TOLLESON ELEMENTARY SCHOOL DISTRICT

Family and Student Handbook

2025-2026

ALL CHILDREN are capable of SUCCESS

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CALENDAR

TOLLESON
ELEMENTARY SCHOOL DISTRICT

Tolleson Elementary School District

2025-2026 School Year Calendar

July

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Staff Return

1st Day of School	July 30
Last Day of School	May 22

Inservice Days

In- Service Day (No School)	August 13
In-Service Day (No School)	January 28

Half Days

Parent Teacher Conferences	October 2-3
Winter Break	December 19
Parent Teacher Conferences	March 5-6
End of School	May 22

Early Release Days

August 27	January 7
September 17	February 25
October 15	March 25
November 5	April 15
December 3	May 6

Holidays and Breaks

Labor Day	September 1 (No School)
Fall Break	October 6 - 10 (No School)
Veteran's Day	November 11 (No School)
Thanksgiving	November 24 -28 (No School)
Winter Break	December 22 - January 2 (No School)
MLK Day	January 19 (No School)
Presidents' Day	February 16 (No School)
Spring Break	March 9 - 13 (No School)
Spring Recess	April 3 -6(No School)

Academic Parent Teacher Team Meetings (APTT)

APTT Meetings	Week of August 25-29
APTT Meetings	Week of January 26-30

MESSAGE FROM SUPERINTENDENT HERRERA

Dear Students and Tolleson ESD Families,

Welcome to the 2025–2026 school year. At Tolleson Elementary School District, we proudly live out our Kids at Hope philosophy each day. At the center of our work is the deep belief that all children are capable of success, no exceptions! Every adult in our community is a Treasure Hunter, committed to discovering the strengths, talents, and potential in every child.

We remain focused on providing safe, supportive, and engaging learning environments where students can grow academically, socially, and emotionally. Our team is dedicated to ensuring every child feels seen, valued, and empowered to succeed.

We know that success is built through strong partnerships. Students, families, educators, and the community all play an essential role in this journey. Your collaboration, communication, and involvement are not just welcomed, they are vital. We look forward to working together to make this year one of growth, joy, and achievement.

This student handbook is a helpful guide to the policies, expectations, and supports available throughout the district. We encourage you to review it carefully and use it as a resource throughout the school year.

I am truly excited about the possibilities this new year holds and the incredible learning experiences ahead for our students and school communities. Please do not hesitate to reach out with questions, ideas, or anything you would like to share. You can reach me directly at (623)533-3904.

Thank you for being an essential part of the Tolleson ESD family. Let us make 2025–2026 a year to remember!

Sincerely,
Gisselle Herrera
Tolleson Elementary School District, Superintendent

TOLLESON ELEMENTARY SCHOOL DISTRICT

9261 W. Van Buren
Tolleson, AZ 85353
(623) 533-3900
www.tollesonschools.com

GOVERNING BOARD MEMBERS

Ms. Belinda Quezada
President

Ms. Roberta Garcia
Vice President

Ms. Tida Garcia
Board Member

Ms. Adriana Morado
Board Member

Mr. Samuel Quezada
Board Member

SCHOOL INFORMATION

Arizona Desert Elementary
Principal: Ms. Jody Madrigal
Assistant Principal: Ms. Marieka Michaud
8803 W. Van Buren, Tolleson, AZ 85353
Office Hours: 7:45 am – 4:15 pm.
School Hours: 8:30 am – 3:15 pm
Early Release Days: 8:30 am – 1:15 pm
Half Days: 8:30 am – 11:15 am
Preschool Hours: 8:00 am – 3:45 pm
Attendance Line: (623) 907-5263
Main Line: (623) 907-5260

Desert Oasis Elementary
Principal: Ms. Cynthia Leon Cantu
Assistant Principal: Ms. Aleksandra West-Taylor
8802 W. McDowell, Phoenix, AZ 85037
Office Hours: 7:30 am – 3:30 pm
School Hours: 7:45 am – 2:30 pm
Early Release Days: 7:45 am – 12:30 pm
Half Days: 7:45 am – 10:30 am
Preschool Hours: 7:15 am – 3:00pm
Attendance Line: 623-533-3903
Main Line: (623) 533-3901

Porfirio H. Gonzales Elementary
Principal: Ms. Cassandra Ortega
Assistant Principal: Mr. Jose Garcia
9401 W. Garfield St., Tolleson, AZ 85353
Office Hours: 7:45 am – 4:15 pm
School Hours: 8:30 am – 3:15 pm
Early Release Wednesday: 8:30 am – 1:15 pm
Half Days: 8:30 am – 11:15 am
Preschool Hours: 8:00 am – 3:45 pm
Attendance Line: (623) 907-5186
Main Line: (623) 907-5181

Sheely Farms Elementary
Principal: Ms. Rebecca Ford
Assistant Principal: Ms. Amy Bowen
9450 W. Encanto, Phoenix, AZ 85037
Office Hours: 7:30 am – 3:30 pm
School Hours: 7:45 am – 2:30 pm
Early Release Days: 7:45 am – 12:30 pm
Half Days: 7:45 am – 10:30 am
Preschool Hours: 7:15 am – 3:00 pm
Attendance Line: (623) 907-5274
Main Line: (623) 907-5270

TOLLESON ESD

Mission

Tolleson ESD: Believes, educates, motivates and prepares all children.

Vision

Tolleson ESD: Expecting excellence, inspiring innovation and achieving greatness.

District Priorities

1. Ensure instruction, curriculum, and assessment are relevant, rigorous, and aligned to prepare every student for academic achievement and lifelong success.
2. Promote positive behavior, social-emotional learning, character development, and mental health well-being to help students build the skills they need to thrive in school and beyond.
3. Recruit, develop, and retain high-quality, high-performing staff, and provide the ongoing support and resources they need to excel as professionals in the field of education.
4. Intentionally engage parents and caregivers as critical partners in supporting students' academic growth, behavior, and overall well-being.

Strategic Plan: Our Five-Year Vision for Success

Tolleson Elementary School District is committed to equity in education. We set high expectations for all and develop partnerships with families and the community to ensure every child achieves their potential and accomplishes their dreams for the future.

Pillar 1: Holistic Student Success
Prepare students to engage fully in education so they advance at each level with opportunities to accomplish success and elevated chances in life.

Pillar 2: Enhanced Employee Experience
Provide a supportive work environment so that every employee can perform at the highest level with the opportunities to grow and advance personally and professionally.

Pillar 3: Engaged Parents and Families
Continue to work closely with parents and caregivers to elevate the chances of student engagement, achievement, and overall life skills.

Pillar 4: Sustainable Community Engagement and Partnerships
Sustain the intentional culture of the district way so that relationships and community stakeholders are meaningful, nourished, and expanded over time.

Tolleson ESD is a Kids at Hope district, and we believe ALL children are capable of success, NO exceptions! We are proud of the high academic rigor and extra-curricular offerings provided at each of our campuses. The Tolleson ESD handbook provides parents, students and staff information about our district and a clear outline of the District procedures, policies and programs.

ATHLETICS

Athletics Introduction

The purpose of interscholastic athletics is both educational and recreational and Tolleson ESD believes that opportunities to participate in athletics allows students to develop social skills, communication skills and allows additional opportunities to work with other students. The school sports program should encourage participation by as many students as possible and should always be conducted with the best interests of the participants as the first consideration.

Participation Requirements

Before students may participate in interscholastic athletics is required to submit to a physical examination or to submit evidence of being physically fit, as verified by competent medical personnel. Students must also be academically eligible, have a permission slip and Athletic Guidelines signed by parents/guardians and view a concussion video with their coach prior to participating in sports.

Grade checks will be performed regularly and students that have one or more failing grades will be removed from the athletic team but can be reinstated upon improving their grades. Students whose behavior or attendance presents a problem or jeopardizes school discipline may be ineligible for participation until such time as their behavior warrants reinstatement. Students that are absent may not participate in practices or games.

ATTENDANCE PROCEDURES

Attendance Introduction

Tolleson ESD believes that students should remain out of school only when necessary. We implement the following procedures to emphasize the importance of regular school attendance, minimize the number of interruptions to the instructional day, and decrease the absentee/tardy rate of students.

Absences

In the event of an absence, please notify the school as soon as possible. Each school has an attendance line for reporting absences, and messages can be left 24/7. Should a parent/guardian fail to call in an absence, the absence will be considered unexcused until the school hears from the parent/guardian. All absences should be reported through the attendance line and not by calling the school directly. The school will call within 2 hours of the start of the school day if the parent/guardian does not call or provide prior written notice of a student absence, so it is extremely important that you always keep parent/guardian and emergency contact information current.

Arizona Truancy Statute

School attendance is not only a good habit; it is required by Arizona statute. A child between the ages of six and sixteen failing to attend school during the hours school is in session is truant unless excused pursuant to ARS 15-802, 15-803, or 15-901. Excessive absenteeism or missing greater than 10% (18 days) of total number of required school days whether excused or unexcused is also truancy. The parent or person with custody of the student is responsible for ensuring that the student attends school and consequences of a class 3 misdemeanor apply if the parent or person of custody does not send the child to school.

Truancy is any absence from one or more class periods without the prior knowledge and consent of the parent or guardian and is in violation of state law and district procedure. Unexcused absences, at least five school days within a school year, constitute habitual truancy. Habitual truancy, excused or unexcused, may lead to discipline of the child and/or referral of the parent/guardian to a truancy court.

In order for a chronic illness status to override the excessive absence truancy statute the parent/guardian must report the absences according to the regular reporting procedures by calling the absence line and reporting the absence reason that corresponds with the chronic illness. A student requesting a chronic illness status will be considered after complete medical documentation is received and reviewed. This status allows teachers and students to work out a method for completing missed work.

Court Unified Truancy Suppression (C.U.T.S.)
C.U.T.S. is a Maricopa County truancy diversion program, which uses specifically designed consequences for students and for parents whose children do not attend school. Students who are absent five days or more or have excessive (19+) excused and/or unexcused absences may be cited by school administration. As part of this citation process, both the parent(s) and the student will be required to attend a hearing with a probation officer from the Juvenile Court Center. As a result of the hearing, the following could occur:

- Assessment of a $50.00 diversion fee
- Mandatory education class for the student and/or parent
- Work hours or counseling may be assigned to the student.

Early Departure from School
Early departure from school should only happen on rare occasions. Calling classrooms disrupts the learning environment. If a parent checks a student out to leave school early, it may be considered a half-day absence. Check with the school office to determine how the absence will be marked. **Please avoid checking students out within 30 minutes of dismissal time.**

Parents must check out students through the front office and any person picking up the student must be listed on the registration and/or emergency contact and show a valid picture I.D.

Extracurricular Participation
Students must be in attendance for at least half of the school day to attend after-school activities and evening events, including but not limited to athletic games, practices, dances, band performances, clubs, and field trips. Students must be in attendance for at least half of the school day on Friday for any weekend activities.

Late Arrival
Regular promptness is an important part of your child's school experience. It is important that all students arrive at school on time every day to maximize learning opportunities and minimize classroom disruptions. Students are required to attend school for a specific number of minutes and when your child is tardy the missed instructional minutes may be considered a half-day absence. Students that arrive 10 minutes after the beginning of the school day are required to have a parent/guardian sign them in using the attendance log.

Make Up Work
It is expected that students will be responsible for completing all missed work upon return from any absence. Students will request make up work and teachers will make the assignments available to the student and students will have an amount of time equivalent to the number of days absent to complete the assignment for full credit. Credit may be given for tests and major assignments that are missed during a suspension that are made up by the student.

CAMPUS AND STUDENT SAFETY

Campus and Student Safety Introduction

Tolleson ESD believes the safety and security of our students and staff is a high priority. The following are implemented to ensure campus and student safety.

Arrival and Dismissal Procedures

To ensure staff and student safety only enrolled students and staff will be allowed to enter and exit the school grounds when dropping off and picking up students. Parents/guardians will drop off children at the designated drop-off and pick up locations. Staff will be available to support students during drop-off and pick-up.

Bicycles/Hoverboards/Scooters/Skateboards

Bicycles, hoverboards, scooters and/or skateboards are not to be transported on Tolleson ESD buses or used on school property. Students must walk their bikes to the school's designated bike storage area and secure them in that area. The use of school property after hours for bicycling, rollerblading, skateboarding and/or any other unauthorized activity is prohibited.

Crisis/Emergency Preparedness/ Threat Assessments

Staff and student safety is a priority; therefore, Tolleson ESD has incorporated the Standard Response Protocol into the school safety plans. The school safety plans ensure each school has an emergency/crisis plan specific to their site and training to support when responding to unforeseen events. The plans and training include responses to a variety of scenarios along with lockdown, hold and evacuation procedures. In addition, plans are updated by the school safety team and followed up with training for staff members and students. During school or community emergencies, schools will follow the Standard Response Protocol actions and directives. Fire drills are conducted monthly, and lockdown drills are practiced quarterly.

During specific actions, doors are locked, and children are kept inside. Parents or guardians may not be allowed in the school during drills or during a lockdown, but they can expect communication during emergencies. It is important that contact information including phone numbers, email, health conditions, and emergency contacts are up to date so emergency communication can be received. In the event of a crisis, parents and guardians are asked to keep phone lines and parking lots clear and trust that school or district officials will communicate as soon as safety possible.

Families are asked to discuss the seriousness of real or perceived threats with students and Tolleson ESD community is expected to share any concerns with school and/or district staff members. Students, parents, guardians, and community members can use the anonymous reporting line to submit a concern via the web (https://tollesonschools-az.safeschoolsalert.com/) text, voice mail or email. The phone number for the tip line is (623)321-5609 and the email address is 1932@alert1.us.

In addition, the District has adopted the CSTAG (Comprehensive School Threat Assessment Guidelines) threat assessment process to identify and resolve any real or perceived threats of violence and to build and maintain an environment of safe learning. This CSTAG is an evidence-based model that is conducted at the school site and involves a team of trained personnel.

Tolleson ESD follows the Standard Response Protocol actions and directives as a response to any emergency situations.

STANDARD RESPONSE PROTOCOL

INFORMATION FOR PARENTS AND GUARDIANS

Our school has adopted The "I Love U Guys" Foundation's Standard Response Protocol (SRP). Students and staff will be training, practicing, and drilling the protocol.

COMMON LANGUAGE

The Standard Response Protocol (SRP) is based on an all-hazards approach as opposed to individual scenarios. Like the Incident Command System (ICS), SRP utilizes clear common language while allowing for flexibility in protocol.

The premise is simple - there are five specific actions that can be performed during an incident. When communicating these, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders. The SRP is based on the following actions: Hold, Secure, Lockdown, Evacuate, and Shelter.

HOLD

"In Your Classroom or Area"

Students are trained to:
- Clear the hallways and remain in their area or room until the "All Clear" is announced
- Do business as usual

Adults and staff are trained to:
- Close and lock the door
- Account for students and adults
- Do business as usual

SECURE

"Get Inside. Lock outside doors"

Students are trained to:
- Return to inside of building
- Do business as usual

Adults and staff are trained to:
- Bring everyone indoors
- Lock the outside doors
- Increase situational awareness
- Account for students and adults
- Do business as usual

LOCKDOWN

"Locks, Lights, Out of Sight"

Students are trained to:
- Move away from sight
- Maintain silence
- Do not open the door

Adults and staff are trained to:
- Recover students from hallway if possible
- Lock the classroom door
- Turn out the lights
- Move away from sight
- Maintain silence
- Do not open the door
- Prepare to evade or defend

EVACUATE

"To a Location"

Students are trained to:
- Leave stuff behind if required to
- If possible, bring their phone
- Follow instructions

Adults and staff are trained to:
- Bring roll sheet and Go Bag (unless instructed not to bring anything with them, dependent on reason for evacuation.)
- Lead students to Evacuation location
- Account for students and adults
- Report injuries or problems using Red Card/Green Card method.

SHELTER

"State Hazard and Safety Strategy"

Hazards might include:
- Tornado
- Hazmat
- Earthquake
- Tsunami

Safety Strategies might include:
- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

Students are trained in:
- Appropriate Hazards and Safety Strategies

Adults and staff are trained in:
- Appropriate Hazards and Safety Strategies
- Accounting for students and adults
- Report injuries or problems using Red Card/Green Card method.

Public Conduct on School Property
No person shall engage in conduct that may cause interference with or disruption of an educational institution (A.R.S 13-2911). Any time this occurs, the administration may order a person to leave the premises, and local law enforcement may be called if deemed necessary. Disruptive, vulgar, or threatening language toward staff or students will not be tolerated. Individuals displaying these types of behaviors may have their access to campus revoked.

Recording on a School Bus
Recordings may only be requested by an authorized district official (the Superintendent, the Superintendent's designee, principal, or the District's transportation supervisor) and will be provided to and be retained by the District only pursuant to federal and state law.

Reporting Child Abuse or Neglect
Arizona Revised Statute 13-3620 requires any school employee who reasonably believes a minor is or has been the victim of physical injury, abuse, child abuse, a reportable offense, or neglect that appears to have been inflicted on the minor by other than accidental means shall report the information to the Department of Child Safety (DCS) and local law enforcement agencies. Reports will be made immediately (within 24 hours) and cannot be made solely to the School Resource Officer (SRO). Individuals required to report suspected abuse or neglect are protected by state law from civil or criminal liability.

Rideshare or Other Adult Transporting Students
Tolleson ESD expects that a parent, guardian, or trusted adult picks a child up from school. If a parent or guardian plans to arrange a rideshare or another adult to pick up their child, a Rideshare Acknowledgement Form (available in the front office) must be completed and signed by a parent or guardian. The form releases the District from any and all claims and liability associated with a child participating in a rideshare service or being transported by another adult.

Search and Seizure
Order, safety, and security are essential to a productive learning environment. School officials have the right to search and seize property, including backpacks, personal items and school property temporarily assigned to students, when there is a reason to believe that some material or matter detrimental to health, safety, and welfare of the student(s) exists. Items provided by the district for storage (e.g., lockers, desks) or personal items provided as a convenience to the student remain the property of the school and are subject to its control and supervision. Students have no reasonable expectancy of privacy, and lockers, desks, storage areas, etc., may be inspected at any time with or without reason, or with or without notice, by school personnel. (Governing Board Policy JIH)

Student Interviews by Department of Child Safety Specialists
Interviews by Department of Child Safety (DCS) specialists who are investigating abuse/neglect may be conducted at district schools. The parent/guardian of the student who is interviewed by DCS need not be given notice of such interviews.

Student Interviews by Peace Officers
It is the policy of Tolleson ESD Governing Board to cooperate with law enforcement agencies. In cases where students are interviewed for criminal investigations by peace officers, the building administrator shall make reasonable efforts to notify the student's parent/guardian of the interview, unless the peace officer deems that notification would interfere with a criminal investigation. If the peace officer refuses to allow notification prior to the student interview a school official will be present during the interview. If a school representative is not allowed to be present during the interview, then the officer will be required to take custody of the student. If a student is arrested or taken into temporary custody on district property during the school day, the school no

longer has jurisdiction over the student. Governing Board Exhibit JIH-EB Form for Signature of Arresting Officer will be completed prior to removing the student from the school. The building administrator or peace officer will make reasonable efforts to notify the parent when a student is arrested or when a student is taken into temporary custody and identify the law enforcement agency involved. Under any other circumstance, a parent or legal guardian will be notified of a request for a student interview by law enforcement. The parents may consent and be present during the interview.

Student Interviews by School Administration

School officials may question students regarding matters related to school without limitation (Governing Board Policy JIH) when there is a reason to suspect that a law or school rule has been violated or that the health, safety, or welfare of students or staff may be at risk. The parent will be contacted if a student interviewed is then subject to discipline. A student may decline to be interviewed by a peace officer or School Resource Officer in accordance with Governing Board Policy JIH.

CURRICULUM

Educational Philosophy and Curriculum Introduction

Tolleson ESD is devoted to providing your child(ren) with the knowledge and skills necessary to meet the challenges and opportunities of the 21st Century. Our comprehensive curriculum is designed to ignite and cultivate well-rounded individuals. Through a balance of rigorous academic content, hands-on experiences, and interactive learning, we aim to provide students with a comprehensive education that goes beyond the classroom. Our curriculum reflects the latest educational research and is designed to meet the diverse needs of our learners.

Curriculum and Arizona Academic Standards

Tolleson ESD follows a rigorous process to ensure core curriculum and supplemental curriculum is aligned to Arizona Academic Standards for Art, Computer Science, English Language Arts, History and Social Sciences, Mathematics, Physical Education and Science, Board approved core curriculum for English Language Arts is Houghton Mifflin Harcourt Into Reading (K-5) and Into Literature (6-8) and board approved core curriculum for Mathematics is Into Math (K-8). All instruction is aligned with the Arizona Content Standards. If parents/guardians have questions about standards or materials being used in the classroom, a meeting should be scheduled with the child's teacher. If the concern continues, then the parent/guardian should contact the school principal or assistant principal.

Homework

Homework teaches students responsibility, allows students to have opportunities to practice and refine skills and gives parents/guardians the ability to become involved in and aware of what their students are learning.

Total homework assigned for all subjects at a grade level should not exceed 15 minutes per night for kindergarten – 2nd grade, 30 minutes per night for 3rd – 5th grade or 45 minutes per night for 6th – 8th grade. Your support regarding homework is very important for your student's academic development and if you have concern about your student's homework it is important that you contact his/her teacher.

Grading Policy and Report Cards
Policy IKA established the grading system that is used in Tolleson ESD. Teachers will keep records of students' grades and parents/guardians are able to access student grades using ParentVue. Grades are based on the academic progress of the Arizona Academic Standard and are calculated based on Assessments (50%), Classwork (40%) and Homework (10%). The grading scale for 1st – 8th grade is as follows: 100% - 90% = A, 89% - 80% = B, 79% - 70% = C, 69% - 60% = D and 59% and below = F. Report cards are sent home four times a year, shortly after the end of each grading period. Progress reports are also sent home four times a year mid-quarter. However, your child's educational progress is evaluated continually with grades being posted by Monday of the following week. We encourage you to view your student's grades weekly in the ParentVue portal and contact the teacher any time you have questions or concerns.

Kindergarten report cards follow a progression of skills that are aligned to standards and reflect student knowledge of the specific skills and content area.

Special education students will participate in all grade level assessments following accommodations stated on student's Individualized Education Program (IEP). Students not participating in grade level assessments will participate in alternative assessments based on their IEP. Grade reporting of special education students enrolled in specialized programs shall be given based on student abilities and individual progress. Parents/guardians will also receive a quarterly progress report of their student's IEP goals.

Principals List and Honor Roll
Principal's List and Honor Roll encourages goal setting and recognizes students who achieve academic goals. The criteria includes:

- Principal's List: A's in every subject
- Honor Roll: Minimum grade of a B in all subjects and must not have D's or F's

Promotion and Retention
Tolleson ESD is dedicated to the continuous development of each student. Therefore, all students are expected to meet academic **and** attendance requirements to be promoted to the next grade level. If a student is having difficulty with any of the promotional requirements, the Child Study Team will work with the students' teachers as well as the parents/guardians to develop strategies for helping the student meet the requirements.

The decision about retention will be made only after a careful study of facts relating to all phases of the student's growth and development. A decision will be based on sufficient data, collected over a period of time and motivated by a desire to place students in programs where they will be the most successful. The decision of retention is a process that involves professional staff and parents, but the teacher is responsible for the final decision to promote or retain a student. Parents may appeal the decision to the Governing Board. More detailed information on student promotion and retention can be found in Governing Board Policy IKE.

A.R.S.§ 15-701 requires that students not be promoted from third grade if the student obtains a score on the reading portion of the statewide assessment that does not demonstrate sufficient reading skills as established by the state board. A student may not be retained if data regarding the student's performance on the statewide assessment is not available before the end of the current academic year. A student who is not retained due to the unavailability of test data must receive evidence-based intervention and remedial strategies if the third-grade assessment data subsequently does not demonstrate sufficient reading skills.

A student whose state test reading scores indicates their reading is far below the third-grade level will not be promoted unless the student meets one of the "good cause" exemptions, as approved by the State Board of Education:

1. English Language Learners or Limited English Proficient student that has had fewer than two years of English instruction.
2. Is in the process of a special education referral or evaluation for placement in special education, has been diagnosed as having a significant reading impairment, including dyslexia, or is a child with a disability and the educational team and parents agree that promotion is appropriate based on the student's Individualized Education Plan.
3. Has demonstrated sufficient reading skills or adequate progress toward sufficient reading skills as evidenced through a collection of reading assessments.
4. Receives intervention and remedial services during the summer or a subsequent school year.

School districts shall provide annual written notification to parents of students in kindergarten, first, second and third grades that a student who does not demonstrate sufficient reading skills. School districts shall identify each student who is at risk of reading below grade level in kindergarten, grades one, two and three, based on local or statewide assessments, and shall provide to the parent of that student a specific written notification of the reading deficiency within three weeks after identifying the reading deficiency. The notification shall include the following:

1. Description of the student's specific needs.
2. Description of current reading services provided to the student.
3. Description of available supplemental services and supporting programs designed to remediate reading deficiencies.
4. Parental strategies to assist the student in attaining reading proficiency.
5. A Statement that the student will not be promoted from third grade if the student does not demonstrate sufficient reading skills on the state English Language Arts assessment.

CHILD NUTRITION AND FOOD SERVICES

Child Nutrition and Food Services Introduction

Tolleson ESD Child Nutrition Department supports learning by providing free, nutritious meals to students and children under 18. No child should ever go hungry and there is no application or qualification requirements needed to participate in our food services programs.

Food and Nutrition

All of our meals feature whole grains, lean proteins, and fresh fruits and vegetables to keep our students nourished and ready to learn. Breakfast and lunch are available to all students. Students have opportunities to eat fresh fruits and vegetables as part of their well-balanced meals.

Meal Plans and Menus

In an effort to provide the best food possible for our students, we strive to offer many different options at each meal. According to USDA regulation, students are required to take certain food groups with breakfast and lunch, so we provide variety whenever possible ensure they have options from which to choose. For breakfast, students are offered a serving of whole grains, fruit, milk, and an option of vegetables, 100% juice, or another fruit. For lunch, students are offered servings of plain or flavored low-fat milk, whole grains, lean meats or meat alternatives, and a variety of fruits and vegetables. We offer multiple lunch options because we want our students to

be able to choose the healthy foods they will love. Menus can be found at https://tollesonschools.nutrislice.com/menus-eula for your convenience.

Nutrition and Student Wellness
It is our primary goal to make every meal both tasty and nutritious for our students. All of our meals meet the USDA requirements for saturated fat, sodium, and trans-fat, as well as providing whole grains, low-fat dairy, lean meats, and a variety of fruits and vegetables. To ensure quality is maintained, each food item and complete meal is sampled and analyzed to ensure nutritional value before being placed on the menu.

Special Diets
For any children in need of special diets, food items can be replaced and eliminated to accommodate their needs, as outlined in USDA's nondiscrimination regulation (7 CFR 15b). These changes can be made for children with food anaphylaxis, celiac disease, PKU, diabetes, food allergies, or other medical conditions. Parents will be asked to fill out a Food Allergy Action Plan and Special Diet Request Form and provide documentation from a licensed physician.

GENERAL GUIDELINES

General Guidelines Introduction
Tolleson ESD has established procedures to ensure the effectiveness and efficiency of daily operations at all schools.

Custody
In cases where custody/visitation affects the school, the school shall use the most recent court document on file with the school. It is the responsibility of the custodial parent or parents that have joint or sole custody to provide the school with the most recent court document. Restraining orders can only be rescinded by the court. If there is a question regarding custodial rights, the District reserves the right to not release the student or student records until the matter can be cleared.

Extracurricular Activities
Schools provide extracurricular activities which are designed to meet the diverse interests of elementary children. Activities vary at each school, but may include things such as drama, chess, journalism, clubs, student government, and athletics. Students whose behavior presents a problem during the day or activity may be ineligible for participation in extracurricular activities until such time as their behavior warrants reinstatement. Students participating in extracurricular activities must maintain passing grades to participate per Governing Board Policy JJJ.

Medical Insurance
Parents are strongly encouraged to purchase student accident insurance. The District assumes no responsibility for the medical costs of an accident occurring to your student while they are at school. Please contact your child's school for more information.

Banner Children's Clinic in Tolleson
Tolleson ESD has a partnership with Banner Hospitals in which they provide health services to uninsured children and youth in the West Valley. This service is free, and a bilingual scheduler is available to assist you. We are very grateful for this service. Banner raises funds philanthropically through their foundation. Their phone number for appointments is 480.412.6344.

Non-Discrimination
No person connected with the Tolleson ESD, whether a student, employee, or volunteer shall, on the basis of gender, creed, color, sexual orientation or disabilities be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity.

School and Student Property
Desks, school textbooks, library books, and technology are the property of the school district and remain, at all times, under the control of the District. However, students are expected to assume full responsibility for the security and safekeeping of their desks, books, laptops, physical environment, and equipment. Parents will be financially responsible for lost or damaged school property. The District does not assume liability for damage or loss of student property brought to school. This includes all electronic devices.

Student Records - Directory Request
Under the Family Educational Rights and Privacy Act (FERPA), the following information is considered "directory information" and may be released to anyone, including the media, colleges and universities, and the military without your prior written consent.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent.

Directory information includes:

A. The student's name
B. The student's address
C. The student's telephone
D. The student's photograph
E. The student's date and place of birth
F. The student's enrollment status
G. The student's dates of attendance
H. The student's grade level
I. The student's most recent educational agency or institution attended
J. A student ID number but only if the identifier cannot be used to gain access to education records.

If you do not want any or all of the designated "directory information" about your son/daughter to be released to any person or organization without your prior signed and dated written consent, you must notify the District in writing. Forms are available in the school office.

The request to prevent disclosure of directory information will be honored for the current school year unless specifically revoked in writing. Continuing students must complete a new non-disclosure form each school year. Submission of this form will not affect directory information already published or released. If the School District does not receive this form from you, it will be assumed that your permission is given to release your son's/daughter's designated directory information.

Student Records Request
To request a student record, you must complete a Record Request Form. Forms are available at the Tolleson ESD Welcome Center located at 9401 W. Garfield St, Tolleson, AZ 85353.

Student Surveys
Student surveys will be prepared, administered, retained, and communicated to parents and students in a manner consistent with state and federal laws.

No survey that solicits personal information about a pupil regarding any of the listed categories in A.R.S. §15-117(A) shall be conducted without being approved and authorized by the Superintendent. A teacher or other school employee may not administer any survey regarding A.R.S. §15-117(A) without obtaining written authorization from the Superintendent.

The categories of A.R.S. §15-117(A) and additional rules applying to surveys are listed in Regulation JRR-R.

The District will comply with the provisions of the Family Educational Rights and Privacy Act (FERPA) https://studentprivacy.ed.gov, the Individuals with Disabilities Education Act (IDEA) https://sites.ed.gov/idea, and the Protection of Pupil Rights Act (PPRA) https://studentprivacy.ed/gov.

Tobacco-Free Policy
For the protection of public health, and to set a good example for children, the use of tobacco on school grounds and other District property is prohibited. Parents and other visitors are prohibited from smoking, chewing tobacco, or using any electronic tobacco devices and vapes while on school property or at school-sponsored events such as field trips.

Visitors to Schools
All visitors to any school during the day must report to the office, be Hall Passed, and obtain a visitor's pass that must be worn at all times. Visitors must provide identification upon request to obtain a visitor's pass. It is very important for schools to know who is on campus in order to maintain student safety and security, and to prevent the school routine from being interrupted (Regulation KI-R). Classroom visitors are required to be parents or legal guardians of students in that classroom, district approved organizations, or visitors approved by the principal. Any visit to a classroom or other school activity must have prior approval by the principal.

When visiting a classroom, visitors must realize the teacher's first responsibility is to the class, and the teacher will be unable to converse at any length with the visitor. If a conference is desired, arrangements will be made by the teacher for an appointment with the parents either before or after school hours. If an outside agency needs to conduct an observation, the parent/guardian must make this arrangement in advance with the teacher and principal. All visitors must maintain appropriate conduct and attire while on school property or at school events.

OTHER DISTRICT PROGRAMS AND SERVICES

Other District Programs and Services Introduction
Tolleson ESD is committed to providing additional programs and services to our students and families to support their needs. This section includes information regarding those programs and services.

English Language Development (ELD) Program K-8th
The English Language Development (ELD) program is designed to promote English proficiency through the use of the Arizona English Language Proficiency Standards (ELPs) and Arizona State Standards. The goal of the program is to provide instruction that promotes high academic success and gives English Language Leaners (ELL) students a pathway to meet Arizona's Academic Standards. The Tolleson ESD has two models to support the acquisition of English:

- The Structured English Immersion (SEI) 2-Hour Model is implemented in a classroom where EL students are provided Targeted ELD Instructed in English based on the ELP Standards, while integrating the Arizona State Standards.

- The SEI Mixed Pull-out/Push-in Model is implemented in a classroom where General Education and EL students are provided Targeted ELD Instruction and Integrated Instruction in the general education classroom.

The English Language Development model is implemented in a classroom where students are instructed in English using the ELP Standards throughout the day. The instruction of both models is delivered by teachers who hold a Structured English Immersion Endorsement, Bilingual Education Endorsement, or English as a Second Language Endorsement.

Entrance and Exit Program Criteria
If information obtained during the enrollment process indicates that a language other than English is spoken in the home, the student is evaluated to determine his/her level of English language proficiency. The state adopted assessment Arizona English Language Learner Assessment (AZELLA) is used to determine whether a student needs to be placed in the ELD Program. Students scoring below "Proficient" will be placed in the ELD Program.

All students identified as English Language Learners, whether they are in the ELD program or withdrawn by parent's request are **re-evaluated** annually to determine their progress in learning English. Students who score an overall "Proficient" on the assessment are exited from the ELD program.

Extended Day (Before and After School)
As a service to our community, Tolleson ESD offers different options to families for Extended Day programs. Please check with your child's school to see the programs that are offered at their campus.

Homeless Services
Preschool and school-aged children living temporarily in any of the following situations due to the loss of housing or economic hardship, or natural disaster, have rights and protections under the McKinney-Vento Homeless Education Assistance Act:

- In a shelter, motel, vehicle, or campground
- On the street
- In an abandoned building, trailer, or other inadequate accommodation.
- Doubled-up with friends or relatives because unable to find or afford housing.

Some of these rights are:

- Receive a free, appropriate public education.
- Enroll in school immediately, even if lacking documents normally required.
- Enroll in school and attend classes while the school gathers needed documents.
- Enroll in a local school or continue attending their school of origin (the school they attended when permanently housed or the school in which they were last enrolled) if that is your preference and is feasible. (If the school district believes that the school you select is not in the best interest of your children, then the District must provide you with a written explanation of its position and inform you of your right to appeal against its decision.)
- Receive transportation to and from the school of origin if you request this.
- Receive educational services comparable to those provided to other students, according to your children's needs.

The local liaison for homeless education can assist families and students with further information and assistance. Please call (623) 533-3936 if you need additional information.

Title I Services
Title I federal funds are allocated to schools having high concentrations of low-income students. These funds supplement District efforts by providing additional instructional services to students to help them acquire the knowledge and skills contained in the Arizona Standards.

FAMILY ENGAGEMENT

Parent/Guardian/Family Involvement Introduction

Tolleson ESD believes that strong family involvement is an important component of a successful educational journey. We recognize that families play an essential role in a child's learning journey, and we encourage active participation in our schools. Whether it's attending parent-teacher conferences, Academic Parent Teacher Team meetings (APTT), volunteering for school events or engaging in conversations about your child's progress, your partnership is invaluable to us. By working collaboratively, we create a supportive network that enhances the educational experience for our students. Together we create an environment where every child feels supported, motivated, and empowered to excel. The following section provides various ways that parents/guardians can be involved in their child's education.

Volunteer Process
To volunteer in Tolleson ESD, parents, guardians and immediate family members must complete a volunteer application online. All interested volunteers must be on the cleared volunteer list to volunteer for Tolleson ESD. Cleared volunteers are cleared for three years, after which they must reapply.

Communication
Parent/guardian to school staff communication is essential to supporting your child's education. We offer many modes of communication including email, ParentSquare, Class Dojo, ParentVue, school newsletters, district newsletters, website (www.tollesonschools.com), Facebook and Instagram. Tolleson ESD also offers parent teacher conferences in October and March and Academic Parent Teacher Team Meetings in August and January.

Family Resources
Family Resources and information are available through our Family Engagement office located in the Welcome Center or by calling (623)533-3936. A variety of family workshops and courses will be offered throughout the year as well as resources to support the different needs of our Tolleson ESD families.

Governing Board Meetings
The Tolleson ESD is governed by a five-member Governing Board elected by the community. The Governing Board meets monthly at 6:00 p.m. All meetings are posted at school sites and at district office 24 hours prior to a meeting as well as on the District's web site (https://www.tollesonschools.com/about/governing-board). he public has an opportunity to address the Board at all open meetings to express opinions, raise questions, or make comments regarding District services or procedures. We invite you to attend Board meetings to learn more about District operations.

Language Assistance Services
Families requiring language support may request language assistance services for information that is available to the public so that they can participate meaningfully in meetings and conferences and make informed decisions regarding their children's education. These language

assistance services are available free of charge. Please contact your child's school office to request these services in advance.

Parent/Guardian Concerns

The parent/guardian concern process is intended to resolve issues at the level closest to the concern, allowing for dialogue between the involved parties and providing the employee the opportunity to respond. The following provides an overview of the steps to be taken:

1. If the concern involves your child, contact the teacher to discuss the problem. These conferences should include avenues for resolution of the concern. Most concerns can be quickly and easily resolved using this procedure.
2. If the problem persists, contact the school administration.
3. If the principal is unable to resolve the situation, the Parent Concern Form (Governing Board Exhibit Form KE-E) may be filled out. The form can be found at the school site or district office.
4. Submit the written complaint to the Tolleson ESD Assistant Superintendent. The Assistant Superintendent will determine if the complaint is legitimate and if so, begin a thorough investigation. The purpose at this level is to develop a reasonable resolution to the concern.
5. Either the Principal or Assistant Superintendent will respond to the parents to let them know the concern was investigated along with the proposed resolution.
6. If the concern remains unresolved, the Assistant Superintendent will refer the issue to the Superintendent.

Any concerns presented directly to the Superintendent or Governing Board as the first step in resolving the matter will be referred to the teacher or the principal. By following these procedures and keeping the lines of communication open, we can all work together to make school a positive, rewarding, and learning experience for your child.

Parents Right to Know

The Tolleson ESD provides quality instructional staff to work with your child(ren). Our teachers are recruited from teacher-preparation programs in Arizona, across the nation and globally. All Tolleson ESD teachers participate in ongoing professional development workshops and training sessions to maintain their content knowledge as well as their ability to plan and deliver high-quality, effective instruction. Tolleson ESD is proud of our student achievement academic growth throughout the school year, which is a direct result of the efforts of our highly trained professional staff. As a parent/guardian of a student in Tolleson ESD, you have a right to know the professional qualifications of the teachers who instruct your child. Federal law allows you to ask for certain information about your child's teachers and requires us to provide this information in a timely manner, should you request it. Specifically, you have the right to ask for the following information about each of your child's teachers:

- whether the Arizona Department of Education has licensed or qualified the teacher for the grades and subjects he or she teaches.
- whether the Arizona Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- the teacher's college major, whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- and, whether any teacher's aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.

Tolleson ESD is proud of the efforts of our administrators, teachers, and support staff in the work done to consistently provide an excellent education to all our students. If you would like to

receive any of the information described above, please call the Human Resources Department at (623)533-3900.

Parent-Teacher Conferences

Parent-teacher conferences are very important to your child's education. They allow you and the teacher to discuss your child's progress, any difficulties or special situations, and ways to enhance your child's learning at school and at home. Conferences help you and your child's teacher to make sure your child is getting the most from his/her education. Parents and teachers are expected to have at least two conferences during the school year. Formal conferences are scheduled in October and March, but you are encouraged to meet with the teacher any time you would like to discuss your child's progress. If you would like to meet with your child's teacher at any time, call the school office to schedule a mutually convenient time, message the teacher on Class Dojo, or if you prefer, you may ask the teacher to call you for a telephone conference. Regardless of the method, please keep the teacher informed of any family circumstances, problems, or concerns that could affect your child's performance or behavior. In addition to parent-teacher conferences, Tolleson ESD offers Academic Parent Teacher Teams twice a year.

Academic Parent Teacher Teams

Academic Parent-Teacher Teams (APTT) is a model of family engagement that is grounded in the notion that schools can thrive when families and teachers work together, as genuine partners, to maximize student learning inside and outside of school. The model is research-based and aligns grade-level learning concepts, student performance data, and family-teacher communication and collaboration. The APTT model supplements and elevates the efforts of traditional parent conferences by expanding opportunities for families and teachers to collaborate. The format creates a systematic pathway for teachers to share grade-level information, tools, and strategies that families can apply at home and in the community to accelerate student learning. By implementing APTT, schools take responsibility for engaging in a collaborative process to build strong relationships with their students' families and to empower those families to make concrete contributions to student growth and achievement.

Parent-Teacher Groups

Schools may have parent-teacher groups (PTA, PTO, or PTSA), and we strongly encourage you to join your school's parent-teacher group because they help keep you informed about your school and lead to better adult-child relationships. Many of these groups also coordinate volunteer activities, fundraising, and special events.

Parent VUE

Parents/guardians can monitor assignments, grades, and attendance, as well as contact information, through the online Parent VUE portal. This resource helps you stay informed and connected by providing day-to-day insight into your child's academic experience. Once activation information has been received, you can create an account and gain access from any internet connection. If you need activation information, please contact your child's teacher.

Title I Parent/Guardian Involvement Policy

Tolleson ESD seeks and values the involvement of parents and guardians in their child's education. Quality education is achieved through the joint efforts and cooperation of the Tolleson ESD community, including students, parents, teachers and administrators. Each school has a School Compact that outlines how parents will be offered timely information about Title I programs, school performance profiles, individual student assessment results, a description and explanation of the curriculum, opportunities for regular meetings, and timely response to suggestions.

Parent Advisory Council to the Superintendent
Parent Advisory Council (PAC) meetings take place quarterly throughout the year open to all parents across the District. These meetings are aimed at giving parents the opportunity to learn about district initiatives and programs as well as to provide feedback to Superintendent Ms. Gisselle Herrera

Parent Classes
The Tolleson ESD provides families with opportunities to engage in various classes and workshops throughout the school year and summer. These classes are open to parents across the District, at no cost.

SPECIAL EDUCATION

Special Education Introduction

Tolleson ESD is committed to providing an inclusive and supportive learning environment for all students, including those with unique learning needs. Our Special Education program is designed to ensure that every child has access to a high-quality education that meets their individual strengths and challenges. Our dedicated team of special educators, therapists and support staff collaborate closely with students, families, and classroom teachers to develop personalized learning plans. We believe in celebrating the diverse abilities of all our students and fostering an atmosphere of understanding and respect. Our goal is to empower every child to reach their fullest potential and thrive academically, socially and emotionally. Together we create a community where every student's journey is valued and supported.

This section includes information regarding the special education programs we offer and various special education procedures.

ADA Section 504
Section 504 is civil rights legislation that prohibits discrimination against persons with a disability in any program receiving federal financial assistance. This legislation defines a person with a disability as anyone who has a mental or physical impairment that substantially limits one or more major life activities such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communication, and working. The school district has specific responsibilities under this legislation that includes identifying, evaluating, and if the child is determined to be eligible under Section 504, afforded access to a free appropriate public education. A Parents Right Brochure is available through the school district's Special Education Department. For further information, please contact the department at (623)533-3923.

Annual Parent Notification of Medicaid Reimbursement
Tolleson ESD receives funding from the Medicaid Direct Service Claiming (DSC) program for IEP covered services to eligible children through the Arizona Health Care Cost Containment System (AHCCCS). Examples of covered services include speech therapy, assistance with daily living skills, special education transportation, and nursing services.

Parents are not required to sign up for or enroll in AHCCCS to receive IEP services or a Free Appropriate Public Education (FAPE), nor are they responsible for any out-of-pocket expenses for these IEP services. The District's use of this reimbursement program does NOT in any way affect or impact other AHCCCS benefits to which the child is entitled, including any otherwise eligible services outside of school. Parents' refusal to allow access to their AHCCCS benefits does not relieve the District of its responsibility to ensure that all required services are provided

to the child at no cost to the parents. Granting of consent is voluntary on the part of the parents and may be revoked at any time. If consent is removed, that revocation is not retroactive i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked {300.154}. Contact the Special Education Department at (623)533-3923 with any questions.

Child Find

Tolleson ESD provides identification services for children who may have a disability in the following areas: physical, cognitive, communication, emotional, and/or self-help. If you suspect that your child might have a disability, please talk with your child's teacher or contact the Special Education Department.

Preschool aged children recognized through the screening, evaluation, and identification as needing special services may participate in the preschool program starting upon their third birthday until kindergarten (five years old by September 1). If we determine a child is eligible for special education services, a multi-disciplinary team, including parents/guardians, will develop an individual education plan (IEP) for the child. Families whose children qualify for special education services are not required to meet income requirements; children may attend preschool free of charge.

For school-aged children, the teacher completes a screening form within 45 days after enrollment. If concerns are recognized, the school will follow up with appropriate intervention. The child's parent or teacher may request a Child Study Team (CST) to address areas of concern. When appropriate, parent(s) will be contacted for written consent for their child to be evaluated. A school team, which includes the parent, will review the evaluation information to determine if their child is eligible and in need of services. Students who meet eligibility criteria will be offered appropriate services.

Free Appropriate Public Education (FAPE)

Tolleson ESD has a responsibility under the Individuals with Disabilities Act, Arizona Revised Statutes, Title 15, Section 761-772 and under Section 504 of the Rehabilitation Act of 1973 to identify, evaluate, and provide Free Appropriate Public Education (FAPE) for qualified children with disabilities. Free Appropriate Public Education refers to special education and related services described in an Individualized Education Program (IEP) and provided to the child in the least restrictive environment (LRE). Children with disabilities, and their parents, are guaranteed certain educational rights, known as procedural safeguards, from birth to age 22. The law and its implementing regulations also provide methods to help assure that their input is considered. For a copy of the procedural safeguards, call the District's Special Education Department at (623)533-3923.

If you have reason to believe your child (including preschooler) has a physical, mental or emotional disability, please confer with your child's teacher or the school principal to discuss your concerns. Each school has a special education team to address student needs, develop interventions and engage in pre-referral, evaluation, and case management activities. Special education programs available include self-contained classrooms, cross-categorical resources, and supportive services in the regular classroom. To the maximum extent possible, students with special needs are educated at their neighborhood schools in the general education setting. Students with needs that are greater than the available resources at the neighborhood school may receive services in specially equipped District programs located at multiple school sites. For information, please call (623)533-3923.

Gifted Student Services
Tolleson ESD is committed to providing a learning environment that promotes individual strengths and maximizes potential. Gifted students may be clustered into gifted strand classrooms, can receive differentiated instruction in the classroom and will be provided a one hour per week pull out group program at each school. The curriculum is differentiated to challenge the students and students also engage in project-based learning opportunities. This differentiation, in line with Arizona State Standards, affects the student experience in terms of process, content and product. Questions can be directed to the District gifted teacher.

Inclusion of Students in Field Trips
Section 504 of the Rehabilitation Act and its regulations prohibits discrimination against students with disabilities. This means that public schools must provide services to meet the individual needs of students with disabilities as adequately as the schools meet the needs of students without disabilities. Section 504 focuses on ensuring equal access for students with disabilities to the program offered by the public school. Under 34 CFR 104.34 of the Section 504 regulations, equal access includes serving students with disabilities in settings (academic and nonacademic) with students without disabilities. Equal access to the school program includes equal access to field trips. The District is prohibited in providing any aid, benefit, or service directly or through contractual, licensing, or other arrangements, from denying a student with a disability the opportunity to participate in or benefit from the aid, benefit, or service on the basis of the student's disability. The District has an obligation to provide non-academic and extracurricular services and activities, including field trips, in such manner as is necessary to afford students with disabilities an equal opportunity for participation in such services and activities.

The District has an obligation to conduct an individualized inquiry to determine whether reasonable modifications or necessary aids and services would provide a student with a disability with an equal opportunity to participate in non-academic and extracurricular activities, including field trips.

The District has an obligation to include students with disabilities in self-contained settings in all grade level field trips and to provide those students with the necessary accommodations so as to permit participation. If there are any questions concerning this protocol, please contact the Administrator of Special Programs at (623)533-3921.

Preschool Programs
Preschool programs are offered for children, ages three through five, on all four campuses when there is funding available. Tolleson ESD team continues to write grants on an annual basis to ensure early learners receive this opportunity. The programs center on child development and recognizing that preschool children have unique educational needs. Warm and caring personnel, with specialized training in working with young children, staff the preschool programs. For information call (623)533-3980.

STUDENT BEHAVIOR

Student Behavior Introduction
Tolleson ESD places high priority on providing each student with the opportunity to learn within a safe and stimulating environment. For this reason, the Governing Board accepts the responsibility for identifying those behaviors, which, if allowed to exist without restrictions and appropriate disciplinary action, would interfere with student learning and the orderly conduct of our schools. Furthermore, the Governing Board charges the staff with the responsibility of

enforcing the rules of conduct, establishing consistency in their enforcement, and maintaining an appropriate learning and behavioral environment.

According to Arizona statute (A.R.S. 15-341), the Governing Board has the authority to provide the ability for school administrators to discipline a student, when the student (1) is on school grounds or at a school-sponsored event; (2) is traveling to and from school or a school sponsored event; (3) is under expulsion from another school district or has engaged in misconduct while attending another school district event; (4) has engaged in misconduct in another manner that is school related or affects the order or operation of any District school; or (5) has engaged in vandalism of District property after school or during summer vacation. Students will not engage in any conduct intended to obstruct, disrupt or interfere with teaching, the functions of the school and District, or any District-sponsored activity. Any behavior that endangers the health or safety of others is prohibited as detailed in Governing Board Policy JIC.

Alternate Educational Settings
If it is determined that the local school is not the most appropriate educational setting for a student with serious misconduct or chronic behavior problems, the administrators may refer the student to an alternative placement per Arizona law (A.R.S. 15-841). This could include, but is not limited to, on campus reassignment or outside placement.

Bullying/Harassment/Intimidation of a Student
Bullying is defined as systematic, repeated, or recurrent conduct that involves a real or perceived imbalance of power with the more powerful child or a group attacking those who are less powerful. Schools have a procedure for students, parents, and teachers to confidentially report and document bullying behavior to a school official to trigger investigation, consequence, and prevention of further bullying behavior. (A.R.S. § 15-341). If the bullying acts threaten or causes injury to a person or property, then more severe penalties are called for and carried out under Arizona's criminal laws. (A.R.S. § 15-341).

The Governing Board of the Tolleson ESD believes it is the right of every student to be educated in a positive, safe, caring, and respectful learning environment. The Governing Board further believes a school environment that is inclusive of these traits maximizes student achievement, fosters student personal growth, and helps a student build a sense of community that promotes positive participation as citizens in society.

To assist in achieving a school environment based on the beliefs of the Governing Board, bullying in any form will not be tolerated.

Bullying: Bullying may occur when a student or group of students engages in any form of behavior that includes such acts as intimidation and/or harassment that:

A. has the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or damage to property,

B. is sufficiently severe, persistent, or pervasive that the action, behavior, or threat creates an intimidating, threatening, or abusive environment in the form of physical or emotional harm,

C. occurs when there is a real or perceived imbalance of power or strength, or

D. may constitute a violation of law.

Bullying of a student or group of students can be manifested through written, verbal, physical, or emotional means and may occur in a variety of forms including, but not limited to:

A. verbal, written/printed or graphic exposure to derogatory comments, extortion, exploitation, name calling, or rumor spreading either directly through another person or group or through cyberbullying,

B. exposure to social exclusion or ostracism,

C. physical contact including but not limited to pushing, hitting, kicking, shoving, or spitting, and

D. damage to or theft of personal property.

Cyberbullying: Cyberbullying is, but not limited to, any act of bullying committed by use of electronic technology or electronic communication devices, including telephonic devices, social networking, and other Internet communications, on school computers, networks, forums and mailing lists, or other District-owned property, and by means of an individual's personal electronic media and equipment.

Harassment: Harassment is intentional behavior by a student or group of students that is disturbing or threatening to another student or group of students. Intentional behaviors that characterize harassment include, but are not limited to, stalking, hazing, social exclusion, name calling, unwanted physical contact and unwelcome verbal or written comments, photographs, and graphics. Harassment may be related, but not limited to, race, religious orientation, sexual orientation, cultural background, economic status, size, or personal appearance. Harassing behaviors can be direct or indirect and by use of social media.

Intimidation: Intimidation is intentional behavior by a student or group of students that places another student or group of students in fear of harm to a person or property. Intimidation can be manifested emotionally or physically, either directly or indirectly, as well as by the use of social media.

Students are prohibited from bullying on school grounds, school property, school buses, at school bus stops, at school-sponsored events and activities, and through the use of electronic technology or electronic communication equipment on school computers, networks, forums, or mailing lists.

Disciplinary action may result for bullying which occurs outside of the school and the school day when such acts result in a substantial physical, mental, or emotional negative effect on the victim, while on school grounds, school property, school buses, at school bus stops, or at school-sponsored events and activities, or when such act(s) interfere with the authority of the school system to maintain order. All suspected violations of the law will be reported to local law enforcement.

Students who believe they are experiencing being bullied or suspect another student is bullied should report their concern to any staff member of the School District. School personnel are to maintain appropriate confidentiality of the reported information.

Reprisal by any student directed toward a student or employee related to the reporting of a case or a suspected case of bullying shall not be tolerated, and the individual(s) will be subject to the disciplines set out in applicable District policies and administrative regulations.

Students found to be bullying others will be disciplined up to and including suspension or expulsion from school.

Knowingly submitting a false report under Policy JICK or Exhibit JICK-EA or JICK-EB shall subject the student to discipline up to and including suspension or expulsion. Where disciplinary action

is necessary pursuant to any part of Policy JICK or Exhibit JICK-EA or JICK-EB, relevant District policies shall be followed.

Law enforcement authorities shall be notified any time District officials have a reasonable belief that an incidence of bullying is a violation of the law. Students or families can document bullying incidents by filling out Exhibit JICK-EA.

Due Process
Students involved in the disciplinary process can expect the following basic rights:

- Notice of the accusations, nature of the evidence supporting the accusations, and the consequences if the accusations are proven true.
- A fair and impartial examination of all pertinent facts, including the student's right to respond to the accusations.
- A fair and impartial decision.

Please note: Federal privacy laws prohibit the District from naming students involved in disciplinary actions and from revealing the consequences of those actions to the parents of other students.

Electronic Devices
Arizona school districts are required to implement policies that limit student cell phone use during the school day, following the passage of House Bill 2484, signed into law on April 14, 2025. In addition to aligning with A.R.S. § 15-110, this new legislation also mandates procedures for parent-student communication, restrictions on social media access over school networks and clearly defined exceptions for emergencies, medical needs and instructional use.

Electronic devices often interfere with the orderly operation of the school and may cause a disruption to the learning environment. Electronic devices include, but are not limited to, cell phones, smart watches, earbuds, headphones, iPads, audio/visual devices, and/or electronic games.

If students choose to bring electronic devices to school, the devices must be turned off, not on vibrate, and stored in backpacks during school hours and while on the school bus.

The parent and student shall agree that the electronic device may not be seen or heard during the instructional day. A parent/legal guardian may contact their child during the school day by calling the school office and a child may have access to a school phone to contact a parent/legal guardian. (Regulation IJNDB). Electronic devices can be used in the case of an emergency to communicate with family members or guardians or if a student has a medical condition that requires the use of an electronic device. Please contact your site administrator if your student has a medical condition the requires the use of an electronic device.

Violations of this regulation will result in disciplinary action against the student. Violations will result in electronic devices being confiscated and locked in a safe place by school personnel.

1st offense – the electronic device may be returned to the student at the end of school day and parents will be notified.

Further offenses – the electronic device may only be picked up by a parent or guardian and the student may lose the privilege of having an electronic device at school or school sponsored events. A parent/guardian meeting may also be involved.

Electronic devices not picked up 10 days after the last day of the school year may be donated to a local charity.

Students who use their electronic device for any inappropriate activities or refuse to relinquish their electronic device upon request to any Tolleson ESD staff member will lose the privilege of having a device for the balance of the school year. Inappropriate activities include, but are not limited to, the following:

- Text messaging that contains inappropriate content, profanity, or threats to others
- Cheating on tests
- Taking or showing inappropriate photographs
- Communicating with outside groups or individuals to participate in fights, retaliate, or participate in other inappropriate activities on the school grounds or at school events.
- Phones/electronic devices cannot be used to shoot photos or videos of campus activities without prior permission,
- Phones/electronic devices cannot be used to shoot photos or videos of campus activities or other students on the bus or anywhere near the bus without prior permission.

The student who possesses an electronic device shall assume responsibility for its care. At no time shall Tolleson ESD be responsible for preventing theft, loss, or damage to cell phones or any electronic devices brought onto its property. Tolleson ESD does not have the authority to require reimbursement.

Student Concerns, Complaints, and Grievances

Students may present a complaint or grievance (Exhibit JII-EB) regarding one or more of the following:

- Violation of the student's constitutional rights
- Denial of an equal opportunity to participate in any program or activity for which the student qualifies is not related to the student's individual capabilities.
- Discriminatory treatment on the basis of race, color, religion, sex, age, national origin, or disability.
- Concern for the student's personal safety.

Complaints and grievances related to allegations of student violence, harassment, intimidation or bullying are to be filed in accordance with Governing Board Policy JICK. (Provided that the topic is not the subject of disciplinary or other proceedings under other policies and regulations of Tolleson ESD and the procedure shall not apply to any matter for which the method of review is prescribed by law, or the Governing Board is without authority to act.) The guidelines to be followed are:

- The accusation must be made within thirty (30) calendar days of the time the student knew or should have known that there were grounds for the complaint/grievance.
- The complaint/grievance shall be made only to a school administrator or a school staff member.
- The person receiving the complaint will gather information for the complaint form.
- All allegations shall be reported on forms with the necessary particulars as determined by the Superintendent (JII-EA complaint forms are available in the school office).
- The person receiving the complaint shall preserve the confidentiality of the subject, disclosing it only to the appropriate school administrator or next higher administrative supervisor or as otherwise required by law.
- Regardless of the outcome of the investigation, the principal or the principal's designee will meet with the student who reported or was reported as being bullied, harassed, or intimidated to review the findings of the investigation. Additionally, the parent(s) or guardian(s) of the involved students will be informed of the findings of the investigation. (Regulation JICK-R).

Any question concerning whether the complaint or grievance falls within this policy shall be determined by the Superintendent or Assistant Superintendent. A student or student's parent/guardian may initiate the complaint process by completing Exhibit JII-EA. A complaint or grievance may be withdrawn at any time. Once withdrawn, the process cannot be reopened if the resubmission is longer than thirty (30) calendar days from the date of the occurrence of the alleged incident. False or unproven complaint documentation shall not be maintained. Retaliatory or intimidating acts against any student who has made a complaint under the District policy and its corresponding regulations, or against a student who has testified, assisted, or participated in any manner in an investigation relating to a complaint or grievance, are specifically prohibited and constitute grounds for a separate complaint.

Knowingly submitting a false report under this policy shall subject the student to discipline up to and including suspension or expulsion. Where disciplinary action is necessary pursuant to any part of this policy, relevant District policies shall be followed.

When District officials have a reasonable belief or an investigation reveals that a reported incident may constitute an unlawful act, law enforcement authorities will be informed.

Student Consequences for Behavior

The range of consequences that may be imposed for violations of student conduct rules includes, but is not limited to, the following:

- Informal talk by a school official (teacher or administrator) with the student as to acceptable behavior
- Formal conference with a school official and the student
- Parental involvement by telephone, email, letter, or personal conference
- Temporary removal from class
- Out of class detention (student is detained before school, during the lunch period or after school) for a specific purpose.
- Appropriate individualized assignment and/or loss of privilege (this means the school official devises an assignment to fit the offense and/or the school official removes from the student one or more privileges usually associated with the offense)
- Suspension from transportation
- In-school suspension - an alternative placement and the student is removed from class but is kept on campus under the supervision of a staff member (the student is given appropriate assignments during this time period)
- Short term out-of-school suspension (1-10 days) means the student, following due process, is suspended from school and placed under the supervision/responsibility of the parent/guardian.
    - the principal or designee has the authority to impose a short-term (10 days or less) suspension, following appropriate due process; there are no procedures provided by Governing Board policy or Arizona law to appeal short term suspensions (they are not appealable)
    - a student on out-of-school suspension is not allowed on any Tolleson ESD campuses or at any school district sponsored activities (sporting events, special evening activities, etc.) and failure to comply with this regulation could result in the filing of criminal trespass charges.
- Long-term, out-of-school suspension (more than 10 days) means that the school principal may recommend to the Superintendent an extension of a suspension beyond the maximum 10 days
    - the Superintendent or designee, after careful consideration of the facts of the case, may extend the suspension until a Governing Board appointed hearing officer conducts a hearing (as with any suspension, due process must be followed)

- students are not allowed on any Tolleson ESD campuses or at any school district sponsored activities (sporting events, special evening activities, etc.) for the duration of the suspension and failure to comply with this regulation could result in the filing of criminal trespass charges.

- Alternate placement is the placement of the student in a different school or program sponsored by Tolleson ESD.
- Expulsion is the permanent removal from all Tolleson ESD schools.

Suspension and Expulsion of Students with Disability
Students with a 504 plan or receiving special education services will be expected to abide by the rules of conduct established for all students. When misconduct occurs, procedures for such suspensions and expulsions shall meet the requirements and regulations of IDEA and state statutes.

Title IX
Title IX of the Federal Education Amendments Act ("Title IX") protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. The Title IX Policy and Grievance Procedure for Tolleson ESD may be accessed by contacting the District's Title IX coordinator. Any formal complaints should be directed to the District's Title IX Coordinator via phone (623)533-3910.

STUDENT BEHAVIOR MATRIX

Please see the Tolleson ESD Discipline Matrix located on the website (www.tollesonschools.com) under the families dropdown (https://resources.finalsite.net/images/v1752725112/tollesonschoolscom/ezykogy78s11q0y8bzsb/20252026DisciplineMatrix.pdf) for specific behavior violations, definitions and consequences.

STUDENT DRESS CODE

Student Dress Code Introduction
Tolleson ESD believes appropriate dress leads to a positive community, supports an environment conducive to learning, and helps students achieve success in adult life. The Board recognizes the critical importance of its educational mission to promote academic achievement and a safe and secure environment at all campuses in the District. To assist in
creating a positive educational environment, a dress code that includes mandatory uniforms has been adopted for the District. Based upon careful and extensive research and community input, the Board believes the dress code is in the best interests of the District's students for at least the following reasons:

A. *Climate for learning*. Uniforms help students focus on learning. They set the tone for the proper work attitude in the classroom, reducing behavior problems and improving performance.

B. *Campus safety and security*. Uniforms will help make the campus safer and more secure by eliminating the wearing of gang clothing, which can also be used to intimidate. or conceal contraband. Moreover, outsiders or nonstudents can be easily recognized on

campus.

C. *School unity and pride*. Attractive student uniforms promote school spirit, good self-image, and school unity. Just as an athletic team's uniforms promote unity and spirit, so can school uniforms.

D. *Label competition*. Uniforms eliminate "label competition" and the peer pressure to wear expensive clothing. They allow the students' attention to be directed to learning and growing.

E. *Economy*. Uniforms are economical. Comparisons show that uniforms cost significantly less than what most parents pay for unregulated school clothing. Durability, reusability, and the year-to-year consistency all cut costs.

F. *Homogeneity and opportunities for self-expression*. Uniforms remove the status that clothing labels give to some children and serve to externally equalize all students. This provides impetus for students to find more productive outlets for expressions of individualism, such as wit, intelligence, and creativity. Teachers will offer many opportunities for self-expression and creativity in the academic realm, ranging from creative assignments to after-school clubs.

G. *Upholding of modesty standards*. Uniforms meet widely accepted standards of modesty, thus eliminating the conflicting interpretations of dress codes and the embarrassment that often is associated with "violations" of dress codes.

H. *Simplification of dressing*. Parents cite simplification of selection as an important advance, even though several selections are available within the uniforms, each of which meets the standards of the school and approval in the home. Parents of students attending schools with uniform programs report that they have saved hundreds of dollars and eliminated the morning tug-of-war with children over what to wear.

No student will be denied an education for inability to afford a uniform. In situations of economic need, the District will work with parents and students to resolve any family's financial inability to purchase a student uniform.

The District encourages students to take pride in their attire as it relates to the school setting. Students should dress in a manner that, in addition to the following guidelines, takes into consideration the educational environment, safety, health, and welfare of self and others. Regulation JICA-R states:

A. Students must wear a shirt with pants or skirt or the equivalent (dress, leggings, or shorts).

B. Clothing must not be see-through and must cover a student’s undergarments, chest, and torso, when standing or sitting.

C. Shoes must be worn at all times. Closed shoes are to be worn for any type of physical activity, such as physical education, et cetera.

D. Jewelry shall not be worn if it presents a safety hazard.

E. Clothing, accessories and/or jewelry may not state, imply, or depict hate speech/imagery targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected classification.

F. Students may wear clothing, accessories and jewelry that display religious messages or religious symbols in the same manner and to the same extent that other types of clothing, accessories and jewelry that display messages or symbols are permitted.

G. Subject to the above, no hats, bandannas, other head coverings, or sunglasses may be worn in a classroom or school building, except for properly approved occupational safety headgear required for special classes or if authorized by a school administrator or authorized/prescribed by a medical professional.

H. Obscene language or symbols, or symbols of drugs, sex, or alcohol on clothing are prohibited.

I. Students may not wear clothing, accessories and/or jewelry with images, symbols, slogans, words or phrases that are profane, discriminatory or defamatory or that is worn with the intent to convey affiliation with a criminal street gang as defined in A.R.S. 13-105.

J. Hats and sunglasses may be worn outside.

Exceptions for special activities or health considerations may be preapproved by the administrator.

Students who volunteer for extracurricular activities, such as athletics, band, chorus, et cetera, are subject to the standards of dress as defined by the sponsors of such activities.

Accessories

- Bandanas and hairnets are not an acceptable part of student dress.
- Due to safety concerns, jewelry and accessories are allowed to be worn to school within the following limitations:
    - Visible piercings are only allowed in the ears. Tongue piercings are not allowed. Earrings must be studs or hoops no larger than one-half inch. All others must be removed during the school day and during school activities. Gauged earrings need to be black, brown, or flesh colored and not spiked.
    - Bracelets may be worn as long as they are not spiked or studded.
    - Belts need to be run through the belt loops and not spiked or studded.

Religious exceptions to dress code may be allowed – address concerns with site administrators.

Bottoms

Students may wear **navy blue** or **khaki** bottoms. Shorts, skirts or skorts are expected to reach no more than four inches above the knee. Pants and shorts are to be worn at the waist and belts need to be worn if necessary to hold clothing in its proper position. Undergarments need to be covered including leggings and jeggings. Sweatpants, leggings, and/or pajama bottoms are not acceptable bottoms and are not part of the board adopted school uniform. On dress down or spirit days, decorative holes are to be no more than 4 inches above the knees and shorts, skirts, or skorts are expected to reach no more than 4 inches above the knee.

Tops

Students may wear **white, light blue, navy blue** or **forest green** polo style shirts. For dress down days or spirit days, tube tops, strapless, fish net, spaghetti straps, midriff-baring, see through material, and razorback style shirts are not appropriate, and undergarments need to be covered at all times.

Shirts may not contain the following:

- Obscene/profane statements or pictures
- Drug/alcohol/tobacco related statements or pictures
- Hate messages or slogans
- Messages about death, gangs, or violence

Shoes
Students are required to wear closed-toed shoes that are secured to the foot. The shoe can be secured by Velcro or laces. Students are not to wear sandals, flip flops, crocs, slippers, or shoes with high heels.

No sagging of clothing is allowed. Clothing must be appropriately sized (not more than one size too small or too large). Bottoms must fit and be worn at the waist and not drag on the ground. Students not dressed in accordance with the dress code may be subject to disciplinary actions.

STUDENT ENROLLMENT

Student Enrollment Introduction

We are thrilled to have you join the Tolleson ESD learning community. Our enrollment process is designed to make your transition to our school district as smooth and positive as possible. Whether you are a new student entering preschool or kindergarten or transferring from another district, we are here to assist you every step of the way. Our dedicated staff is committed to ensuring your educational journey is filled with exciting opportunities for growth, discovery and achievement. In this section you will find general information about our enrollment requirements.

Admission Procedures
To enroll your child in a Tolleson Elementary School, you will need to visit the Welcome Center located at 9401 W. Garfield, Tolleson, AZ 85353. When you register your child, you will need to bring the following:

- Birth certificate or other reliable proof of the child's identity and age, including baptismal certificate, a refuge card, passport, and an affidavit explaining the inability to provide a copy of the birth certificate.
- Current immunization record
- Withdraw form and/or address of previous school (if applicable)
- Proof of residency within the District based on ADE Arizona Residency Documentation Form (form can be found on our website)
- Any court documents (if applicable)

Contact Information
Please notify the school immediately when there is a change of address or phone number. The school MUST have this information to contact you in case of an emergency.

Custody
It is the responsibility of adults having custody of a student to submit to the school a current certified copy of the effective court order or decree. In sole custody situations, the custodial parent has the right to participate in the decision making at the school regarding the student's education unless the custody decree provides otherwise. When parents share joint legal custody, neither parent's rights are superior with regard to determining the child's education unless specified otherwise by legal court documents or with regard to determining emergency contacts. Educational records are available to either parent regardless of custody unless the District has been provided a court order that specifically terminates a parent's right to educational records. If there are any special considerations that need to be clarified, please contact your child's school.

If there is a question regarding custodial rights, the District reserves the right to not release the student or student records until the matter can be cleared.

Immunization Requirements

- Per A.R.S. 15-872, a child shall not be allowed to attend school without submitting documentary proof to the school administrator unless the child is exempted from immunization pursuant to A.R.S. 15-873.
- Proof of immunization is required during a student's initial enrollment. It is the parents' responsibility to keep their child's immunizations current. Per A.R.S. 15-871 and 15-874, students may be excluded from school if the parent has failed to obtain immunizations for their child.

Open Enrollment

Tolleson ESD has an open enrollment policy consistent with Arizona law. All applicants will be accepted if there is sufficient capacity. If there is insufficient capacity, applicants will be selected from the submitted applications for enrollment in a school in accordance with a random selection process except where policy may indicate otherwise. After July 15, pupils shall be selected for enrollment from the waiting list in the order in which the pupils were placed on the waiting list through the random selection process, or as otherwise provided by policy. A school district may refuse to admit any pupil who has been expelled from another educational institution or who is in the process of being expelled from another educational institution.

Student Withdrawals

If you must withdraw your child from school, please visit the school office at least 24 hours ahead of time to fill out a withdrawal form. All school materials, such as library books, textbooks, or electronic devices, must be returned before withdrawal is complete. Once the withdrawal form has been completed by the school site, families must formally withdraw the student at the Welcome Center.

STUDENT HEALTH

Student Health Introduction

Tolleson ESD is committed to providing a learning environment that promotes and protects children's health and well-being. Included in this section are student health procedures and information.

Administrative Procedures

- Any student excluded from school under health regulation must receive clearance from the health office staff before being readmitted to class.
- All diagnoses and suspected communicable diseases considered to be reportable under appropriate Arizona Department of Health Services rules and regulations and A.R.S. 36-621 are to be reported to the Maricopa County Health Department.
- Any student exhibiting symptoms of illness such as skin rashes, inflamed eyes, fever, and the like, will be referred to the health office. The school health staff will contact the parents/guardians, depending on the condition of the student.

The health office staff may request physician clearance before the student is allowed to return to school.

The Superintendent shall establish procedures for the student health services program in the District. Such procedures shall include:

- administration of patient proprietary medications (over the counter medications) in compliance with Arizona Revised Statutes and Board policies.
- administration of immunizations in conjunction with the County Health Department and in compliance with Arizona Revised Statutes.
- providing preventative health information.
- treatment of school related injuries/illnesses and recommendations for follow up care.
- screening for detected physical impairment.

Chronic Illness
Students with existing chronic illness conditions should obtain a chronic illness form from the health office.

When a new chronic condition is medically diagnosed, please notify the health office to obtain the chronic illness request form. The Medical Certification Report form must be completed by a licensed MD, DO or pediatrician and returned to the health office. If your student is absent from school due to chronic illness, it is expected that they would not be able to attend or participate in extracurricular activities and/or athletics on the date of the absence. (A.R.S. § 15-346 provides for adjunct accommodations for students with chronic health problems.)

Communicable Diseases
Any student with, or recovering from, a communicable disease will not be permitted in school until the period of contagion is passed or until a physician recommends a return, in accordance with applicable law; appropriate regulations of the State Department of Health Services; and policies of the county health department (Governing Board Policy JLCC).

Parents will be requested to provide a history of communicable diseases for each student, and such records will be kept and maintained by the District. A student suffering from a communicable disease shall be excluded from school for his/her own welfare and also to protect other students from illness. Early recognition of a communicable disease is of prime importance. In the case of a reported outbreak, the County Health Director shall make the decision for exclusion and readmission.

Illness
To protect everyone's health, and for your own child's comfort and recovery, please keep your student home when he/she is ill. Children are not permitted to attend school when they have a contagious or infectious disease, as specified by the Arizona Department of Health. Children who have had such a disease may return to school only after a doctor or the school nurse gives clearance to do so. Students with a fever, vomiting, or diarrhea may return to school once they are free of symptoms without the use of medications for 24 hours.

Immunizations
A child shall not be allowed to attend school without submitting documentary proof to the school administrator unless the child is exempted from immunization pursuant to A.R.S. 15-873. Upon enrollment, schools shall forbid attendance or (suspend) a student not meeting the requirements for immunization or exemption from immunization. Homeless students shall be referred to the Liaison for Homeless Students and shall not be required to comply with the immunization requirements until the fifth (5th) calendar day after enrollment.

Proof of immunization is required during a student's initial enrollment. It is the parents' responsibility to keep their child's immunizations current. Per Arizona law, students may be excluded from school if the parent has failed to obtain immunizations for their child. As new immunizations are due, your school nurse will send a reminder letter home with a deadline date. Whenever your child gets a new immunization, please bring a copy to the health office.

Under state law **(**A.R.S. §15-872**)**, schools must have written proof of immunization before admitting a child to school. Generally, most types of records supplied by the health care provider are acceptable, as are records supplied by a previous school or childcare center if signed by that facility. For more information, contact your school's nurse, doctor, or Maricopa County Health Services. For students entering all grades:

- **Four- DTP/DTaP/Td** with one given after age 4, otherwise five doses needed. If the student was over seven years of age when the third shot was given, he is current. Tdap Booster needed if student is 11 years and older and 5 years have passed since last vaccine.
- **Three- OPV/IPV** 1st dose after one year of age, with one given after the age of 4 (four total any age = complete)
- **Two- MMR's** with the first one given after the first birthday (only one required in preschool)
- **Three- Hepatitis B** with the third one given after six months of age (1-2 months between 1st and 2nd dose. 3rd dose 4 months after 1st dose). 3rd dose must be given after 24 weeks of age.
- **One – Varicella** or history of chickenpox lesions
- **Hib (at least 3)** Preschool only
- **Hep A** (two- 6 months apart) for preschool only
- **One – Meningococcal** required for all students 11 years old
- **One TDAP** required for all students 11 years old

If your child should not be immunized because of a medical condition, personal belief, or natural immunity (i.e., he/she has already had the vaccine-preventable disease), you must file a Request for Exemption with the school. Free or low-cost immunizations are available through clinics sponsored by the Maricopa County Health Department and Community Health Nursing Services. Your school's nurse has more details on these clinics.

Medications

All medications must be given to the school nurse or designee for administering.
Per state law, students may NOT transport medications to and from school as this poses a hazard to other students. A parent or guardian needs to transport the medication to school and complete a permission form for their child to receive medication at school. The medication can only be given per the instructions on the prescription label. If the parent wants it to be given on a different schedule, then the Medical Doctor must fax additional orders to the school nurse. Each medication permission form is good for the current school year only. Parents are responsible for picking up their child's medication on the last day of school. Remaining medications will be disposed of on the last day of the school year.

Staff Administration of Medication to Students

When it is necessary for a student to take medicine during school hours, the district will cooperate with the health care practitioner and the parents if the following requirements are met:

A. There must be a written order from the prescribing health care practitioner stating the name of the medicine, the dosage, and the time it is to be given.

B. There must be written permission from the parent, or written authorization from the student if eighteen (18) years old, to allow the school or the student to administer the medicine.

C. The medicine must come to the school office in the prescription container or, if it is over-the-counter medication, in the original container with all warnings and directions intact.

Self – Administration of Medication by Students – Limited Circumstances
Students are entitled to possess and self-administer medications under the following limited circumstances:

A. Emergency Epinephrine – Students who have been diagnosed with anaphylaxis may carry and self-administer emergency medications including auto-injectable epinephrine provided the student's name is on the prescription label, on the medication container or device and annual written documentation from the student's parent or guardian is provided that authorizes possession and self-administration. The student shall notify the school office secretary as soon as practicable following the use of the medication.

B. Handheld Inhalers – Students may possess and self-administer prescription medication for breathing disorders in handheld inhaler devices if prescribed by a health care professional. The student's name must be on the prescription label, on the medication container, or on the handheld inhaler device and annual written documentation from the student's parent must be provided to the school health office that authorizes possession and self-administration.

C. Diabetes Management – Students with diabetes who have a diabetes medical management plan provided by the student's parent, signed by a licensed health professional or nurse practitioner as specified by A.R.S. 15-344.01, may carry appropriate medications and monitoring equipment and self-administer the medication. Specific requirements of this policy are listed in Regulation JLCD-R.

Emergency Administration of Medicines by Trained Employees

A. Auto-Injectable Epinephrine - If the Governing Board elects to stock auto-injectable epinephrine, the Governing Board directs the Superintendent to prescribe and enforce regulations and procedures for the emergency administration of auto-injectable epinephrine by a trained employee of the School District pursuant to section A.R.S. 15-157 and R7-2-809.

   If auto-injectable epinephrine is in stock, the Superintendent shall designate at least two (2) school personnel for each school site who shall be required to receive annual training in the proper administration of auto-injectable epinephrine pursuant to R7-2-809. The Superintendent shall maintain and make available upon request a list of those school personnel authorized and trained to administer auto-injectable epinephrine.

B. Inhalers - A trained school employee, or trained nurse under contract, may administer, or assist in the administration of, an inhaler to a student or an adult whom the individual believes in good faith to be exhibiting symptoms of respiratory distress while at school or a school-sponsored activity.

C. Naloxone Hydrochloride (NARCAN) - The Governing Board directs the Superintendent to prescribe and enforce regulations and procedures for the emergency administration of naloxone hydrochloride or any other opioid antagonist approved by the United States Food and Drug Administration by an employee of a school district pursuant to Section 36-2267.

Seizure Management Plans
The Superintendent shall create procedures to administer seizure management plans for students diagnosed with a seizure disorder. The procedures shall comply with A.R.S. 15-160.02. The district shall:

A. Verify and accept student seizure management plans developed by student's parents and physicians or nurse practitioners.

B. Assign a nurse, employed or under contract, to review the plan. If no nurse is available, the Superintendent shall designate an employee to be responsible for reviewing seizure management and treatment plans.

C. Confirm that nurses and non-nurse staff required by statute, are trained as according to law.

D. Require at least one (1) school official, in addition to the nurse, to meet the training requirements listed in 15-160.02(H).

E. Seizure management plans shall be submitted to the school health office or District office for review; a template for health plans can be found in Exhibit JLCD-EB.

Required Trainings
The Superintendent shall require the following trainings for all school licensed health professionals.

A. **Training on Anaphylactic Shock -** If the Governing Board elects to stock auto-injectable epinephrine, the Superintendent shall require all school site personnel to receive an annual training on the recognition of anaphylactic shock symptoms and procedures to follow when anaphylactic shock occurs.

B. **Training on Recognition of Symptoms of Respiratory Distress and Administration of Inhalers -** If the Governing Board elects to administer inhalers, the Superintendent must designate at least two (2) personnel at each school site who shall be trained in the recognition of respiratory distress symptoms, the procedures to follow when respiratory distress occurs, and the administration of inhalers, as directed on the prescription protocol, R7-2-810. The Superintendent must maintain and make available upon request a list of school personnel authorized to administer inhalers. The Superintendent will review and implement all the regulatory items listed in R7-2-810, if applicable, as set forth in Regulation JLCD-R.

C. **Training on Seizure Management Plans -** The Superintendent will require that nurses, non-nurse staff listed in A.R.S. 15-160.02, and at least one (1) additional employee, be trained in the awareness of seizure disorders and/or the ability to administer or assist with the self-administration, where applicable, as implemented by the State Board of Education. Specific training requirements listed in Regulation JLCD-R.

Termination of Medication Administration Policy
The District reserves the right, in accordance with procedures established by the Superintendent, to circumscribe or disallow the use or administration of any medication on school premises if the threat of abuse or misuse of the medicine may pose a risk of harm to a member or members of the student population.

Pediculosis (Lice Infestation)
Students with pediculosis shall be excluded from school until treatment specific for pediculosis has been initiated and the student has been treated with a pediculicide. (Policy JLCC).

School Nurse
Each school in the District maintains a health office with a licensed health professional. The health office staff is responsible for administering emergency treatment, giving medications, monitoring immunization records, and protecting the general health of students. If your child has a health problem that may require special attention or treatment during school hours, please be sure to discuss the situation with the school nurse and the classroom teachers each school year so that provisions for their treatment can be arranged. Students who become ill during the day must report to the health office. Students are not allowed to walk home if they become ill at school. The health office staff will notify parents if their child becomes ill at school so the students can be picked up promptly. It is the parent's responsibility to make arrangements to pick up an ill or injured child as promptly as possible. It is recommended you have someone listed on your emergency card in case you are not available or cannot leave work.

Students Receiving Non-Prescription (Over the Counter Medications) At School
Each year the parent will be provided with a nurse permission form, to give permission for the nurse to give specifically listed over the counter medication at school. This form must be signed for a student to receive over-the-counter medications at school. Any other over-the-counter medications not listed cannot be given at school without a physician's written prescription.

STUDENT TRANSPORTATION

Student Transportation Introduction
Navigating the journey of education is not limited to the confines of our classrooms, it extends to how students arrive and depart from school safely and conveniently. At Tolleson ESD we prioritize the well-being and comfort of our kindergarten - 4th grade students during their transportation to and from school. Our dedicated team ensures that transportation services are reliable, efficient, and conductive to a positive start and end to each school day. From school buses to designated drop-off zones, we work diligently to create a secure and organized transportation system that families and students can rely on. Please familiarize yourself with the transportation guidelines outlined below and do not hesitate to contact your transportation department with any questions or concerns.

Tolleson ESD Transportation School Bus Rules
- Always follow the School Bus Operator and/or School Bus Monitor directions.
- Be present at your assigned bus stop location at least 5 minutes prior to scheduled pickup.
- Respect all property on and around your bus stop location.
- Form a line at your bus stop location and stay on the sidewalk.
- If you do not know where your assigned seat is, ask your school bus operator.
- Stay seated in your assigned seat.
- Keep hands, feet, and objects to yourself.
- Food and drink are not allowed on the bus.
- Please keep your pet(s), insect(s), glass, and anything on wheels at home. All items must be kept inside a backpack and athletic equipment, or musical instruments must be in a case or athletic bag.
- Passengers may only board and exit at their assigned bus stop location.
- Buses may be equipped with GPS and digital cameras with audio.

Bus Infraction Levels and Consequences
Students are required to conduct themselves in a safe and appropriate manner at the bus stop, while on the bus, and after exiting the bus. This conduct should be consistent with the established standards for classroom behavior. When a student fails to practice appropriate behavior, the bus driver will issue a warning and if inappropriate behavior continues, the bus driver will submit a referral to the school principal.

TECHNOLOGY

Technology Introduction

Students in Tolleson Elementary Schools will utilize technology as a tool to achieve educational outcomes as specified by the state technology education standards. The use of electronic resources is provided with limited privileges. Tolleson ESD follows the Children's Internet Protection Act (CIPA), https://fcc.gov/consumers/guides/childrens-internet-protection-act, and The Children's Online Privacy Protection Act (COPPA), https://www.ftc.gov/legal-library/browse/rules/childrens-online-privacy-protection-rule-coppa, to help keep our students safe online by ensuring they can access appropriate content and protecting their privacy. Parents and students are asked to read and sign the **Technology/Internet Use Agreement** as an indication that they understand the purpose, code of conduct, conditions, and uses of technology resources including the Internet. A copy of the agreement is sent home during Meet the Teacher events our upon enrollment. The signed agreement will be kept on file at the school site. Student computer use will be routinely monitored, and inappropriate conduct will be subject to disciplinary actions. If parents do not wish their child to have access to the internet for educational opportunities other than testing, interventions and core curriculum, parents must inform the child's school in writing.

Student Technology Agreement and Discipline Summary
Students will responsibly use and maintain district technology, such as laptops, desktops, iPads, and instructional materials, treating them with respect and avoiding any intentional damage. Student internet usage will be strictly for educational purposes, adhering to safety and etiquette rules. Students will report any misuse to the teacher, play educational games only under supervision, and refrain from sharing personal information or engaging in cyberbullying. Additionally, students will follow copyright guidelines, not disrupt networks, and comply with AI guidelines set by the District and teacher. Social media and chat access will only occur on approved sites for educational purposes.

Students who misuse the Internet or technology equipment will face disciplinary actions according to school guidelines, which may include losing access to the Internet or computers, additional penalties for inappropriate behavior, and consequences for laptop misuse or intentional damage such as loss of privileges, parent contact, community service, and possible restitution.