

ALLEN INDEPENDENT SCHOOL DISTRICT
STUDENT HANDBOOK
2020-2021



Allen ISD
Where Eagles Soar

ALLEN INDEPENDENT SCHOOL DISTRICT

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 Statements

- **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.**

Campus Directory

Anderson Elementary School	305 N. Alder Dr., Allen, TX 75002	972-396-6924
Bolin Elementary School	5705 Cheyenne Dr., Allen, TX 75002	214-495-6750
Boon Elementary School	1050 Comanche Dr., Allen, TX 75013	972-747-3331
Boyd Elementary School	800 Jupiter Rd., Allen, TX 75002	972-727-0560
Chandler Elementary School	1000 Water Oak Dr., Allen, TX 75002	469-467-1400
Cheatham Elementary School	1501 Hopewell Dr., Allen, TX 75013	972-396-3016
Evans Elementary School	1225 Walnut Springs Dr., Allen, TX 75013	972-747-3373
Green Elementary School	1315 Comanche Dr., Allen, TX 75013	972-727-0370
Kerr Elementary School	1325 Glendover, Allen, TX 75013	214-495-6765
Lindsey Elementary School	5730 Wilford Dr., McKinney, TX 75070	972-908-4000
Marion Elementary School	1595 Stablerun Dr., Allen, TX 75002	214-495-6784
Norton Elementary School	1120 Newport Dr., Allen, TX 75013	972-396-6918
Olson Elementary School	1751 E. Exchange Blvd., Allen, TX 75002	972-562-1800
Preston Elementary School	2455 Hilliard Drive, Allen, TX 75013	972-908-8780
Reed Elementary School	1200 Rivercrest Blvd., Allen, TX 75002	972-727-0580
Rountree Elementary School	800 E. Main St., Allen, TX 75002	972-727-0550
Story Elementary School	1550 Edelweiss Dr., Allen, TX 75002	972-727-0570
Vaughan Elementary School	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

Department Directory

Allen ISD Main Receptionist	972-727-0511	Kids Club After School Care	972-727 0503
Accounting Office	972-727-0523	Learn Playday Preschool	972-727-6932
Advanced Academics	972-727-0511	Maintenance	972-727-0363
Athletics Office	972-727-0437	Operations Department	972-908-8114
Board of Trustees	972-727-0513	Public Information	972-727-0510
Community Education	972-727-0502	Purchasing Office	972-727-7114
C&I/Learner Services	972-727-0710	Risk Management	972-236-0645
Early Childhood/Lang	972-727-0506	Safety and Security	972-236-9367
Employee Benefits	972-727-7196	School Leadership/Support	972-727-7115
Facilities	972-727-0363	Special Services	972-727-0490
Facility Scheduling	972-727-0365	Student Nutrition	972-727-0545
Finance Office	972-747-3358	Student Services	972-727-7115
Foundation for Allen Schools	972-727-0362	Superintendent of Schools	972-727-0513
Governmental Relations	972-236-0618	Technology	972-727-0484
Human Resources	972-727-0533	Transportation	972-727-0542
Innovation/Strategic Initiatives	972-727-0576	Warehouse Distribution	972-727-0540

CAMPUS CLOSURE

Allen ISD campuses are occasionally closed due to bad weather or unforeseen circumstances.

If school is closed or delayed, the announcement will first be posted on the **Allen ISD website** and the **Allen ISD Facebook** page and **Twitter** account. **Cable Channel 98** will be updated with the information and major **television and radio stations** will be notified. Because of the large number of school districts in the area, television and radio announcements are sometimes delayed 30-45 minutes. Parents will also be notified by automated phone calls through the School Messenger notification system. Under most circumstances, a decision to close or delay school due to bad weather is made by 6:00 am.

School Hours

Academic Calendar

Elementary Campuses

7:45 AM - 2:55 PM

Supervision begins at 7:25 AM for all Elementary Campuses

Early Childhood

7:35 AM-10:35 AM or 12:00 PM-3:00 PM

Supervision begins at 7:25 AM for all Elementary Campuses

Middle School Campuses

8:20 AM - 3:30 PM

Doors open at 7:30 AM

Lowery Freshman Center

8:45 AM - 4:05 PM

Doors open at 7:45 AM

Allen High School

8:50 AM - 4:10 PM

Doors open at 7:30 AM

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8:45 AM - 3:45 PM

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Preface

To Students and Parents:

Welcome to the 2020-21 school year! Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make this a successful year for our students.

The Allen Independent School District Student Handbook is designed to provide basic information you and your child will need during the school year. The handbook is divided into two sections:

Section I—Parental Rights—with information to assist you in responding to school-related issues. Please take some time to closely review this section of the handbook.

Section II—Other Important Information for Students and Parents—organized alphabetically by topic, and, where possible, further divided by applicability to ages and/or grade levels, for quick access when searching for information on a specific issue.

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

Both students and parents should become familiar with the Allen Independent School District Student Code of Conduct, which is a document adopted by the board and intended to promote school safety and an atmosphere for learning. That document may be found on the [Allen ISD website](#) and is available in hard copy upon request.

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

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

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

Although the Student Handbook may refer to rights established through law or district policy, the Student Handbook does not create any additional rights for students and parents. It does

not, nor is it intended to, create contractual or legal rights between any student or parent and the district.

If you or your child have questions about any of the material in this handbook, please contact your child's teacher, your child's counselor, or one of the building administrators.

Also, please complete the online Back to School Acknowledgement form in [Family Access](#). All families must file an acknowledgment in Family Access or by turning in a 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 Office of Information and Community Services 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, Centers 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 2020-2021 school year.

Section I: Parental Rights

This section of the Allen ISD Student Handbook includes information related to certain rights of parents as specified in state or federal law.

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation or Provide a Mental Health Care Service

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

The district will not provide a mental health care service to a student except as permitted by law.

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

For additional resources see [AISD Counseling website](#).

The district has also established procedures for staff to notify the campus counselor regarding a student who may need intervention.

The campus counselor can be reached and can provide further information regarding these procedures as well as educational materials on identifying risk factor accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus.

For further information, see **Mental Health Support**.

Note: An evaluation may be legally required under special education rules or by the Texas Education Agency (TEA) for child abuse investigations and reports.

[See policy [EHBAA \(LEGAL\)](#)]

Consent to Display a Student's Original Works and Personal Information

Teachers may display students' work, which may include personally identifiable student information, in classrooms or elsewhere on campus as recognition of student achievement.

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

A student under the age of 14 must have parental permission to receive instruction in the

district's parenting and paternity awareness program; otherwise, the student will not be allowed to participate in the instruction. This program, developed by the Office of the Texas Attorney General and the State Board of Education (SBOE), is incorporated into the district's elective health education classes. [EHAC \(LEGAL\)](#)-P Education Code 28.002(p); 19 TAC 74.35(a)

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

State law permits the school to make a video or voice recording without parental permission for the following circumstances:

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

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

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

Limiting Electronic Communications with Students by 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

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated “directory information” from a student’s education records without written consent. “Directory information” is information that is generally not considered harmful or an invasion of privacy if released. Directory information will be released to anyone who follows procedures for requesting it.

However, a parent or eligible student may object to the release of a student’s directory information as defined in [board policy FL \(LOCAL\)](#). This objection may be made through the completion of the back to school online form related to the “Release of Student Information”. This objection may also be made in writing to the principal within ten school days of your child’s first day of instruction for this school year.

The district has not designated a separate list of student information as directory information for school-sponsored purposes. As a result, if you object to the release of the student information, your decision will also apply to the use of that information for school-sponsored purposes, such as the honor roll, school newspaper, recognition activities, news releases, and athletic programs.

Parents are provided a separate opportunity to allow or deny the release of student information for publication in the school yearbook.

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

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

The district is required by federal law to comply with a request by a military recruiter or an institution of higher education for students’ names, addresses, and telephone listings, unless parents have advised the district not to release their child’s information without prior written consent. Parents have the opportunity to allow or deny the release of their child’s information when completing the back to school online form related to the “Release of Student Information.”

Participation in Third-Party Surveys

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

Your child will not be required to participate without parental consent in any survey, analysis,

or evaluation—funded in whole or in part by the U.S. Department of Education—that concerns:

- Political affiliations or beliefs of the student or the student’s parent.
- Mental or psychological problems of the student or the student’s family.
- Sexual behavior or attitudes.
- Illegal, antisocial, self-incriminating, or demeaning behavior.
- Critical appraisals of individuals with whom the student has a close family relationship.
- Relationships privileged under law, such as relationships with lawyers, physicians, and ministers.
- Religious practices, affiliations, or beliefs of the student or parents.
- Income, except when the information is required by law and will be used to determine the student’s eligibility to participate in a special program or to receive financial assistance under such a program.

You will be able to inspect the survey or other instrument and any instructional materials used in connection with such a survey, analysis, or evaluation. [\[For further information, see policy EF \(LEGAL\).\]](#)

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

As a parent, you have a right to receive notice of and deny permission for your child’s participation in:

- Any survey concerning the private information listed above, regardless of funding.
- School activities involving the collection, disclosure, or use of personal information gathered from your child for the purpose of marketing, selling, or otherwise disclosing that information. **Note:** This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.
- Any non-emergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [\[See policies EF and FFAA.\]](#)

A parent may inspect:

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

Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction

Human Sexuality Instruction

Beginning in grade 5, as a part of the district's curriculum, students receive instruction related to human sexuality. The Board of Trustees shall determine the specific content of a district's instruction in human sexuality. Education Code 28.004(h)

The Allen ISD curriculum department with advice from the School Health Advisory Council (SHAC) is involved with the selection of course materials for such instruction.

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

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

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

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

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

As a parent, you are entitled to review the curriculum materials. In addition, you may remove your child from any part of the human sexuality instruction with no academic, disciplinary, or other penalties. You may also choose to become more involved with the development of curriculum used for this purpose by becoming a member of the district's SHAC. Please see the campus principal for additional information.

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

You may request that your child be excused from recitation of a portion of the Declaration of Independence. State law requires students in social studies classes in grades 3–12 to recite a portion of the text of the Declaration of Independence during Celebrate Freedom Week unless

(1) you provide a written statement requesting that your child be excused, (2) the district determines that your child has a conscientious objection to the recitation, or (3) you are a representative of a foreign government to whom the U.S. government extends diplomatic immunity. [[See policy EHBK \(LEGAL\).](#)]

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

As a parent, you may request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. The request must be in writing and given to a campus administrator. State law does not allow your child to be excused from participation in the required minute of silence or silent activity that follows. [See **Pledges of Allegiance and a Minute of Silence and [policy EC \(LEGAL\).](#)**]

Religious or Moral Beliefs

You may remove your child temporarily from the classroom if an instructional activity in which your child is scheduled to participate conflicts with your religious or moral beliefs. The parent must present or deliver to the teacher of their child a written statement authorizing the removal of the child from the class or other school activity. The removal cannot be for the purpose of avoiding a test and may not extend for an entire semester. Further, your child must satisfy grade-level and graduation requirements as determined by the school and by state law.

Tutoring or Test Preparation

Based on informal observations, evaluative data such as grades earned on assignments or tests, or results from diagnostic assessments, a teacher may determine that a student is in need of additional targeted assistance in order for the student to achieve mastery in state-developed essential knowledge and skills. The schools will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible. In accordance with state law and [policy EC \(LEGAL\)](#) the school will not remove a student from a regularly scheduled class for remedial tutoring or test preparation for more than ten percent of the school days on which the class is offered, unless the student's parent consents to this removal.

The school may also offer tutorial services, which students whose grades are below 70 will be required to attend.

[Also refer to policies [EC](#) and [EHBC](#), and contact your student's teacher with questions about any tutoring programs provided by the school.]

Right of Access to Student Records, Curriculum Materials, and District Records/Policies

Instructional Materials

As a parent, you have a right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered to your child. However, a copy of any exams will not be provided to be taken off

campus.

[See [policy EF \(LEGAL\)](#)]

Notices of Certain Student Misconduct to Noncustodial Parent

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

Student Records

Accessing Student Records

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

- Attendance records;
- Test score;
- Grades;
- Disciplinary records;
- Counseling records;
- Psychological records;
- Applications for admission;
- Health and immunization information;
- Other medical records;
- Teacher and school counselor evaluations;
- Reports of behavioral patterns;
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with your child, as the term intervention strategy is defined by law;
- State assessment instruments that have been administered to your child, and
- Teaching materials and tests used in your child's classroom.

Authorized Inspection and Use of Student Records

A federal law, known as the Family Educational Rights and Privacy Act, or FERPA, affords parents and eligible students certain rights with respect to student education records. For purposes of student records, an "eligible" student is one who is age 18 or older or who is attending an institution of postsecondary education. These rights, as discussed in this section as well as to

Objecting to the Release of Directory Information are:

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

Family Policy Compliance Office

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

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

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

Inspection and release of student records is primarily restricted to an eligible student or a student's parents—whether married, separated, or divorced—unless the school is given a copy of a court order terminating parental rights or the right to access a student's education records.

Federal law requires that, as soon as a student reaches the age of 18, is emancipated by a court, or enrolls in a postsecondary institution, control of the records goes to the student. The parents may continue to have access to the records, however, if the student is a dependent for tax purposes and under limited circumstances when there is a threat to the health and safety of the student or other individuals.

FERPA permits the disclosure of personally identifiable information from a student's education records, without written consent of the parent or eligible student, in the following circumstances:

- When district school officials have what federal law refers to as a "legitimate educational interest" in a student's records. School officials would include:
 - Board members and employees, such as the superintendent, administrators, and principals;
 - Teachers, school counselors, diagnosticians, and support staff (including district health or district medical staff);

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- o A person or company with whom the district has contracted or allowed to provide a particular institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer);
- o A person appointed to serve on a school committee to support the district's safe and supportive school program;
- o A parent or student serving on a school committee; or
- o A parent or student assisting a school official in the performance of his or her duties.

"Legitimate educational interest" in a student's records includes working with the student; considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities; compiling statistical data; reviewing an educational record to fulfill the official's professional responsibility to the school and the student; or investigating or evaluating programs.

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

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

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

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

A parent or eligible student who provides a written request and pays copying costs of ten cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review these records.

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

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the general complaint process found in policy [FNG \(LOCAL\)](#). A grade issued by a classroom teacher can be changed only if, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading policy. [See FINALITY OF GRADES at [FNG \(LEGAL\)](#), **Report Cards/Progress Reports and Conferences** and **Complaints and Concerns** for an overview of the process.]

The district's policy regarding student records can be found in Board [policy FL \(LEGAL\)](#) on the Allen ISD website.

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

Teacher and Staff Professional Qualifications

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

Students with Exceptionalities or Special Circumstances

Children of Military Families

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

- Immunization requirements.
- Grade level, course, or educational program placement.
- Eligibility requirements for participation in extracurricular activities.
- Graduation requirements.

In addition, absences related to a student visiting with his or her parent, including a stepparent or legal guardian, who has been called to active duty for, is on leave from, or is returning from a deployment of at least four months will be excused by the district. The district will permit no more than five excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

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

Notification to Parents of Intervention Strategies for Learning Difficulties Provided to Students in General Education

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

Parental Role in Certain Classroom and School Assignments

Multiple Birth Siblings

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

Safety Transfers/Assignments

As a parent, you may:

- Request the transfer of your child to another classroom or campus if your child has been determined by the district to have been a victim of bullying, which includes cyberbullying, as defined by Texas Education Code 37.0832. Transportation is not provided for a transfer to another campus. See campus administration for information.
- Consult with district administrators if your child has been determined by the district to have engaged in bullying and the board decides to transfer your child to another classroom or campus. Transportation is not provided for a transfer to another campus.

[See **Bullying**, policy [FDB](#) and policy [FFI](#).]

- Request the transfer of your child to attend a safe public school in the district if your child attends school at a campus identified by TEA as persistently dangerous or if your child has been a victim of a violent criminal offense while at school or on school grounds. **There are no campuses in Allen ISD that have been identified by TEA as persistently dangerous.** [See policy [FDE](#).] Transportation is not provided for a transfer to another campus.
- Request the transfer of your child to another campus within Allen ISD if your child has been the victim of a sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for that assault. If the victim does not wish to transfer, the district will transfer the assailant in accordance with policy [FDE](#). Transportation is not provided for a transfer to another campus.

Service/Assistance Animal Use by Students

A parent of a student who uses a service/assistance animal because of the student's disability must submit a request in writing to the principal 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.

Students in the Conservatorship of the State (Foster Care)

A student who is currently in the conservatorship (custody) of the state and who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities outside the district's established testing windows, and the district will grant proportionate course credit by semester (partial credit) when a student only passes one semester of a two-semester course.

A student who is currently in the conservatorship of the state and who is moved outside of the

district's or school's attendance boundaries, or who is initially placed in the conservatorship of the state and who is moved outside the district's or school's boundaries, is entitled to continue in enrollment at the school he or she was attending prior to the placement or move. In addition, if a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request to receive a diploma from the previous district if he or she meets the criteria to graduate from the previous district.

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

Students Who Are Homeless

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

- Proof of residency requirements;
- Immunization requirements;
- Educational program placement, if the student is unable to provide previous academic records, or misses an application deadline during a period of homelessness;
- Credit-by-examination opportunities;
- The award of partial credit (awarding credit proportionately when a student passes only one semester of a two-semester course);
- Eligibility requirements for participation in extracurricular activities; and
- Graduation requirements.

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

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

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

Students Who Have Learning Difficulties or Who Need 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 (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the 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 if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals

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

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

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

There is an exception to the 45-school-day timeline. If a district receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30th due date no longer applies.

Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completing the evaluation, the district must give the parent a copy of the evaluation report at no cost.

Additional information regarding special education is available from the district in a companion document titled Parent's Guide to the Admission, Review, and Dismissal Process.

Contact Person for Special Education Referrals:

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is your child's

teacher and/or the campus diagnostician.

Section 504 Referrals

Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

Contact Person for Section 504 Referrals:

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is your child's teacher and/or the campus 504 coordinator.

Additional Information:

The following websites provide information and resources for students with disabilities and their families.

* [Legal Framework for the Child-Centered Special Education Process](#)

* [Partners Resource Network](#)

* [Special Education Information Center](#)

* [Texas Project First](#)

Students Who Receive Special Education Services with Other School- Aged Children in the Home

If a student is receiving special education services at a campus outside his or her attendance zone, the parent or guardian may request that any other student residing in the household be transferred to the same campus, if the appropriate grade level for the transferring student is offered on that campus. However, the district is not required to provide transportation to the other children in the household. The parent or guardian should speak with the principal of the school regarding transportation needs prior to requesting a transfer for any other children in the home. [See policy [FDB \(LOCAL\).](#)]

Students Who Speak a Primary Language Other than English

A student may be eligible to receive specialized support if his or her primary language is not English, and the student has difficulty performing class work in English.

If the student qualifies for these extra services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments. (See **English Learners** and **Special Programs**).

Students with Physical or Mental Impairments Protected Under

Section 504

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

[See policy [FB](#)].

Section II: Other Important Information for Students and Parents

Topics in this section of the Student Handbook contain important information on academics, school activities, and school operations and requirements. Take a moment with your child to become familiar with the various issues addressed in this section. It is organized in alphabetical order to serve as a quick-reference when you or your child has a question about a specific school-related issue. Where possible, the topics are also organized to alert you to the applicability of each topic based on a student's age or grade level. Should you be unable to find the information on a particular topic, please contact your campus office.

Admission Requirements

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

1. **Two proofs** of residency showing address within the district's boundaries from the following:
 - Utility bill (gas, electric, water) and a signed contract of sale or a lease agreement showing address within the district's boundaries
2. Student's social security number
3. Up-to-date immunization record
4. Birth certificate or passport
5. Most recent report card and/or withdrawal form with grades from previous school
6. Government issued photo ID (driver's license or passport) of parent or legal guardian enrolling student

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

from the above list showing an address within the district's boundaries will be required when making a change of address.

Absences/Attendance

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

Compulsory Attendance

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 has more than five unexcused absences in a semester, the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy [FEA.](#)]

Between Ages 6 and 19

State law requires that a student between the ages of 6 and 19 attend school, as well as any applicable accelerated instruction program, extended year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

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

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

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.

Exemptions to Compulsory Attendance

All Grade Levels

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

- Religious holy days - parent note required;

- Required court appearances - court note required;
- Activities related to obtaining U.S. citizenship - legal document required;
- Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders, if the student comes to school or returns to school on the same day as the appointment. A note from the health-care provider must be submitted upon the student's arrival or return to campus; and
- For students in the conservatorship (custody) of the state,
 - An activity required under a court-ordered service plan; or
 - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

As listed in Section I under **Children of Military Families**, absences of up to five days will be excused for a student to visit with an immediate family member (i.e.: a parent, stepparent, or legal guardian) who has been called to duty for, is on leave from, or immediately returned from certain deployments.

Secondary Grade Levels

An 11th or 12th grade student's absence of up to two days related to visiting a college or university will be considered an exemption, provided this has been authorized by the board under policy [FEA \(LOCAL\)](#), the student receives approval from the campus principal, follows the campus procedures to verify such a visit, and makes up any work missed.

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

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

- An early voting clerk, provided the district's board has authorized this in policy [FEA\(LOCAL\)](#), the student notifies his or her teachers, and the student receives approval from the principal prior to the absences; and
- An election clerk, if the student makes up any work missed.

An absence of a student in grades 6–12 for the purpose of sounding "Taps" at a military honors funeral for a deceased veteran will also be excused by the district.

Failure to Comply with Compulsory Attendance

All Grade Levels

School employees must investigate and report violations of the state compulsory attendance law. A student absent without permission from school; from any class; from required special

programs, such as additional special instruction, termed “accelerated instruction” by the state; or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Students with Disabilities

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

Age 19 and Older

After a student age 19 or older incurs a third unexcused absence, the district will send the student a letter as required by law explaining that the district may revoke the student’s enrollment for the remainder of the school year if the student has more than 5 unexcused absences in a semester. As an alternative to revoking a student’s enrollment, the district may implement a behavior improvement plan.

Between Ages 6 and 19 or enrolled in Early Childhood or Kindergarten

When a student who is between ages 6 and 19 or is enrolled in Early Childhood or Kindergarten incurs unexcused absences for three or more days or parts of days within a four-week period, the school will send a notice to the student’s parent, as required by law, to remind the parent that it is the parent’s duty to monitor the student’s attendance and to require the student to come to school. The notice will also inform the parent that the district will initiate truancy prevention measures and request a conference between school administrators and the parent. These measures could include a behavior improvement plan, school-based community service, or referrals to either in-school or out-of-school counseling or other social services. Any other measures considered appropriate by the district will also be initiated.

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.

A court of law may also impose penalties against a student’s parent if a school-aged student is deliberately not attending school. A complaint against the parent may be filed in court if the student is absent without excuse from school on 10 or more days or parts of days within a six-month period in the same school year.

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

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

Attendance for Credit or Final Grade (Kindergarten–Grade 12)

To receive credit or a final grade in a class, a student in grade kindergarten-grade 12 must attend at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit or a final

grade for the class if he or she completes a plan approved by the principal that allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit or a final grade for the class.

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

All absences, whether excused or unexcused, must be considered in determining whether a student has attended the required percentage of days. In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- A transfer or migrant student begins to accumulate absences only after he or she has enrolled in the district.
- In reaching a decision about a student's absences, the committee will attempt to ensure that it is in the best interest of the student.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences.
- The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit or a final grade.

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

School Hours

Supervision begins at 7:25 AM for all elementary campuses.

Elementary Campuses 7:45 AM - 2:55 PM

Early Childhood 7:35 AM-10:35 AM or 12:00 PM-3:00 PM

Middle School Campuses 8:20 AM - 3:30 PM

Doors open at 7:30 AM

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Lowery Freshman Center 8:45 AM - 4:05 PM

Doors open at 7:45 AM

Allen High School 8:50 AM - 4:10 PM

Doors open at 7:30 AM

STEAM Center 7:30 AM - 4:25 PM

Dillard – Eagle Academy 8:45 AM - 3:45 PM

Dillard – Discipline/Non-Traditional 9:00 AM - 4:05 PM

Dillard PAS - 9:00 AM - 4:05 PM

Documentation after an Absence (All Grade Levels)

On the day a student is absent, 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.

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

Upon return to school, a student who is absent for more than five (5) consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school. 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 student's absence from school in order to determine whether the absence or absences will be excused or unexcused.

[See policy [FEC \(LOCAL\)](#).]

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.

Driver License Attendance Verification (Secondary Grade Levels Only)

For a student between the ages of 16 and 18 to obtain a driver license, written parental permission must be provided for the [Texas Department of Public Safety](#) (DPS) to access the student's attendance records and, in certain circumstances, for a school administrator to

provide the student's attendance information to DPS. A verification of enrollment ([VOE](#)) form may be obtained from the office, which the student will need to submit to DPS upon application for a driver license.

Verification of Enrollment and Attendance Form Requirements are:

- Student is currently enrolled in school;
- Student must request the VOE in person, and must show proper identification;
- Student was awarded credit for each class the previous semester;
- If student was denied credit the previous semester, a VOE may be issued if:
 - Student failed one or more classes, but the attendance records reveal that the student attended 90 percent of **each** class; or
 - Student did not meet the 90% rule for one or more classes and credit was denied. The school attendance committee (and/or administration) accepted a student's approved plan to allow the student to reinstate credit for all classes. The student complied with the plan and the credit for **all** classes was reinstated;
- Any VOE issued during the school year expires 30 days after issuance;
- Any VOE issued the last 5 days of the school year will expire the first day of the following school year.

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 the accountability requirements is the dissemination and publication of certain reports and information which include:

- The Texas Academic Performance Report (TAPR) for the district, compiled by TEA, the state agency that oversees public education, based on academic factors and ratings;
- A School Report Card (SRC) for each campus in the district compiled by TEA based

on academic factors and ratings;

- The district’s financial management report, which will include the financial accountability rating assigned to the district by TEA; and
- Information compiled by TEA for the submission of a federal report card that is required by federal law.

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

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

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

Please contact the principal for information about this opportunity.

Bullying (All Grade Levels)

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

- Has the effect or will have the effect of physically harming a student, damaging a student’s property;
- 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;
- 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, or any other Internet-based communication tool.

The district is required to adopt policies and procedures regarding:

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

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. 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 or other 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 the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action and may notify law enforcement in certain circumstances. 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 these individuals, as well as to any students who have been identified as witnesses to the bullying.

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

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

A copy of the district's policy is available in the superintendent's office, and on the district's website, and is included at the end of this handbook in the form of 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.]

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

The district offers career and technical education programs. 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.

It is the policy of the district not to discriminate on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities as required by Title VI of the Civil Rights Act of 1964.

It is the policy of the district not to discriminate on the basis of race, color, national origin, sex, or handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964.

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

[See [Nondiscrimination Statement](#) for the name and contact information for the Title IX coordinator and Section 504 coordinator, who will address certain allegations of discrimination.]

Celebrations (All Grade Levels)

Although a parent or grandparent is not prohibited from providing food for a school-designated function or for children in the child's or grandchild's classroom for his or her birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss this with the child's teacher/campus administrator prior to bringing any food in this circumstance. Decisions will be made by the campus administrator.

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 at [policy FFG](#). Trafficking includes both sex and labor trafficking.

Warning Signs of Sexual Abuse (All Grade Levels)

As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure

to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

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

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

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. (See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels) on page 52.

Warning Signs of Trafficking (All Grade Levels)

Sex trafficking of any sort is prohibited by the Penal Code 10A.02. 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;

- 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, Sex Trafficking, and Other Maltreatment of Children (All Grade Levels)

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

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

Parents, if your child is a victim of sexual abuse, sex trafficking, or other maltreatment, the school counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs. (To find out what services may be available in your county, see [Texas Department of Family and Protective Programs](#) available in Your County.)

Reports of abuse, trafficking, or neglect may be made to:

THE CPS division of the DFPS (1-800-252-5400 or on the web at [Texas Abuse Hotline](#) Website).

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

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

- [Child Welfare Information Gateway Factsheet](#)
- [Kids Health, For Parent, 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)

All students are expected to attend school for the entire school day and maintain a class/course

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

Closings and Delays

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 6:00 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, the announcement will first be posted on the **Allen ISD website** and the **Allen ISD Facebook** page and **Twitter** account. **Cable Channel 98** will be updated with the information and major **television and radio stations** will be notified. Because of the large number of school districts in the area, television and radio announcements are sometimes delayed 30-45 minutes.

Finally, parents will be notified by automated phone calls through the **School Messenger** notification system. It is important that parents keep their contact phone number current in Skyward if they want to receive School Messenger notifications.

College and University Admissions (Secondary Grade Levels Only)

For two school years following his or her graduation, a district student who graduates as valedictorian, in the top ten percent and, in some cases, the top 25 percent, of his or her class is eligible for automatic admission into four-year public universities and colleges in Texas if the student:

- Completes the distinguished level of achievement under the foundation graduation program (a student must graduate with at least one endorsement and must have taken Algebra II as one of the four required math courses); or
- Satisfies the ACT College Readiness Benchmark and/or the SAT College Readiness Benchmark for each university respectively.

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

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

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

<https://admissions.utexas.edu/apply/decisions#fndtn-freshman-admission>

Should a college or university adopt an admissions policy that automatically accepts the top 25 percent of a graduating class, the provisions above will also apply to a student ranked in the top 25 percent of his or her class.

Upon a student's registration for his or her first course that is required for high school graduation the district will provide written notice concerning automatic college admission, the curriculum requirements for financial aid, and the benefits of completing the requirements for automatic admission and financial aid. Parents and students will be asked to sign an acknowledgement that they received this information.

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

College Credit Courses (Secondary Grade Levels Only)

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

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory;
- Enrollment in an AP or dual credit course through the Texas Virtual School Network (TXVSN);
- Enrollment in courses taught in conjunction with Collin College, which may be offered on or off campus;
- Enrollment in courses taught at other colleges or universities; and
- Certain CTE courses.

All of 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.

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

Communications—Automated

Emergency

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

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

Non-Emergency

Your child's school will request that you provide contact information, such as your phone number and email address, in order for the school to communicate items specific to your child, your child's school, or the district. If you consent to receive such information through a landline or wireless phone, please ensure that you notify the school's administration office immediately upon a change in your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission, so prompt notification of any change in your contact information will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or needs related to how the district contacts you, please contact your child's campus office. [See **Safety** for information regarding contact with parents during an emergency situation.]

Complaints and Concerns (All Grade Levels)

Student or parent complaints or concerns can be addressed informally by a phone call, email, or a conference with the teacher.

If there are still concerns, the parent or student should speak to a campus administrator to see if assistance or a better understanding of the situation can be reached. If the concern is not resolved, you may contact the Student Services office for assistance.

For those complaints and concerns that cannot be handled so easily, the board has adopted a standard complaint policy at [FNG\(LOCAL\)](#) in the district's policy manual at www.allenisd.org. The complaint forms may be obtained by contacting the Office of School Leadership and Support at 972-727-7115.

Conduct (All Grade Levels)

Applicability of School Rules

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

preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

Campus administrators are responsible for student discipline on their campus.

Disruptions of School Operations

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

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

Social Events

School rules apply to all school social events. If the campus permits guests to attend these events they 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.

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 to talk about college and university admissions and how best to plan for postsecondary education, including appropriate courses to consider as well as financial aid availability and requirements.

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

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 and other information that will help them make the most of academic and CTE opportunities, as well as information on 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 post secondary 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;
- 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 concerns,

including social, family, emotional or mental health issues, or substance abuse. 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 in grades 9 -12, or in a lower grade when a student is enrolled in a high school credit-bearing course, will earn credit for a course only if the final grade is 70 or above. For a two-semester (1 credit) course, the student's grades from both semesters will be averaged and credit will be awarded if the combined average is 70 or above. Should the student's combined average be less than 70, the student will be awarded credit only for the half (semester) with the passing grade.

Credit by Examination for Advancement/Acceleration

Course/Subject Credit by Examination—If a Student Has Taken the Course/Subject (High school)

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. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a non-accredited school.

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

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

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

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

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)

The district believes that all students learn best in an environment free from dating violence, discrimination, harassment, and retaliation and that their welfare is best served when they are free from this prohibited conduct while attending school. Students are expected to treat other students and district employees with courtesy and respect, to avoid behaviors known to be offensive, and to stop those behaviors when asked or told to stop. District employees are expected to treat students with courtesy and respect.

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

Dating Violence

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

in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense. This type of conduct is considered harassment if the conduct is so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Harassment

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

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

Sexual Harassment and Gender-Based Harassment

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

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

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

Retaliation

Retaliation against a person who makes a good faith report of discrimination or harassment, including dating violence, is prohibited. Retaliation against a person who is participating in an investigation of alleged discrimination or harassment is also prohibited. A person who makes a false claim or offers false statements or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline.

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 of prohibited conduct as defined by policy [FFH](#), the district will

determine whether the allegations, if proven, would constitute prohibited conduct as defined by that policy. If not, the district will refer to policy [FFI](#) to determine if the allegations, if proven, would constitute bullying, as defined by law and that policy. If the alleged prohibited conduct, if proven, would constitute prohibited conduct and would also be considered bullying as defined by law and policy [FFI](#), an investigation of bullying will also be conducted.

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

Investigation of Report

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

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 the 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 that is the subject of the complaint was not unlawful.

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

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

Discrimination

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

Distance Learning

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

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 Organization.**] In addition, a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required, the student must still take the corresponding EOC assessment.

If you have questions or wish to make a request that your child be enrolled in a TXVSN course, please contact the school counselor. 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 newspaper, posters, 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.

Non-school 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 the school. To be considered, any non-school material must include the name of the sponsoring person or organization. The decision regarding approval will be made within 2 school days.

The principal will designate a location for approved non-school materials to be placed for

voluntary viewing or collection by students. [See policy [FNAA](#).]

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

From Others

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

Check with your school office for the location of approved non-school 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 \(LOCAL\)](#) or a non - curricular-related student group meeting held in accordance with [FNAB \(LOCAL\)](#).
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law. All non-school materials distributed under these circumstances must be removed from district property immediately following the event at which the materials are distributed.

Divorce and Custody Expectations

If you and your child's other biological 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 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

Allen Independent School District Student Handbook

- In grades 7-12 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 maintaining dignity and modesty.
- 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 is 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.
- 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:
 - o House shoes
 - o Roller shoes
 - o 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.
- 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.

- 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 Mobile Telephones for Early Childhood – 6th Grade Students

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 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 Mobile Telephones 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 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 [FNE](#).]

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 from staff before using personal telecommunications or other personal electronic devices for instructional use. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook). When students are not using the devices for approved instructional purposes, all devices must be turned off during the instructional day. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

District-owned technology resources for instructional purposes may be issued to individual students. Use of these technological resources, which include the district's network systems and use of district equipment, is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (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.

Unacceptable and Inappropriate Use of Technology Resources

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

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as "sexting," will be disciplined in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement. Because engaging in this type of behavior can lead to bullying or harassment, as well as possibly impede future endeavors of a student, we encourage you to review with your child ['Before You Text' Sexting Prevention Course](#), a state-developed program that addresses the consequences of engaging in

inappropriate behavior using technology.

In addition, any student who engages in conduct that results in a breach of the district's computer security will be disciplined in accordance with the Student Code of Conduct, and, in some cases, the consequence may rise to the level of expulsion.

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

In order to determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services, and once a level of proficiency has been established, the LPAC will then designate instructional accommodations or additional special programs 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** may be administered to an English learner, or, for a student up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The 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 Alternative

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 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.

Participation in some of these activities may result in events that occur off-campus. When the district arranges transportation for these events, students are required to use the transportation provided by the district to and from the events. Exceptions to this may only be made with the approval of the activity's coach or sponsor. [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 the rules of the UIL organization. Students involved in UIL athletic activities and their parents can access the [UIL Parent Information Manual](#); a hard copy can be provided by the coach or sponsor of the activity on request. To report a complaint of alleged noncompliance with required safety 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 at the end of a grading period a grade below 70 in any academic class may not participate in extracurricular activities for at least three school weeks.

However, if a 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 honors or dual credit course in English language arts, mathematics, science, social studies, economics, or a language 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 provisions apply to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.

- There is a seven-day grace period that keeps the student eligible until the close of school one week after the grades are released. At that time, the student must be ineligible for three full weeks.
- A grade of “I” (Incomplete) still renders the student ineligible unless the “I” is cleared before the end of the seven-day grace period. Students regain eligibility when it is determined that they are passing all classes at the end of the next three weeks. A student is allowed up to 10 absences per school year not related to post-district competition, a maximum of 5 absences for post-district competition prior to state, and a maximum of 2 absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the Board, are subject to restrictions. Playoff games are not subject to this rule.

Standards of Behavior

Sponsors of student clubs and performing groups such as 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)

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

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

- 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 optional courses offered for credit that require the use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.
- A fee not to exceed \$50 for costs of providing 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 in order for the student to meet the 90 percent attendance 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. [For further information, see policy [FP](#).]

Fundraising (All Grade Levels)

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

Gang-Free Zones (All Grade Levels)

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

Gender-Based Harassment

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

Grade-Level Classification (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 result in change in classification. The principal must approve all changes in grade classification.

Credits Earned	Classification
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<u>6</u>	Grade10 (Sophomore)
<u>13</u>	Grade 11 (Junior)
<u>19</u>	Grade 12 (Senior)

Grading Guidelines (All Grade Levels)

Grading guidelines for each grade level or course will be communicated and distributed 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 minimum number of assignments, projects, and examinations required for each grading period. In addition, these guidelines establish how the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.). Grading guidelines also outline in what circumstances a student will be allowed to redo an assignment or retake an examination for which the student originally made a failing grade. Procedures for a student to follow after an absence will also be addressed.

[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:

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

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments: English I, English II, Algebra I, Biology, and U.S. History. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law and state rules also provide for certain scores on norm-referenced national standardized assessments or on the state-developed assessment used for entrance into Texas public universities to substitute for the requirement to meet the passing standard on an applicable EOC assessment, should a student choose this option. [See the school counselor for more information on the state

testing requirements for graduation.]

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

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

[See **Standardized Testing** for more information.]

Foundation Graduation Program

Every student in a Texas public school who entered grade 9 in the 2014–15 school year and thereafter will graduate under the “foundation graduation program”. Within the foundation graduation program are “endorsements,” which are paths of interest that include Science, Technology, Engineering, and Mathematics (STEM); Business and Industry; Public Services; Arts and Humanities; and Multidisciplinary Studies. Endorsements earned by a student will be noted on the student’s transcript. The foundation graduation program also involves the term “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 and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student’s sophomore year, the student and student’s parent are advised of the specific benefits of graduating with an endorsement and submit written permission to the school counselor for the student to graduate without an endorsement. A student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student’s desired college or university.

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

A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the district will annually notify a student’s parent of this fact. However, the student and parent should be aware that not taking Algebra II will make a student

ineligible for automatic admission to four-year public universities and colleges in Texas and for certain financial aid and grants while attending those institutions.

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

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 includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education. The student's personal graduation plan will denote an appropriate course sequence based on the student's choice of endorsement.

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

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

Students with Disabilities

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

A student who receives special education services and has completed four years of high school, but has not met the requirements of his or her IEP, may participate in graduation ceremonies and receive a certificate of attendance. Even if the student participates in graduation ceremonies to receive the certificate of attendance, he or she may remain enrolled to complete the IEP and earn his or her high school diploma; however, the student will only be allowed to participate in one graduation ceremony.

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

ARD committees for students with disabilities who receive special education services will make instructional and assessment decisions for these students in accordance with state law and rules. A student who receives special education services may earn an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is

sufficiently rigorous for the purposes of earning the endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment instrument required to earn an endorsement.

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, 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 \(LOCAL\).](#)]

Graduation Expenses

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

Scholarships and Grants

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

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

Harassment

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

Hazing (All Grade Levels)

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

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

[See **Bullying** and policies [FFI](#) and [FNCC](#).]

Health-Related Matters

Student Illness (All Grade Levels)

When your child is ill, please contact the school to let us know he or she will not be attending that day. It is important to remember that schools are required to exclude students with certain illnesses from school for periods of time as identified in state rules. For example, if your child has a fever over 100 degrees, he or she must stay out of school until fever-free for 24 hours without fever-reducing medications. In addition, students with diarrheal illnesses must stay home until they are diarrhea-free without diarrhea-suppressing medications for at least 24 hours. A full list of conditions for which the school must exclude children can be obtained from the school nurse. If a student becomes ill during the school day, he or she must receive permission from the teacher before reporting to the school nurse. If the nurse determines that the child should go home, the nurse will contact the parent. The district is also required to report certain contagious (communicable) diseases or illnesses to the Texas Department of State Health Services (TDSHS) or our local/regional health authority. The school nurse can provide information from TDSHS on these notifiable conditions. Contact the school nurse if you have questions or if you are concerned about whether or not your child should stay home.

Bacterial Meningitis (All Grade Levels)

Please see Allen ISD's Health Services [website](#) 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. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[See **Immunization** for more information.]

Diabetes

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

Food Allergies (All Grade Levels)

The district requests to be notified when a student has been diagnosed with a food allergy, especially those allergies that could result in dangerous or possibly life-threatening reactions either by inhalation, ingestion, or skin contact with the particular food. It is important to disclose the food to which the student is allergic, as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy. An AISD Medical Statement Form must be completed by a physician if a special dietary need is requested.

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services (DSHS) "Guidelines for the Care of Students with Food Allergies At-Risk for Anaphylaxis." 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. When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, individual care plans will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed on Allen ISD's Health Services [website](#) or by contacting the campus nurse.

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

Head Lice (All Grade Levels)

Head lice 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 school 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 additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent their return. The district will provide notice to parents of elementary school students in the affected classroom without identifying the student with lice. Notice will also be provided to parents of elementary school students in the affected classroom in accordance with policy [FFAA](#)(local).

More information on head lice can be obtained from the DSHS website [Managing Head Lice](#).

Physical Activity Requirements

Elementary School

In accordance with policies at [EHAB](#), [EHAC](#), [EHBG](#), and [FFA](#), 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.

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 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.

Recess

Campus schedules shall provide all students in kindergarten–grade 6 with at least one daily period of well-supervised, unstructured recess. Total daily minimum time shall be 30 minutes in length. The total daily minimum time for grade 6 shall be 30 minutes in length, consisting of a minimum of 20 minutes unstructured and a minimum of ten minutes structured. [See policy [FFA \(LOCAL\)](#).] Students on physical activity restrictions will continue to follow restrictions while attending recess.

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

Junior High/Middle School

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

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

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 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.

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

During the preceding school year, the district’s School Health Advisory Council (SHAC) held three meetings. Due to the COVID-19 pandemic additional information regarding the district’s SHAC is

available from the Coordinator for School Health.

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

Seizures (All Grade Levels)

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

Steroids (Secondary Grade Levels Only)

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

Bodybuilding, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense. [See policy FNCF \(LEGAL\)](#)

Student Wellness Policy/Wellness Plan (All Grade Levels)

Allen ISD is committed to encouraging healthy students and therefore has developed a board-adopted wellness policy at [FFA \(LOCAL\)](#) and corresponding plans and procedures to implement the policy. You are encouraged to contact the Coordinator of School Health with questions about the content or implementation of the district's wellness policy and plan.

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 or counselor
- The [local public health authority](#)
- 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 at the [district's policy manual](#).

- Food and nutrition management: (See policies [CO](#), [COA](#), [COB](#)).

Allen Independent School District Student Handbook

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

More specific information can be found in our [District Improvement Plan](#) which is published on the Allen ISD website.

Physical Fitness Assessment (Grades 3–12)

Annually, a district shall assess the physical fitness of students in grade 3 or higher in a course that satisfies the curriculum requirements for physical education under Education Code

28.002(a)(2)(C), using an assessment instrument adopted by the commissioner of education (currently FitnessGram®). Education Code 38.101(a), .102(a)

A district is not required to assess a student for whom, as a result of disability or other condition identified by commissioner rule, the assessment instrument is inappropriate. Education Code 38.101(b)

The assessment instrument must be based on factors related to student health, including aerobic capacity; body composition; and muscular strength, endurance, and flexibility, unless a particular factor is inappropriate for that student because of a health classification defined in 19 Administrative Code 74.31

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 cigarettes (e-cigarettes), or any other electronic vaporizing device, while on school property at any time 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](#).]

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.

Identification Cards: 7th – 12th Grade Students

In order to provide a safe and orderly environment for all AISD students in grades 7-12, ID badges will be provided, without charge, upon enrollment. **In grades 7-12 ID cards must be worn around the neck and be visible on the bus ride and at all times while on school property.** ID cards are used to purchase lunch, to issue textbooks, to check out library books, and are one of the requirements to purchase a parking permit at the high school. A replacement ID will be provided at a nominal fee. **Students in grades 7-12 must have their ID and provide it to all district employees and any law enforcement officer upon request while on school property and at any school activity (i.e. athletic and extracurricular events).**

Students will not deface or alter the appearance of the ID card. Students who deface their ID will be charged for a new ID.

Illness

[See **Health Related Matters/Student Illness.**]

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 by writing the DSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347; or online at [Affidavit Request for Exemption from Immunization](#). The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required K-12 are: diphtheria, tetanus, and pertussis; rubella (measles), mumps, and rubella; polio; hepatitis A; hepatitis B; varicella (chicken pox); and meningococcal. Immunizations required for PreK are: haemophilus influenzae type b and pneumococcal conjugate. The school nurse can provide information on age-appropriate doses or on an acceptable physician- validated history of illness required by TDSHS. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber- stamp validation.

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

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

[See policy [FFAB \(LEGAL\)](#) and the DSHS website at [Texas School & Child-Care Facility Immunization Requirements.](#)]

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, including without parental consent, if necessary, if the questioning or interview is part of a child abuse investigation. In other circumstances, the administrator will:

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

Students Taken Into Custody

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

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation.
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity, where the child may have engaged in conduct indicating a need for supervision, such as running away.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile

probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.

- To comply with a properly issued directive from a juvenile court to take a student into custody.

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

The administrator will immediately notify the superintendent's designee and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the administrator 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 law enforcement officer, any notification will most likely be after the fact.

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who is thought to have committed certain offenses or who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.
- All appropriate district personnel in regards to a student who is required to register as a sex offender.

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

Leaving Campus (All Grade Levels)

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

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

- For students in elementary 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 after arrival and 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.

Lost and Found (All Grade Levels)

A "lost and found" is located on each campus. If your child has lost an item, please encourage him or her to check the lost and found. The district discourages students from bringing to school personal items of high monetary value, as the district is not responsible for lost or stolen items. The campus will donate unclaimed lost and found items periodically during the school year.

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

For any class missed, the teacher may assign the student makeup work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in 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.

A 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 work that can be completed before or shortly after the absence. 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 in regards to the state laws surrounding “attendance for credit or final grade.” [See **Attendance for Credit or Final Grade**]

A student will be permitted to make up tests and to 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 time lines 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 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 6-12 Advanced Courses

- Middle School PreAP – Students will have 2 days to turn in their work for a maximum grade of 60%.
- High School PreAP/IB – Students will have 1 day to turn in their work for a maximum grade of 60%.
- 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 \(LEGAL\)](#).]

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.
- 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.

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

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

In accordance with a student's individual health plan for 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 \(LEGAL\)](#).]

AISSD 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
- Diphenhydramine (Benadryl) (liquid, tablet, capsule, or chew tablet) for significant allergic reactions only

Secondary Extra-Curricular Activities

Secondary students who are involved in athletics, field trips, clubs, organizations or school activities are required to notify their sponsor, teacher, coach, or facilitator of any medical condition or need that could affect the student during the activity. Medical supplies and medications should be brought by the parent or student and given to the activity/athletic facilitator with instructions on use. A note from the parent must accompany any medication and any prescription medication must have a prescription label with the student's name, dosage and instructions. All medication must be in the original box or bottle.

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.

A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood- or behavior-altering substance.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend the use of psychotropic drugs. A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [See [policy FFAC](#)]

For related information, see:

- **Consent to Conduct a Psychological Evaluation or 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** for the district's comprehensive school counseling program;
- **Mental Health Support and Health Related Matters** for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** for board-adopted policies and administrative procedures that promote student health.

Motorized Vehicles/Apparatus

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

Nondiscrimination Statement (All Grade Levels)

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

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends to admission and 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 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 of an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described see policy [FFH](#).

The following district representatives have 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](#).]

Parent and Family Engagement (All Grade Levels)

Working Together

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

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.

- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the teacher, counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements of the graduation programs with your child once your child begins enrolling in courses that earn high school credit.
- Monitoring your child's academic progress through Family Access/Skyward for students in grades 3-12 and contacting teachers as needed. [See **Academic Counseling**.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, 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**.]
- Becoming a school volunteer. [See policy [GKG](#) and **Volunteers**.]
- Participating in campus parent organizations.
- Serving as a parent representative on the district-level or campus-level planning committees, or assisting in the development of educational goals and plans to improve student achievement. [See policies at [BQA](#) and [BQB](#), and contact your school office.]
- Serving on the School Health Advisory Council (SHAC), assisting the district in ensuring local community values are reflected in health education instruction and other wellness issues. [See policies [BDF](#), [EHAA](#), [FFA](#), and **School Health Advisory Council (SHAC)**.]
- 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 the month, at 7 p.m. at Allen City Hall. See link below for current Board Calendar. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at the AISD Administration Building and [here](#). [See policies [BE](#) and [BED](#) .]
- Staying informed by accessing school/district websites and official social media accounts for updated information.

Physical Examinations/Health Screenings

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.

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. For more information, see the UIL's explanation of [sudden cardiac arrest](#).

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature and refer them for appropriate follow-up by their physician. Screening can detect scoliosis at an early stage, when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, see policy [FFAA \(LEGAL\)](#) or contact your campus nurse.

Spinal screening is non-invasive and conducted following the most recent, nationally accepted and peer-reviewed standards for spinal screening.

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](#).]

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.**]

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 at the beginning of the first class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001.

[\[See policy EC.\]](#)

Prayer (All Grade Levels)

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

Promotion and Retention

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

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

Elementary and Middle/Junior High Grade Levels

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

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

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

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.

[See **Standardized Testing.**]

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

Certain students—some with disabilities and some classified as English learners—may be eligible for accommodations. An admission, review, and dismissal (ARD) committee meeting will be convened if a student receiving special education services in grade 5 or 8 fails to meet satisfactory performance after the first STAAR administrations in reading or math. For more information, see the principal, school counselor, or special education director.

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

A Personal Graduation Plan (PGP) will be prepared for any student at the middle school or junior high level who did not perform satisfactorily on a state-mandated assessment or is determined by the district as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by a school counselor, teacher, or other staff member designated by the principal. The plan will, among other items, identify the student’s educational goals, address the parent’s educational expectations for the student, and outline an intensive instruction program for the student. [See the school counselor or principal and policy [EIF \(LEGAL\).](#)] For a student receiving special education services, the student’s IEP may serve as the student’s PGP and would therefore be developed by the student’s ARD committee.

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

High School Grade Levels

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

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

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

Release of Students from School

[See **Leaving Campus.**]

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

Report cards/progress reports with each student's grades or performance and absences in each class or subject are issued electronically to parents at least once every 9 weeks.

During the fourth week of a nine-week grading period, parents will be notified if their child's performance in any course is near or below 70, or is below the expected level of performance.

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 policy [EIA \(LOCAL\)](#) and Grading Guidelines.]

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 3-12 are available online in Family Access/Skyward. An electronic signature is required to view grading reports.

Retaliation

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

Safety (All Grade Levels)

Student safety on campus, at school-related events, and on district vehicles is a high priority of the district. Although the district has implemented safety procedures, the cooperation of students is essential to ensuring school safety. A student is expected to:

- Avoid conduct that is likely to put the student or others at risk.
- Follow the behavioral standards in this handbook and the Student Code of Conduct, as well as any additional rules for behavior and safety set by the principal, teachers, or bus drivers.
- Wear a current school issued ID badge that must be worn around the neck and visible at all times in grades 7-12.
- 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 to a teacher or the principal. A student may make anonymous reports about safety concerns by using the [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.

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: Lockdown, Lockout, Evacuate, Shelter in Place, Fire/Arson/Explosion, and Severe Weather. 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

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school may have to rely on previously provided written parental consent to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. Therefore, parents are asked each year to complete an emergency care consent form. Parents should keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the school nurse to update any information that the nurse or the teacher needs to know.

Emergency School-Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information in the event that school is dismissed early because of severe weather or another emergency, or if the campus must restrict access due to a security threat.

If school is closed or delayed, the announcement will first be posted on the **Allen ISD website**, the **Allen ISD Facebook** page and **Twitter** account. **Cable Channel 98** will be updated with the information and major **television and radio stations** will be notified. Because of the large number of school districts in the area, television and radio announcements are sometimes delayed 30-45 minutes.

Finally, parents will be notified by automated phone calls through the **School Messenger** notification system. It is important that parents keep their contact phone number current in Skyward if they want to receive School Messenger notifications.

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing**.]

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.

Pest Management Plan (All Grade Levels)

The district applies only pest control products that comply with state and federal guidelines. Except in an emergency, signs will be posted 48 hours before application. Parents who want to be notified prior to pesticide application inside their child's school assignment area may contact The Executive Director of Facilities at 972-727-0363. [See policies [CLB](#) (LEGAL) and [CLB](#) (LOCAL).]

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

Conduct Before and After School (All Grade Levels)

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

Use of Hallways During Class Time (All Grade Levels)

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

Food and Nutrition Services (All Grade Levels)

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

Free and reduced-price meals are available based on financial need or household situation.

Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status, to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent notifies the district that a student's information should not be disclosed. 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 Student Nutrition Office or online at the student nutrition page of the Allen ISD website.

Parents are strongly encouraged to continually monitor their child's meal account balance.

When a student's meal account is depleted, the district will notify the parent. The student will be allowed to continue purchasing breakfast and lunch for up to 2 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 student's 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.

Information about the Student Nutrition Department can be found at www.allenisd.org. See policy [FFA \(LOCAL.\)](#)

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 into a keypad at the cashier's station to deduct from the account balance.

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 and guidelines for food service, including the guidelines to restrict student access to vending machines. For more information regarding these policies and guidelines, see the Director of Student Nutrition. [See

policies [CO](#) and [FFA](#).]

Library (All Grade Levels)

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

Meetings of Non-curriculum-Related Groups (Secondary Grade Levels Only)

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

School-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.

Searches

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.

Searches in General (All Grade Levels)

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials may from time to time conduct searches.

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

Telecommunications and Other Electronic Devices (All Grade Levels)

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

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

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

Trained Dogs (All Grade Levels)

The district will use trained dogs to screen for concealed prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened such as a classroom, locker, or 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 student's parents will be contacted. If a search is also refused by the student's parent, the district will 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.**]

Special Programs (All Grade Levels)

The District provides special programs for students who are gifted and talented, students who are homeless, students in foster care, bilingual, migrant, 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 Central Office.

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

Standardized Testing

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. Students are encouraged to talk with the school counselor early during their junior year to determine the appropriate examination to take; these examinations are usually taken at the end of the junior year. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT. More information can be obtained on these assessments from the school counselor.

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

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The purpose of the TSI assessment is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This assessment may be required before a student enrolls in a dual credit course offered through the district as well. Achieving certain benchmark scores on this assessment for college readiness may also waive certain end-of-course assessment requirements in limited circumstances.

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

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

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

Successful performance on the reading and math assessments in grades 5 and 8 is required by law in order for the student to be promoted to the next grade level, unless the student is enrolled in a reading or math course intended for students above the student's current grade

level. Exceptions may apply for students enrolled in a special education program if the admission, review, and dismissal (ARD) committee concludes the student has made sufficient progress in the student's individual education plan (IEP) [See **Promotion and Retention** for additional information.]

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

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

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 will be required for graduation, unless otherwise 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, which will occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

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

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

[See **Graduation** for additional information.]

TELPAS & TELPAS Alternate [See English Learners Section]

Students in Foster Care (All Grade Levels)

In an effort to provide educational stability, the district will assist 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) with the enrollment and registration process, as well as other educational services throughout the student's enrollment in the district.

Please contact the district's foster care liaison, at (972) 727-0511 with any questions.

[See **Students in the Conservatorship of the State** for more information.]

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.

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)

Textbooks and other district-approved instructional materials are provided 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)

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).

[See **Safety Transfers/Assignments, Bullying, and Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services**, for other transfer options.]

Transportation (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. As approved by the principal, a coach or sponsor of an extracurricular activity may establish procedures related to making an exception to this requirement when a parent requests that the student be released to the parent or to another adult designated by the parent. [See School-sponsored Field Trips for more information.]

Buses and Other School Vehicles

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

Bus routes and stops will be designated annually, and any subsequent changes will be posted at the school and on the district's website. You may obtain route information from the Allen ISD Transportation website. For the safety of the operator of the vehicle and all passengers, students must board buses or other vehicles only at authorized stops, and drivers must unload passengers only at authorized stops.

A parent may also designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her child. The designated facility or residence must be on an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, you may contact the 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 remain in good condition and that transportation is provided safely. When riding in district vehicles, including buses, 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.
- 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.

Misconduct will be addressed in accordance with the Student Code of Conduct; the privilege to ride in a district vehicle, including a school bus, may be suspended or revoked.

[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, video and audio recording equipment is used to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

School personnel will review the video and audio recordings 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 to parents and school personnel before placing a video camera in a classroom or other setting in which your child receives special education services. For more information or to request the installation and operation of this equipment, please speak with the principal, or administrator the district has designated to coordinate the implementation of and compliance with this law.

[\[See policy EHBAF \(LOCAL\).\]](#)

Visitors to the School (All Grade Levels)

General Visitors

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, sign in using the paper logs and 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 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 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.

Unauthorized Persons

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

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

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

Volunteers (All Grade Levels)

We very much appreciate 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](#)

Withdrawing from School (All Grade Levels)

A student under 18 may be withdrawn from school only by a parent or guardian. The school

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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.

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

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

Glossary

Accelerated instruction is an intensive supplemental program designed to address the needs of an individual student in acquiring the knowledge and skills required at his or her grade level and/or as a result of a student not meeting the passing standard on a state-mandated assessment.

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

ACT-Aspire refers to an assessment that took the place of ACT-Plan and is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

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

Attendance review committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit 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 is the Texas Department of Family Protective Services.

DPS stands for the Texas Department of Public Safety

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 passed in December 2015.

FERPA refers to the federal Family Educational Rights and Privacy Act that grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student's parent or a student 18 or older directs the school not to release directory information.

HOMELESS A child is "homeless," under the McKinney-Vento Homeless Education Act, if the child lacks a fixed, regular, and adequate nighttime residence.

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

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

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

OSS refers to out-of-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. OSS removes the student from campus.

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 exams. The test may be a requirement for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to assist the district in ensuring that local community values and health issues are reflected in the district's health education instruction, along with providing assistance 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 in grades 3-5 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. Successful performance sometimes is a condition of promotion, and passing the STAAR EOC assessments is a condition of graduation. Students have multiple opportunities to take the tests if necessary for promotion or graduation.

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

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

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

TAC stands for Texas Administrative Code.

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

UIL refers to the University Interscholastic League, the statewide voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

Appendix I: Freedom from Bullying Policy

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

Student Welfare: Freedom from Bullying

[Policy FFI \(LOCAL\)](#) adopted on October 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.

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 confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

DISTRICT ACTION

BULLYING

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

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: Acceptable Use Guidelines for Technology

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 a filtering system, 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. The school district will educate all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response. This places AISD in compliance with CIPA (Children’s Internet Protection Act). Your online signature will indicate acknowledgment and understanding of the following standards and that you have reviewed these guidelines with your child. These standards have been cross-referenced with other sections of the AISD Student Code of Conduct to provide information to students and parents regarding possible violations and consequences. Please refer to other sections of the AISD Student Code of Conduct for additional information for violating these standards. As a user of this service, your child will be expected to abide by the following rules of network etiquette. (References are not an exhaustive list).

Network Guidelines

1. Personal Safety

- a. I will not post personal contact information about myself or other people without the permission of my parents and teacher. Personal contact information includes but is not limited to my photo, address or telephone number. (Safety violation)
- b. I will not agree to meet with someone I have met online without my parent’s approval. (Safety violation)
- c. I will promptly disclose to my teacher or other school employee any message I receive that is inappropriate. (Safety violation)

2. Illegal Activities

- a. I will not attempt to gain unauthorized access to Allen ISD’s district network resources or to any other computer system to go beyond my authorized access. This includes attempting to log-in through another person’s account or access another person’s files. These actions are illegal, even if only for the purposes of “browsing.” (Theft)
- b. I will not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. These actions are illegal. (Vandalism)

- c. I will not use Allen ISD's district network to engage in any other illegal act, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, or threatening the safety of a person. (Drug and safety violation)
- d. I will not read, move, rename, edit, delete, or in any way alter the files that have been created or organized by others. (Vandalism)
- e. I will not install software on any AISD computers or on the AISD network without direct supervision of AISD staff. (Vandalism)
- f. I will not alter hardware or software setups on any AISD computer resources. (Vandalism)

3. Security

- a. I am responsible for my individual account and should take all reasonable precautions to prevent others from being able to use my account. (Safety violation)
- b. I will immediately notify a teacher or the campus administrator if I have identified a possible security problem with the network or peripheral computers. I will not go looking for these security problems, because this may be construed as an illegal attempt to gain access. (Safety violation/theft)
- c. I will take all precautions to avoid the spread of computer viruses. (Vandalism)
- d. I may connect personal or non-AISD wireless devices such as laptops, smartphones, or tablets to the AISD-BYOD wireless network provided by the school. I understand that I am expected to abide by the Acceptable Use Guidelines while using my personal equipment at school. I understand that the district may monitor my activity while using my personal equipment attached to the AISD-BYOD wireless network. For additional information regarding personal devices, refer to the Bring Your Own Device guidelines posted on your school's website. (Safety)

4. Inappropriate Language

- a. Restrictions against inappropriate language apply to public messages, private messages, and material created for assignments or to be posted on web pages. (Derogatory statements/disruption of education)
- b. I will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language. (Derogatory statement/sexual harassment)
- c. I will not engage in personal attacks, including prejudicial or discriminatory attacks. (Derogatory statements/disruption of education)
- d. I will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If I am told by a person to stop

sending the messages, I will stop. (Disrespecting others' rights/disruption of education)

- e. I will not knowingly or recklessly post false or defamatory information about a person or organization. (Derogatory statements/disruption of education)

5. Respect for Privacy

- a. I will not repost a message that was sent to me privately without permission of the person who sent me the message. (Disrespecting others' rights)
- b. I will not post private information about another person. (Disrespecting others' rights)
- c. I will not take photos or videos of a student or teacher without authorization from a teacher first, and it is in support of a classroom assignment.
(Disrespecting others' rights)

6. Respecting Resource Limits

- a. I will use the technology at my school only for educational and career development activities. (Disruption of education)
- b. I will not post chain letters or engage in "spamming." Spamming is sending an annoying or unnecessary message to a large number of people. (Disruption of education)
- c. I will not download or use games, pictures, video, music, instant messaging, e-mail, file sharing applications, programs, executables, or anything else unless I have direct authorization from a teacher, it is legal for me to have the files and it is in support of a classroom assignment. (Disruption of education)
- d. I understand that AISD personnel may monitor and access any equipment connected to AISD network resources and my computer activity. Allen ISD personnel may delete any files that are not for a classroom assignment.
(Security)

7. Plagiarism and Copyright Infringement

- a. I will not plagiarize works that I find on the Internet or on the computers at my school. Plagiarism is taking the ideas or writings of others and presenting them as if they were my own. (Theft)
- b. I will respect the rights of copyright owners. Copyright infringement occurs when I inappropriately reproduce a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, I will follow the expressed requirements. If I am unsure whether or not I can use a work, I will request permission from the copyright owner. If I am confused by copyright law, I will ask a teacher to answer my questions. (Theft)

8. Inappropriate Access to Material

- a. I will not use district network resources to access or store material that is profane or obscene (pornography), that advocates illegal acts, or that advocates violence or discrimination toward other people. (Disruption of education/safety violation)
- b. If I mistakenly access inappropriate information, I will immediately tell my teacher or an administrator and will not attempt to access the inappropriate information again. (Failure to comply with directives)
- c. My parents will instruct me if there is additional material that they think would be inappropriate for me to access. The district fully expects that I will follow my parent's instructions in this matter. (Respect for others violation)

I understand that internet access is provided for support of classroom assignments, and I will not attempt to surf anonymously or modify the computer in any way to allow me access to websites or applications I am not authorized to use. (Disruption of education).

Appendix III: Student Email

AISD provides students in grades 7-12 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.

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- 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.

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. Do not carry any item on the bus that will not fit in your lap.
4. 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.
5. Keep all body parts inside the bus.
6. Once on the bus, stay on the bus until you arrive at your designated bus stop or unloading zone.
7. Keep feet, hands, and all objects out of the bus aisle.
8. 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.
9. Do not leave trash on the bus. No food or drinks will be permitted on the bus.
10. Do not throw objects inside the bus or toss anything out of the bus.
11. Follow all rules of conduct as stated in the Student Code of Conduct. "On the bus" is considered at school.
12. 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.
13. 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.
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.

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. 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.
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

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.