or campus.

Students must leave campus immediately after dismissal of school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult. See [FNAB\(LOCAL\)](#)

Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only)

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

A list of these groups is available in the principal's office.

School-Sponsored Field Trips (All Grade Levels)

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. The district is not responsible for refunding fees paid directly to a third-party vendor.

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Searches

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches.

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

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

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

District Property (All Grade Levels)

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

Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

Metal Detectors (All Grade Levels)

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities. See policy [FNF\(LEGAL\)](#)

Telecommunications and Other Electronic Devices (All Grade Levels)

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

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

[See **Electronic Devices and Technology Resources** on page 49 and policy [FNF\(LEGAL\)](#) for more information.]

Trained Dogs (All Grade Levels)

The district may use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area

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that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Vehicles on Campus (Secondary Grade Levels Only)

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

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

Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation** on page 41.]

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, English learners, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact the campus administrator or designated department located at the Administration Building.

The Texas State Library and Archives Commission's [Talking Book Program](#) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

Standardized Testing

Secondary Grade Levels

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. These assessments are usually taken during the second semester of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT.

Note: These assessments may qualify a student to receive a performance acknowledgment on the student's transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances.

TSI (Texas Success Initiative) Assessment

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Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment or meet the exemption requirements. The TSI assesses the reading, mathematics, and writing skills that freshmen-level students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

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

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

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

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

Failure to Perform Satisfactorily on STAAR Reading or Math

If a student in grades 3–8 does not perform satisfactorily on the state assessment, the district will provide accelerated instruction for the student. A student who does not attend accelerated instruction may violate school attendance requirements.

For a student who does not perform satisfactorily on the math or reading assessment in grades 3, 5, or 8, the district will establish an accelerated learning committee (ALC), which includes the student's parent, to develop an educational plan for accelerated instruction to enable the student to perform at the appropriate grade level by the conclusion of the next school year. The district will document the educational plan in writing and provide a copy to the student's parent.

The parent of a student in grades 3, 5, or 8 who fails to perform satisfactorily on the math or reading assessment may:

- Request that the district consider assigning the student to a particular classroom teacher in the applicable subject area, if more than one classroom teacher is available.
- File a grievance or complaint regarding the content or implementation of the ALC's educational plan. See **Complaints and Concerns (All Grade Levels)** on page 37 and FNG(LOCAL).

Standardized Testing for a Student Enrolled Above Grade Level

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

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

Standardized Testing for a Student in Special Programs

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

Personal Graduation Plans - Middle or Junior High School Students

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

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

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

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

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

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

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

- Algebra I
- English I and English II
- Biology
- U.S. History

Satisfactory performance on the applicable assessments is required for graduation, unless waived or substituted as allowed by state law and rules.

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

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

An admission, review, and dismissal (ARD) committee for a student receiving special education services will determine whether successful performance on the EOC assessments will be

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required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP).

[See **Graduation**]

Failure to Perform Satisfactorily on an EOC

If a student does not perform satisfactorily on an EOC, the district will provide accelerated instruction.

Failure of a student to attend accelerated instruction may result in violations of required school attendance.

Students in Foster Care (All Grade Levels)

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

If you have questions, please contact the district's foster care liaison at 972-727-0511.

[See **A Student in the Conservatorship of the State (Foster Care)** on page 19.]

Students Who Are Homeless (All Grade Levels)

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

For more information on services for students who are homeless, contact the district's homeless education liaison at 972-727-0511.

[See **A Student Who is Homeless** on page 20.]

Summer School (All Grade Levels)

Elementary and middle school students qualify for summer school based on district criteria. High school students may attend summer school for credit recovery, credit advancement or STAAR/EOC remediation. [See Standardized Testing.]

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)

The district provides textbooks and other approved instructional materials to students free of charge for each subject or class. Students must treat any books with care and place covers on them, as directed by the teacher. The district may also provide electronic textbooks and technological equipment to students, depending on course objectives.

If the district does not issue graphing calculators for a course requiring their use, a student may use a calculator application with the same functionality as a graphing calculator on a home, laptop, tablet, or other computing device in place of a graphing calculator. High School students can check out graphing calculators through the school library. (See the school website for information)

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A student who is issued a damaged item should report the damage to the teacher within one week of the item being issued.

Any student failing to return an item or returns the item in an unacceptable condition forfeits the right to free textbooks and technological equipment until the item is returned or the damage paid for by the student/parent; however, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

Transfers (All Grade Levels)

The principal is authorized to transfer a student from one classroom to another. Parents do not have the ability to request other students to be transferred away from their student(s).

The superintendent or designee is authorized to investigate and approve transfers between schools.

[See **Safety Transfers/Assignments** on page 18, **Bullying** on page 29, and **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** on page 20, for other transfer options.]

Transportation (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for his or her child to ride with or be released after the event to the parent or another adult designated by the parent. [See **School-Sponsored Field Trips** on page 85.]

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and to any students who are experiencing homelessness. This service is provided at no cost to students.

Bus routes and stops will be designated annually. Bus route information may be found on the district's [Transportation website](#). For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact the Allen ISD Transportation Department at 972-727-0542.

Transportation is not provided to the Juvenile Justice Alternative Education Program.

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. 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 vehicle in an orderly manner at the designated stop.

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- Keep feet, books, instrument cases, and other objects out of the aisle.
- Not deface the vehicle or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle.
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle.
- Observe all usual classroom rules.
- Be seated while the vehicle is moving.
- Fasten their seat belts, if available.
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle.
- Follow any other rules established by the operator of the vehicle.
- Wear Student ID badge.

Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

(See Appendix 3 in the Student Handbook for the Allen ISD Transportation Handbook).

Vandalism (All Grade Levels)

The taxpayers of the community have made a sustained financial commitment for the construction and upkeep of school facilities. To ensure that school facilities can serve those for whom they are intended—both this year and for years to come—littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras (All Grade Levels)

For safety purposes, the district uses video and audio recording equipment 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 as needed and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment,

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speak with the principal or administrator, who the district has designated to coordinate the implementation of and compliance with this law.

[See policy [EHBAF\(LOCAL\)](#) for more information.]

[For video and other recording by parents or visitors to virtual or in-person classrooms, see **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page 8.]

Visitors to the School (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first register at the receptionist's desk, obtain a visitor's badge and comply with all applicable district policies and procedures (including presenting a driver's license or other approved picture ID).

Visitors will be required to ring the doorbell and present a picture ID to the receptionist before being allowed into the building. Upon entering any campus, the visitor's picture ID must be scanned into the Visitor Management System to log the visit.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted.

Parents bringing items for their student should drop them off at the school office. Due to the volume of business through the office, non-educational deliveries such as flowers, birthday gifts, food, balloons, etc. are not permitted.

Visitors during lunch periods are limited to the student's parent/guardian/adult relative, listed in Skyward. Exceptions can be made with prior approval. 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 areas where visitors may eat lunch with their student.

Visitors may only bring food for the students with whom they are approved to visit. For specific appointments with teachers, counselors, administrators or other staff members, parents should call the school in advance. Visits to individual or virtual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration of 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 (district or non-district) are not permitted on any AISD campus during the school day unless accompanied by a parent or guardian.

[For video and other recording by parents or visitors to virtual or in-person classrooms, see **Consent to Video or Audio Record a Student when Not Already Permitted by Law** on page 8.]

Unauthorized Persons

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

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies [FNG\(LOCAL\)](#) or [GF\(LOCAL\)](#).

[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Volunteers (All Grade Levels)

The district very much appreciates the efforts of volunteers who are willing to serve our district and students. If you are interested in volunteering, please contact your child's school for more information. You may complete an online application on the district website. The background check takes approximately two weeks to complete and must be completed each school year. [Volunteer Application](#)

Voter Registration (Secondary Grade Levels Only)

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

Withdrawing from School (All Grade Levels)

A student under 18 may be withdrawn from school only by a parent or guardian. The school requests notice from the parent/guardian at least three days in advance so that records and documents may be prepared. The registrar will prepare a withdrawal form for the parents to sign.

On the student's last day, the withdrawal form must be presented to each teacher for current grade averages and book and equipment clearance; to the librarian to ensure a clear library record; to the clinic for health records; to the school counselor for the last report card and course clearance; and finally, to the principal. A copy of the withdrawal form will be given to the student/parent once clearance requirements are met, and a copy will be placed in the student's permanent record.

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A student who is age 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

To receive any balance remaining in the student's lunch account, you must request it in writing to the Student Nutrition Department.

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Glossary

Accelerated instruction is an intensive supplemental program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

ARD stands for admission, review, and dismissal. The ARD committee convenes 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 or a final grade lost because of absences.

CPS stands for Child Protective Services.

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

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

ED stands for the U.S. Department of Education.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments are required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the federal Every Student Succeeds Act.

FERPA refers to the federal Family Educational Rights and Privacy Act, which 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 years of age or older directs the school not to release directory information.

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

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ISS refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

PGP stands for personal graduation plan, which is required for high school students and for any student in middle school 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.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required 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 help ensure that local community values and health issues are reflected in the district's health education instruction, as well as assist with other student and employee wellness issues.

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must perform successfully on some state-mandated assessments to be promoted and students must pass the STAAR EOC assessments to graduate. 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 a classroom, campus, or district vehicle; sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP; and outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

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TEC stands for the Texas Education Code.

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

TSI stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

TXVSN stands for 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 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.

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Appendix I: Freedom from Bullying Policy

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit [Allen ISD Board of Trustees website](#). Below is the text of Allen ISD's policy [FFI\(LOCAL\)](#) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying
Policy [FFI\(LOCAL\)](#) adopted on 10/26/2017

BULLYING PROHIBITED

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

RETALIATION

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

FALSE CLAIM

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

TIMELY REPORTING

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

REPORTING PROCEDURES

STUDENT REPORT

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

EMPLOYEE REPORT

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

REPORT FORMAT

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

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NOTICE OF REPORT

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

PROHIBITED CONDUCT

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

INVESTIGATION OF REPORT

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

CONCLUDING THE INVESTIGATION

Absent of extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

NOTICE TO PARENTS

If an incident of bullying is investigated, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

DISTRICT ACTION

BULLYING

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

DISCIPLINE

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

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CORRECTIVE ACTION

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

TRANSFERS

The principal or designee shall refer to [FDB \(LOCAL\)](#) for transfer provisions.

COUNSELING

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

IMPROPER CONDUCT

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

CONFIDENTIALITY

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

APPEAL

A student who is dissatisfied with the outcome of the investigation may appeal through [FNG \(LOCAL\)](#), beginning at the appropriate level.

RECORDS RETENTION

Retention of records shall be in accordance with [CPC \(LOCAL\)](#).

ACCESS TO POLICY AND PROCEDURES

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's Web site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Appendix II: Responsible Use Policy

The Allen Independent School District strongly believes in the educational value of electronic services and recognizes their potential to support its curriculum and student learning by facilitating resource sharing, innovation and communication. By deploying filtering and monitoring systems and providing devices for students, AISD will make every effort to protect students and teachers from any misuses or abuses as a result of their experience with an information service. This places AISD in compliance with [CIPA \(Children's Internet Protection Act\)](#). Your and your child's signatures will indicate acknowledgment and understanding of the standards specified in this Responsible Use Policy document. These standards have been cross-referenced with other sections of the AISD Student Code of Conduct and Student Handbook to provide information to students and families regarding possible violations and consequences. These references are not an exhaustive list. Please refer to other sections of the [AISD Student Code of Conduct](#) and [Student Handbook](#) for additional information for violating these standards. As a user of this service, your child will be expected to abide by the following generally accepted rules of network etiquette. Violating the terms and expectations of this responsible use policy could result in disciplinary action.

Examples of Appropriate and Responsible Use:

- Utilizing district-issued technology ethically and for educational purposes.
- Being personally responsible for the care of all devices and materials assigned to you.
- Taking care of your device by not having food or drink near devices, not allowing others to borrow it, and handling the device properly following [device care](#) guidelines.
- Signing in and using your own Allen ISD student credentials for all things related to school.
- Staying safe and secure while online by not sharing passwords or any other personal identifying information online or meeting someone online without parental permission.
- Reporting any password, account breach or security concern immediately to campus personnel quickly and confidentially.
- Treating the online environment as an extension of learning by following all student [code of conduct](#) and teacher expectations.
- Being respectful and kind by creating a positive learning environment for all.
- Asking for consent before taking photos and videos of other students and staff.
- Reporting inappropriate, dangerous, threatening, messages or other communications that make users feel uncomfortable.
- Opening, working, viewing, modifying or deleting their own files.
- Opening, working, viewing, modifying or deleting collaborative documents and files only when authorized to do so by peers or educators.
- Taking necessary cyber security precautions and remaining vigilant of malicious online communications or threats to report them swiftly.
- Following all [copyright](#) and [fair use guidelines](#).
- Being a good [digital citizen](#).

Examples of Inappropriate use:

- Vandalizing and/or theft including data manipulation.
- Using school equipment or networks to access or distribute material that is inappropriate content such as derogatory comments, vulgar or offensive language, drugs, gang related symbols, material that is profane or obscene (pornography), advocates violence or discrimination toward other people, advocate or participate in illegal activities.

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- Using inappropriate language, sexting, sending or accessing pornographic content, sending or accessing sexually inappropriate images, content, or materials, or receiving such materials without notifying an Allen ISD employee or a parent or guardian.
- Disrupting the learning environment.
- Using school property and networks to maliciously hack, illegally download, disable monitoring systems, tamper or bypass school networks and filters.
- Violating Terms of Service.
- Emailing or messaging staff of students in a way that could be considered “spam” or unsolicited communication.
- Utilizing VPNs, proxies or other technologies to bypass school networks.
- Altering policies or hardware to by-pass network and connectivity protocols.
- Impersonating others or borrowing another student’s device or account information.
- Using school property and/or systems for commercial use or for profit.
- Engaging in plagiarism or academic dishonesty including cheating, copying the work of others, or in unauthorized collaboration with another person in preparing an assignment.
- Sharing your device and/or usernames and passwords with others.
- Deleting files that you did not personally create or do not recognize from your laptop
- Participating in or encouraging others to partake in [cyberbullying](#).

Students 13 or younger

For students under the age of 13 the [Children's Online Privacy Protection Act \(COPPA\)](#) requires additional parental permission for education software tools. Some of these tools may require the creation of an account for the student. Parents wishing to deny access to these educational tools must do so in writing to the campus principal.

The district may charge a device fee for the implementation of the Empower 1:1 program. This device fee will be paid annually and will cover the purchase of unintentional damage insurance policy for student mobile devices. Device fees may be subject to sliding scales or paid in installments if financially necessary.

Students/Parents will be held responsible for damage to student devices not covered by warranties or insurance (i.e. intentional damage, theft, loss, etc).

Student Accounts

By signing this document you grant Allen ISD permission to create student accounts for your student (Microsoft Office 365 for Education, Google Workspace, and other various educational applications approved by Allen ISD). While students are using district accounts and equipment, Allen ISD reserves the right to restrict access at any time.

I have read the District’s Guidelines for Responsible Use of Allen Independent School District Technology Resources, and this agreement form. By signing this document, I am allowing my student to use Allen ISD equipment, technology, devices, and services including the Allen ISD wired and wireless networks, and understand district devices filtering and monitoring are routinely enforced regardless of what network is being utilized to access the internet on the district issued device. My student and I agree to follow this policy in its entirety.

Parent/Guardian Name (PRINT)

Parent/Guardian Signature

Date

Student Name (PRINT)

Student Signature

Date

Appendix III: Student Email

AISD provides students in grades K-12 with a district email account. This email account is made available for educational purposes and will be the email used for communication between teachers and students.

AISD reserves the right to monitor all activity in AISD electronic resources, including district provided student email accounts. Commercial use of AISD electronic resources is strictly prohibited.

AISD shall not be liable for a student's inappropriate use of AISD Electronic Resources or violations of copyright restrictions or other laws or for any costs incurred by students through use of the AISD Electronic Resources.

Email Etiquette for Students

Why Follow Etiquette?

Email users need to be aware of accepted practices regarding the use of email as a communication tool. In addition, email messages lack cues such as vocal expression and body language that we use every day when communicating with others and as a result, it is easy to convey the wrong impression or offend recipients of your message.

These guidelines will help you get the most from your email system and avoid common mistakes.

- Read your email regularly. Email is used for important school and class communication.
- Reply promptly – if you will be delayed in replying, let the sender know when you expect to be able to respond.
- When emailing your teacher, include your full name and class period in the signature line.
- Use an appropriate font style and size.
- Delete messages in your Inbox that you no longer need.
- Remember that all laws governing copyright, defamation, discrimination and other forms of written communication also apply to email.
- Use the subject line to identify what the message is about.
- Review your message and check your spelling before sending the email.
- Don't write anything you wouldn't say directly to someone.
- Don't assume that because you have sent a message, it has been read.
- Do not send or forward chain letters or engage in "spamming". Spamming is sending annoying, unsolicited or unnecessary messages to a large number of people.
- Do not label every message as urgent.
- Do not "flame". An email flame is an abusive message about another person.
- Do not transmit obscene messages or pictures.
- Do not enter text in all capital letters. That is considered shouting in an email.

Appendix IV: Student Transportation Handbook

Dear Parents and Students:

The Allen Independent School District provides school bus transportation services for all bus-eligible students residing within the district. The State of Texas sets the standards governing school bus operations and provides funding to school districts for student transportation. School districts receive funding from the state based on the number of eligible riders transported.

The Allen Independent School District Board of Trustees provides an opportunity for all eligible students to ride the school bus. The same standard for student behavior is required on the bus that is required in the classroom. A full understanding by parents, students and school employees of the required behavior standards will allow for a safe and pleasant means of transportation for all.

Parents can be of great assistance in helping provide safe and efficient transportation for all children by (1) supporting the school administration and the school bus driver and (2) accepting joint responsibility with school personnel for maintaining proper conduct of their children on the bus.

Your partnership in the joint effort of providing a safe means of transportation for all students in the Allen Independent School District is greatly appreciated.

Sincerely, Director of Transportation (972) 727-0542

GENERAL GUIDELINES

1. The Allen ISD Board of Trustees has elected to provide bus transportation for students living more than two (2) miles from their assigned campus. These students are considered to be eligible bus riders. In addition, the Board may elect to designate certain areas as "hazardous areas." Students living in those areas would also be considered eligible bus riders.
2. The school district's responsibility for bus riders begins when they board the bus and ends after they have safely departed the bus at their designated bus stop after school.
3. It shall be the responsibility of the campus administrators and teachers to see that a student gets on the correct bus when leaving school.
4. A student may only ride the bus they are assigned. In the event of an emergency, a parent may send a note to be signed by an administrator to give to the bus driver. Students requesting to ride a bus they are not assigned will not be guaranteed permission to ride.

I. Prior to Loading

1. Students should be at the bus stop in the mornings five minutes before the scheduled pick-up time as actual pick-up times may vary according to traffic, road conditions and other unforeseen circumstances.

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2. Students are to wait for the bus at the assigned stop in an orderly manner until the bus arrives.
3. As the school bus approaches, the students should form a single line, at least 10 feet back from the curb and well back from the roadway. **DO NOT MOVE TOWARD THE BUS UNTIL IT HAS COME TO A COMPLETE STOP AND THE DOOR IS OPENED.**
4. Students must refrain from any type of harassment of the public and must not damage public or private property while at or on the way to the bus stop.
5. Students should use handrails to help load/unload the bus safely.
6. For safety reasons, students should not wear clothing with drawstrings, dangling cords or anything that could have a tendency to get caught on equipment as they load and unload.
7. Student dress code should be adhered to while on the bus.
8. If a student misses the bus, it will be the parent's responsibility to take the child to school.

II. Rules for Bus Riders

1. Move directly to a seat and be seated immediately upon boarding. The driver will not proceed until all students are seated.
2. Remain seated at all times while the bus is moving.
3. If the bus is equipped with seat belts, they must be worn at all times.
4. Do not carry any item on the bus that will not fit in your lap.
5. If you must cross the street or road to board the bus and you do not have adult supervision crossing the street, wait until the bus arrives at the stop and make certain that all oncoming traffic in all directions has stopped. Never cross behind the bus.
6. Keep all body parts inside the bus.
7. Once on the bus, stay on the bus until you arrive at your designated bus stop or unloading zone.
8. Keep feet, hands, and all objects out of the bus aisle.
9. Any object that could easily cause injury to yourself or others, such as pencils, sticks or other sharp objects, must be safely stored away at all times.
10. Do not leave trash on the bus. No food or drinks will be permitted on the bus.
11. Do not throw objects inside the bus or toss anything out of the bus.
12. Follow all rules of conduct as stated in the Student Code of Conduct. "On the bus" is considered at school.
13. Do not mark, cut, or intentionally damage any part of the bus. Costs to repair deliberate damage will be charged to the person responsible for damages.
14. Use the emergency doors and exit windows only during drills or actual emergencies.

III. Unloading From the Bus

1. Remain seated until the bus comes to a complete stop. Then exit the bus in an orderly manner. Do not push or shove.
2. Move away from the bus immediately upon exiting the bus. The driver will not continue until everyone is at least 6 feet away from the bus.
3. If you must cross the street or road after getting off the bus, cross only at the front of the bus. Never cross behind the bus.

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4. If you drop an article near or under the bus, never try to retrieve it while the bus is there. Go to the door of the bus and ask the driver for help.

IV. Extra-Curricular Trips

1. All safety rules apply to all school sponsored trips.
2. All bus riders shall respect the wishes of the bus chaperone. At least one chaperone will be on each bus.

V. Prohibited Items on the Bus

1. Live animals
2. Any type of weapon
3. Glass containers
4. Any object (musical instrument, class project, etc.) too large to be carried by the student and fit in the student's lap or between their feet on the floor
5. Any object or item that is prohibited at school

VI. Emergency Evacuation

If an emergency evacuation is necessary, please follow the procedures listed below:

1. Leave the bus in a single file line as quickly and quietly as possible.
2. Evacuation will start with the seat closest to the exit door.
3. Once outside the bus, stand as a group and follow the driver's instructions.

VII. Discipline Procedures

Bus transportation is a privilege that may be suspended or revoked if the conduct of the rider interferes with the safe and orderly transportation of any student. The driver has the authority to assign seats and to instill any other reasonable riding procedures, in order to maintain proper conduct of the students on the bus. Students refusing to obey instructions from the driver or who refuse to obey the bus conduct rules could forfeit their privilege to ride the bus for a period of time determined by the school principal.

VIII. Student Conduct Reports

1. For flagrant or chronic misbehavior, the bus driver will complete a "Bus Conduct Report". The report will be given to the student's principal for follow-up and possible disciplinary action.
2. The campus principal or his/her designee shall investigate the Bus Conduct Report and take disciplinary action as deemed necessary.
3. When the infraction is of such a nature that riding privileges are lost, the student will not be allowed to resume riding any bus until the number of suspension days that were assigned by the principal have passed.
4. No student will be put off the bus between his or her designated bus stop and school. If a situation arises that is beyond the control of the driver, he/she will notify the transportation office and ask for assistance. In some instances it may be necessary to return to the school for immediate assistance. If the situation is such that it can be handled later by the principal, the route should be completed without further delays.

IX. Student Discipline Strategies

Campus administrators will assign appropriate discipline strategies/consequences to students that violate bus rules/expectations.

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ELIGIBLE STUDENT RIDERS

The district may not provide transportation to any student for whom it does not receive state transportation funds, except as may be required by the Individual Education Plan (IEP) of a student with disabilities. All students who use district transportation shall board buses at authorized stops. Authorized bus stops shall be designated annually by the Superintendent or designee. Bus drivers shall load and unload passengers only at authorized stops. Students should be at the bus stop five (5) minutes before the bus stop time.

Special Needs Transportation

Call the transportation office 30 minutes before pick up time if the student is not going to ride that day. If you take the student to school, it is the responsibility of the parent to contact the transportation office by 1:30 to let them know that the student needs a ride home at 972-727-0542.

Safety Precautions

Safety precautions shall be exercised in the bus operations at all times. If at any time the bus driver is uncertain about road or vehicle conditions, or other safety factors, the driver shall park the vehicle until safe operating conditions are assured.

Eligibility Criteria

The following criteria shall be used in determining the eligibility of students for foundation school program transportation purposes and the approval of bus routes therefore:

1. The student must reside in the attendance area of the school he or she attends and must live two or more miles from this school as measured by the nearest practical route, unless he or she attends a school by reason of a court order.
2. All approved bus routes must only transport eligible students as approved by the School District.

Classification of Service

Transportation of students is conducted by the district's transportation department. Students in the district are transported under the classifications listed below:

1. Students living two miles or more from the school
2. Emergency Transportation
3. Court-Ordered
4. Special Education
5. Field Trips
6. Activity buses for athletic teams, band, and school-related clubs and organizations
7. Curriculum transfers
8. Overflow students

Definitions

For the purpose of these guidelines:

1. "Bus" means a motor vehicle used to transport persons and designed to accommodate more than 10 persons, including the driver.
2. "Passenger car" refers to a motor vehicle, other than a motorcycle, used to transport persons and designed to accommodate ten or fewer passengers.

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3. "Passenger Van" refers to a motor vehicle, other than a motorcycle or passenger car, used to transport persons and designed to transport 15 or fewer passengers, including the driver.
4. "School activity bus" means a bus designed to accommodate more than 15 passengers, including the operator, that is owned, operated, rented, or leased by the district and is used to transport public school students on a school-related activity trip, other than on routes to and from school. The term does not include charter bus, a bus operated by a mass transit authority, or a school bus.
5. "School bus" means a motor vehicle that was manufactured in compliance with the federal motor vehicle safety standards for school buses in effect on the date of manufacture and that is used to transport pre-primary, primary, or secondary students to and from school. The term does not include a school-chartered bus or a bus operated by a mass transit authority.
6. "Motor bus" means a vehicle designed to transport more than 15 passengers, including the driver. Education Code 34.003; Transportation Code 541.201

Authority

The district may establish and operate an economical public transportation system in the district. For that part of the system that the district operates directly, it shall employ bus drivers certified by the Department of Public Safety. Education Code 34.007, 34.008

Transportation Funding for Eligible Students

If the district operates a transportation system, the district is entitled to a state transportation allotment. The allotted funds must be used to provide transportation service to students who live two or more miles from the school they attend. Education Code 42.155

The Board may require payment of a reasonable fee for transportation to and from school, of a student who lives within two miles of the school the student attends. However, the Board may not charge a fee for transportation for which the district receives a transportation allotment under Education Code 42.155(d). Education Code 11.158

Hazardous Conditions

The district may apply to the commissioner of education for an additional amount of up to ten percent of its regular transportation allotment to be used for the transportation of students living within two miles of the school they attend who would be subject to hazardous traffic conditions if they walked to school. The Board or its designee shall provide to the commissioner the definition of hazardous conditions applicable to the district and shall identify the specific hazardous area for which the allocation is required. A hazardous condition exists where no walkway is provided and students must walk along or cross a freeway or expressway, an underpass, an overpass or bridge, an uncontrolled major traffic artery, an industrial or commercial area, or another comparable condition. Education Code 42.155(d)

Accelerated Instruction Program

The district shall provide students required to attend the accelerated programs with transportation to those programs if the program occurs outside of regular school hours. Education Code 28.0211(j)

Standees

The district may not allow a passenger to stand on a moving bus or passenger van. Education Code 37.126

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Disruption of Transportation

Any person who intentionally disrupts, prevents, or interferes with the lawful transportation of students to and from school or activities sponsored by a school on a vehicle owned and/or operated by the district shall be guilty of a misdemeanor. Education Code 37.126

Transportation Company or System

The Board may contract for all or part of its public school transportation with mass transit authority or commercial transportation company.