

The Village School of Abilities



Student and Parent Handbook 2025-2026

101 South La Cañada Drive Suite 47
Green Valley AZ 85614

Our Mission, Vision, and Core Beliefs

★ Celebration of Individual Strengths

Every child is unique and deserves a personalized approach to learning. We value neurodiversity and embrace diverse teaching strategies to meet each student's needs.

★ Faith and Moral Development

We believe that your child will thrive in a faith-based education rooted in Christian values. The Gospel of Jesus Christ guides spiritual growth and moral development.

★ Holistic Development

Your child's overall growth—academically, emotionally, socially, and spiritually—is important to us. Our holistic approach helps nurture the body, mind, and spirit while connecting academics with essential life skills for a fulfilling future.

★ Community Inclusivity

We strive to create a warm, inclusive, and faith-centered learning environment. By working together as families, schools, and communities, we promote acceptance, inclusion, and growth for all.

Statement of Faith

“Whatever you do, work at it with all your heart, as working for the Lord, not for human masters... It is the Lord Christ you are serving.” – Colossians 3:23–24 (NIV)

At the core of our school community is a steadfast belief in the transformative power of faith and the unwavering, unconditional love of Jesus Christ. Guided by Christian principles, we are committed to creating a learning environment that honors God in all we do. We uphold the following foundational beliefs:

1. Salvation by Grace Through Faith

We believe that salvation is a gift from God, given freely through faith in Jesus Christ. It is not earned through works, but received through grace. We encourage all members of our community to live in the freedom and hope this truth brings.

2. The God-Given Value of Every Individual

Every person is uniquely created in the image of God. Each student is a reflection of His craftsmanship, deserving of love, dignity, and respect. Our mission is to nurture their individual gifts while supporting them through their challenges with compassion and care.

3. Living with Integrity and Purpose

Inspired by Colossians 3:23–24, we believe our work and learning should be done with excellence and wholeheartedness as service to the Lord. We strive to model and instill values such as honesty, kindness, humility, and integrity, reflecting the character of Christ in all we do.

4. Partnership with Families

We honor the essential role of families in a child's life. While we provide spiritual growth and character development in the school setting, we respect and support the home as the primary place for personal beliefs and non-salvation matters to be explored and affirmed

5. Building a Christ-Centered Community

We are committed to cultivating a welcoming and unified community where every member feels seen, valued, and supported. Through love, encouragement, and service, we aim to reflect the heart of Jesus in every relationship and classroom experience.

Affirmation

By signing this statement, I affirm my commitment to uphold these values and to actively support the mission of creating a Christ-centered, empowering, and inclusive educational environment for every student.

The Village School of Abilities Hours

Office Hours: Monday-Thursday 8:00 a.m. - 3:00 p.m.

School Hours Monday-Thursday 8:30 a.m.-2:30 p.m.

Arrivals and Dismissals

- Students may arrive between **8:10 a.m. and 8:30 a.m.**
Please note that if dropped off before 8:10 a.m., students are not supervised and are put at risk.
- Students are considered **tardy after 8:30 a.m.** Late arrivals must be accompanied by an adult who will sign them in. Frequent tardiness will necessitate a family meeting with administrators to discuss solutions and a plan for improvement.
- Students are picked up from **2:30 p.m. - 2:50 p.m.** If you are unable to pick up your child on time, please notify the office to reduce any worries your child may have. Consider asking an emergency contact to assist.

Fines for Late Pickup

After 2:50 p.m., there is a fee of \$25 for the first 10 minutes and \$50 for each additional 15 minutes. If we haven't heard from you or your emergency contacts by 4:00 p.m., we will notify the authorities for your safety and your child's.

Identification for Picking Up a Child

Only adults listed on the Emergency Contact List may pick up your child and must present ID. If someone not listed will be picking up your child, please call the office in advance. This person will need to show ID and present a signed and dated note from you to have your child released.

Dress Code & Personal Appearance Policy

At TVSA, we strive to create a safe and nurturing environment for all of our students. While **no uniform is required**, adhering to a dress code helps reduce anxiety, simplifies morning routines, fosters inclusion, and positively influences student behavior on campus.

Dress Code Guidelines:

- Please refrain from wearing slip-on shoes such as flip-flops or backless sandals.
- Clothing should not expose too much skin, no sagging pants or exposed midriffs.
- Strap widths should be at least 3 inches; spaghetti straps are not permitted.
- Sheer or see-through clothing is not acceptable
- Ripped, torn, or holey clothing is discouraged.
- Clothes with violent or inappropriate imagery are not allowed

Personal Items at School

Documented assistive technology (AT) is always welcome at TVSA. Non-essential items such as Game Boys, Switches, laptops, iPads, Apple watches, cameras, or any devices with internet access that are not documented as AT should not be brought to school.

Cell Phones

Students in grades 6-12, as well as younger students with documented extenuating circumstances, may bring a cell phone to school. However, these phones must be given to their teachers for safekeeping during the school day unless being used as part of academic executive functions, life skills, or assistive technology lessons.

Please note that the Village School of Abilities is not responsible for lost, stolen, or damaged technology at school. Parents may be liable for the personal property of others, if damaged by their child at school.

Personal Property

Please label all personal property with your child's name. This includes clothing such as jackets, coats, and extra clothing. Backpacks, water bottles and lunch boxes should also be labeled with your child's name.

Please do not send unnecessary money, toys, or gum to school with your child. Please note that the Village School of Abilities is not responsible for lost, stolen, or damaged personal property.

Release of Information & Tracking Devices

In compliance with FERPA and HIPAA regulations, student privacy must be protected. We cannot discuss your child's special needs with outside agencies or service providers without written consent. Your signature on Special Education documentation allows designated administrators, teachers, and aides to share necessary information regarding your child's special support.

Students may not wear GPS or tracking devices or video/audio recording devices during school hours, even with good intentions, as this infringes on the privacy rights of others. If you have any questions or concerns, please contact an administrator.

Parent Service Hours or Donation in Lieu of Service

As part of our commitment to building a strong school community, we encourage all parents to contribute their time through volunteer service or make a donation to support the school in lieu of service hours. This policy helps us foster a spirit of collaboration while offering flexibility for families with varying schedules.

Service Hours: Each family is asked to contribute 20 hours of volunteer service throughout the school year. These hours can be fulfilled through a variety of activities, such as assisting with school events, helping in classrooms, supporting fundraising efforts, fundraising, PTO or other tasks identified by the school. Service hours must be logged and submitted to Lahapa Perez TVSAfrontoffice@gmail.com for verification.

Donation in Lieu of Service: We understand that some families may not be able to fulfill the required service hours due to scheduling conflicts or other reasons. In such cases, families may opt to make a monetary donation in lieu of completing volunteer hours. The suggested donation amount is \$500.00, though families are welcome to donate more or less based on their ability. Donations will directly support [school programs, activities, or specific needs] and ensure the continued success of our school community.

How to Participate:

If you choose to make a donation, please ensure it is made by 05/01/2026 to ensure it is counted for the current school year.

We deeply appreciate your support and look forward to your participation in making our school a vibrant and thriving place for all students

Media Consent

Media consent is assumed as part of registering at TVSA. To opt out of all or partial participation for your child in any audio/visual documentation at TVSA, please write and sign a dated letter and take it to the front office to ensure proper acknowledgment and enforcement of your refusal.

Lunch

At TVSA, we do not have a school lunch program. Parents are asked to provide lunches, drinks, and snacks for their children. We recommend sending food with an ice pack, as our refrigerator capacity is limited. However, we do have microwaves available for heating lunches if needed.

Any forgotten lunches brought to school after the day has started should be left at the front desk, and they will be delivered to your child during the next natural break in academic instruction. If using a food delivery service like DoorDash or UberEats, please ensure your child's first and last name are clearly marked on the package.

Children are not allowed to share lunches due to the dangers of food allergies. From time to time, we may send notices regarding food allergies to keep our community safe. We appreciate your cooperation in helping to protect our friends with harmful food allergies by adjusting your child's lunches as necessary. We are a small inclusive school and cannot rely on proximity to protect our students.

Tuition

Please note that tuition does not cover field trip costs, and activity fees, or other school events. The yearly tuition for Kindergarten through 12th Grade is \$33,000. This can be paid quarterly as four payments of \$8,250.

Quarterly tuition payments are due eight working days before the first day of each quarter. Please refer to the dates below. Quarterly Funding Dates:

Q1: Tuition is due August 1 for 1st Quarter funding dates of July 15th-July 30th

Q2: Tuition is due November 1 for 2nd Quarter funding dates of October 15th-October 30th

Q3: Tuition is due February 1 for 3rd Quarter dates of January 15th- January 30th

Q4: Tuition is due May 1 for 4th Quarter dates of April 1st – April 30th

The Village School of Abilities will email invoices 15-30 days before each quarterly payment is due. If a payment is not received within the 7-day grace period, your account will be subject to a late fee of \$50.00 per day and your student may be disenrolled. If you decide to unenroll after payment has been processed, please be aware that a \$1,000.00 processing fee will apply. We understand funding is unpredictable with ESA accounts and will judge late payments on a case-by-case basis.

Mid-Quarter Enrollment

If a student enrolls between 1 and 22 days into the school quarter, payment for half of the quarter is required. If enrollment occurs with 22 days or more remaining in the quarter, full payment is required. **Please note that tuition payments are non-refundable once processed.**

Empowerment Scholarship Accounts (ESA)

The Empowerment Scholarship Account (ESA) program is funded by state tax dollars to provide educational options, such as private schools, for qualified Arizona students by the Arizona Department of Education. The ESA amount is primarily based on the child's disability, as outlined in their Arizona public school IEP or MET report. For more information regarding ESA scholarships, kindly visit Arizona ESA at <https://www.azed.gov/esa>

Student Tuition Organizations

A student may receive scholarships from multiple Student Tuition Organizations (STOs). STOs receive tax credit donations from individuals and corporations to provide scholarships for eligible students toward private school tuition costs. Scholarships are awarded under four different programs: The Original, The Switcher/Overflow Tax Credit, The Disabled/Displaced, and The Low-Income Corporate.

Private Placement.

Families cover tuition costs out-of-pocket.

Attendance

Per Arizona law ARS 15-803, students are required to attend school at least 90% of the time. Regular attendance is vital for effective learning. We are committed to supporting families of students with chronic absences, provided we have the necessary medical documentation. Without this documentation, The Village School of Abilities may need to notify the authorities.

Excused Absences

Please inform us if your child is absent for any of the following reasons:

- Illness
- Death in the family
- Family emergencies
- Court summons
- Approved school activities
- Religious holidays
- Urgent medical appointments

Unexcused Absences

Frequent unexcused absences can detrimentally affect your child's progress. Unexcused absences include:

- Family vacations
- Non-school related activities such as sports events
- Weekly therapy appointments

Scheduling Appointments

We kindly ask that appointments with doctors, dentists, or therapists be scheduled after school hours or on Fridays. Unfortunately, non urgent regular appointments absences during school hours cannot be excused. Also note that private non-governmental outside providers are not permitted to service students on site.

Truancy

If a student is absent from school without prior knowledge or approval from their parents or guardians, the student will be marked as truant. According to Arizona State Law, The Village School of Abilities is required to report excessive truancy.

Conflicts of Interest

Our VSA staff members are not permitted to accept any positions outside of our organization involving a current student.

Maintaining appropriate boundaries is crucial for the safety and well-being of our students, their families, and staff members. This includes babysitting, home therapy, habilitation, respite care, etc. This policy is to prevent conflicts of interest and to safeguard student privacy while maintaining a professional relationship between school personnel and families.

Orders of Protection

If there is an active order of protection, the student's file will be flagged. Generally, orders of protection are valid for one year. When they expire, it is the responsibility of the custodial parent to provide a copy of the renewed order to the school office.

Guardianship

Legal guardianship and temporary legal guardianship must be established by a court order. If a child does not reside with their natural parents, the school will require “Letters of Guardianship” issued by a court prior to enrolling the student.

Medication Policy at TVSA

To administer medication to a student at school, we require permission from a parent or guardian. Please follow the following steps:

1. Fill out and sign the “Request for Giving Medication at School” form
2. Bring Medication: A parent or guardian must bring the medication to school in its original prescription bottle.
3. We can only administer medications that are in a current, dated prescription bottle.
4. Tracking Medication: Staff will count the medication upon arrival and maintain a log of all doses given.
5. If your child needs a refill of medication, a staff member will inform you.

Please contact the school immediately if:

- You see changes in the effectiveness of your child’s current medication
- Your child is being weaned off their current medication
- Your child is starting on a new medication. We are here to support students during these changes.
- When medications change, please bring in the completed form and the new prescription bottle with its label. We will have you fill out a new “Request for Giving Medication at School” form.

Illness Policy

Our student body includes many individuals who are medically fragile. Therefore, keeping sick children at home protects fragile students. If we need to contact you to pick up your child due to illness, we ask that you arrive within an hour. Students must be sent home for vomiting, diarrhea, or a temperature of 100 degrees or higher. They may return to school only after being free of vomiting and diarrhea for 24 hours, and fevered students must maintain a normal temperature of 98.6 degrees for 24 hours without medication before returning.

Allergies

The Village School of Abilities requires that all students have an updated Student Allergy List on file each year, documenting all diagnosed allergies.

We encourage families to inform the front office of any additional allergies if changes occur throughout the year.

We will take extra precautions in specific classrooms and common areas, and we reserve the right to request medical documentation to verify listed allergies.

Lice and Nits

If a student is found with active adult head lice and nits, the parent/guardian will be contacted, and the student will be sent home for treatment. Parents/guardians may receive information about head lice treatment and will be encouraged to begin treating the student and checking all family members immediately. The student will be checked upon returning to school the next day and may remain if no active head lice or nits are detected.

After a student's return, should it be determined that they still have head lice or nits, the school will contact the parent/guardian to discuss treatment options. If one or more students in a class are infested, the principal or designee will notify all parents/guardians in that class and provide information about detection and treatment options.

Visitor Procedures

At The Village School of Abilities (TVSA), we warmly welcome parents, guardians, DDD case managers, and other professionals involved with our families to visit students' classrooms.

To ensure a smooth visit, all visits must be pre-approved by a member of our administrative team. We also request that siblings or small children not accompany you during scheduled visits.

Please arrive at the front office to sign in and receive a visitor name tag. Visitors who are not parents or guardians will be asked to provide identification along with a signed “Release of Information” form. School administrators have the authority to deny entry to visitors who do not have legitimate business or proper documentation.

A TVSA staff member will accompany visitors to the classrooms. If visiting in a group of more than two people, we may ask that visits be staggered. Our teachers and therapists cannot pause instructional time to discuss class events, procedures, or student matters with visitors. We encourage parents to schedule a time for conferences with staff either before or after school.

For the safety of our students, we kindly ask that all visitors sign out at the front desk before leaving the school. This requirement is non-negotiable. Any unauthorized visitors or those engaging in unacceptable behavior will be kindly asked to leave the school premises.

Celebrations

We celebrate various occasions throughout the year, including National Holidays, Birthdays, St. Valentine's Day, St. Patrick's Day, Easter, Veterans Day, Fall Harvest/Non-Spooky Halloween, Thanksgiving, and Christmas.

If you wish to celebrate your child's birthday in class, please coordinate this with your child's teacher 2 weeks in advance. The teacher will inform other parents about upcoming parties. If you decide to provide edible treats or group games at school, you may have 20 minutes at the end of the school day for this celebration. All food must be in its original packaging and clearly labeled to avoid any allergy issues.

For parties planned outside of school, do not distribute invitations on school grounds. Please remind your child and their school friends that talking about a party around other students who are not invited is not polite and can hurt feelings. We want to avoid drama that distracts from learning in our classrooms.

Curriculum

We seek educational programs that address the unique needs of your children or that can be modified to do so. Some examples of these programs include:

Handwriting Without Tears (HWWT): A program that teaches handwriting through engaging, multi-sensory activities that help children learn correct letter formation and sounds.

Syllabic Reading: This program for older readers combines advanced phonic rules with vocabulary building skills. Students learn the meanings of Latin prefixes, root words, and suffixes through interactive methods that help them decode new words

Writers' Workshops: students develop and improve their writing skills participating in multi sensory enrichment activities and then brainstorming, drafting, writing and revising their work. Students learn to thoughtfully help each improve their writing with teacher led mini lessons and peer feedback sessions.

Touch Math: Young students are taught "touch points" on numbers and to count number patterns to improve their +, -, x, and $\div$. Many adults taught Touch Math as children continue to use it.

Borenson Hands-On Algebra: This program teaches algebra concepts using manipulatives and interactive activities. Students learn to physically represent and then write and solve increasingly complex algebraic equations.

Bible Study

We study the Holy Scriptures as both literature and sacred text. Bible psalms, parables, imagery and history are embedded in Western literature, philosophy, social studies, art and music. Upper grade students will study the King James Version (KJV) of the Bible as it is written in similar English to that used by Shakespeare. Familiarity with this text will help students read and understand many classical texts.

Life Skills

Life Skills are integrated throughout all academic subjects as appropriate. We will cover personal hygiene, housekeeping, nutritional meal prep, and personal finances in an age appropriate manner.

Grades and Advancement

Students are graded using one of 3 methods as determined by teacher discretion and if part of your child's IEP.

1. Pass or Fail:

P = Pass or F = Fail. NG = "No Grade" may also be used

2. Standards Based

4=Advanced 3=Proficient 2=Basic 1 =Below Basic

3. Traditional Percentages = Letter Grades

A+: 97-100%

A: 93-96%

A-: 90-92%

B+:87-89%

B: 83-86%

B-:80-82%

C+: 77-79%

C: 73-76%

C-:70-72%

D+: 67-69%

D: 65-66%

D-: Below 65%

At TVSA, teachers may also award points to students based on one or more of the following:

- 1) Growth as measured by comparing pre/post assessments
- 2) Perseverance as measured by time on a difficult task
- 3) Work Ethic as measured by the number of tasks complete
- 4) Growth Over Years as measured by the student's TVSA Portfolio of Work.

Homework Policy

Homework will be agreed upon by parents and teachers taking into account the student's mental and physical fatigue at the end of the school day. Options to consider:

- 1) No homework
- 2) Bringing home unfinished work
- 3) Nightly homework
- 4) Weekly homework packets

Student, Teacher and Parent Homework Compact

- 1) Parents will provide the time, space and materials needed to complete homework
- 2) Students will work for an agreed upon time and politely communicate their need for help or a break.
- 3) Teachers and Parents may agree to modify homework assignments based on the child's needs.

- 4) Parents may cross out all or part of an assignment based on their good judgement. A parent signature and date at the top of an assignment indicates to staff that edits have been made.

TVSA Technology on Campus

Students will have opportunities to engage with various forms of technology on campus. To maintain a productive learning environment, all technology policies must be followed.

1. Students who damage school technology may face restrictions and parents may be held financially responsible for repairs and/or replacements.
2. Technology use is limited to teacher approved websites and activities.
3. Students will refrain from inappropriate or unauthorized internet searches. TVSA will not be held liable for any search results should these rules not be followed.
4. Any misconduct related to technology may result in loss of privilege and disciplinary action.

Community Outings

Community outings are designed to support the current classroom curriculum and permission slips signed by a parent or legal guardian will be required.

These learning experiences provide an excellent chance for students to practice their social and life skills in real-world settings. Due to the large number of staff available to supervise, parents and guardians are not invited to chaperone.

Students will be transported in properly insured school vehicles. If the number of students exceeds what is considered safe for school vehicles, a school bus will be rented to ensure everyone's safety.

If a parent chooses not to allow their child to attend, the student must remain home for the duration of the outing. Students who do not attend the outing may come to school when we come back to campus and staff members are there to greet them.

TVSA Student Services

Speech Therapy

Speech language therapy addresses a variety of language and communication challenges. It can help children with autism improve their verbal, nonverbal, and social communication skills. The overall goal is to enhance the child's ability to communicate in meaningful and functional ways.

Communication and speech-related challenges can vary significantly among children. Some individuals on the autism spectrum may not be able to speak at all, while others may enjoy talking but struggle with conversation skills or understanding body language and facial expressions.

Examples of skills that speech therapy may target include:

- Strengthening the muscles in the mouth, jaw, and neck
- Producing clearer speech sounds
- Understanding body language
- Responding to questions
- Matching pictures with their meanings
- Using a speech app on an iPad to articulate words
- Modulating tone of voice

Occupational Therapy

Occupational therapy (OT) assists children in developing cognitive, physical, social, and motor skills. The aim is to improve daily living skills, enabling children to become more independent and participate in a wide range of activities. For children with autism, OT often focuses on play skills, learning strategies, and self-care, in addition to managing sensory issues. Skills fostered through OT may include daily living skills, such as:

- Toilet training, dressing, and personal grooming
- Fine motor skills, essential for holding objects while writing or using scissors
- Gross motor skills for activities like walking, climbing stairs, or riding a bike

By focusing on these skills during occupational therapy, a child with autism may be able to:

- Develop relationships with peers and adults
- Enhance focus on tasks
- Learn to delay gratification

- Express feelings appropriately
- Engage in play with peers
- Improve self-regulation

Child Find Evaluation Services

A referral for early intervention or special education services can be initiated by a parent, guardian, foster parent, family member, teacher, counselor, even older students if they are experiencing learning difficulties. The sooner you express your concerns, the faster your child's needs can be identified and addressed.

Child Find Services for Infants and Toddlers

Children from birth to 2 years and 10.5 months of age are screened through the Arizona Early Intervention Program (AzEIP) to determine if early intervention services are needed.

Older children are evaluated by the Child Find team of their residential school district.

Child Find Services for Preschool-aged Children

Students 2 years 10.5 months to 5 years old, are evaluated by the Child Find team of their local school district.

https://pima-county-schools.s3.amazonaws.com/downloads/79/pima_county_public_school_districts_map_july_2020.pdf

For the **Continental Elementary School District #39**, please contact Melinda Suarez, Director of Special Education

Melinda.Suarez@csd39.org

1991 E. Whitehouse Canyon Rd.
Green Valley, AZ 85614
Phone 520-625-4581
frontoffice@csd39.org

For the **Sahuarita Unified School District (SUSD30)** are evaluated by the Early Childhood Center Child Find office at 520-625-3502 x1929. If no one is available, you can email cmcglothlen@sahuarita.net.

Child Find Services for Ages 5 to 21 Years Old begin by contacting your neighborhood school which can be found at www.susd30.us or contact the Sahuarita School District's Student Services office at 520-625-3502 x1011 or x1020.

The school district your child resides in is responsible for conducting the initial Multidisciplinary Evaluation Team (MET) report to determine if your child meets the federal criteria for special education services. If your child does not qualify for special education (SpEd) services, the team may recommend accommodations that can be formalized in a document known as a 504 plan.

If your child qualifies for SpEd services, an Individualized Education Program (IEP) will be developed. Eligibility is reevaluated every three years through a new MET report. If your child's MET report has expired, please contact your district of residence to request a Multidisciplinary Evaluation Team meeting. The Village School of Abilities is available to assist parents and guardians with this process.

The VSA's Student Support Team

When students in our school demonstrate the need for additional support, a parent or staff member may contact the front office to begin the process. The Student Study Team (SST) is made up of classroom teachers, parents, school directors, and specialists. They collect existing records and will observe the child working in the classroom. The Team will discuss what changes can be made in the school to help this student find success.

After attempting several interventions if concerns still remain, the team may decide to refer the student to a Multidisciplinary Evaluation Team (MET). The school district of residence is responsible for completing the Multidisciplinary Evaluation Team report. The team making a multidisciplinary evaluation determines if a student qualifies for special education services. This team includes parents, teachers and specialists such as a school psychologist, speech therapist, special education teacher, and other relevant professionals, depending on the child's unique needs.

The MET's role is to gather comprehensive information through assessments, observations, and input from teachers and parents. Their findings will determine if the student meets the Federal criteria for special education services and an Individual Education Plan (IEP) is written. If your child does not qualify for special education (SpEd) services, the team may consider accommodations, which can be outlined in a document called a 504 Plan.

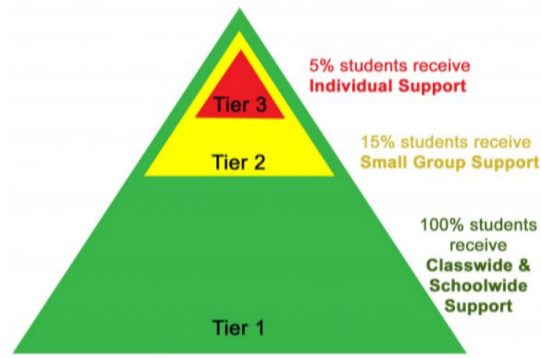
Special Education Services & Individual Education Plan (IEP)

If a MET identifies that a student meets the Federal criteria for special education services, an IEP meeting is held. This annual meeting brings together parents, teachers, specialists, administrators and older students. Procedural safeguards will always be provided to parents at these meetings. The assembled team gathers to present current ability levels and identifying areas needing accommodations and modifications to ensure the student receives a Free and Appropriate Public Education (FAPE).

IEP meetings are then held annually scheduled 3-4 weeks prior to the required annual review date. Every three years, a new MET is held to determine if a child still qualifies for services. Additionally, parents can request an IEP meeting at any time.

Positive Behavioral Interventions and Supports

At the Village School of Abilities, we strive to create a safe and effective learning environment for all students. Together, we work hard to foster a healthy positive atmosphere that promotes academics, life skills, and social development. Positive Behavioral Interventions and Supports (PBIS) is a school-wide framework that addresses social, emotional, and behavioral needs for all students. The framework is divided into 3 parts.



Tier 1 and 2 supports can be successfully implemented on most school campuses. All students receive Tier 1 behavioral support. These are school wide rules and positive behavioral expectations that are taught, modeled and practiced daily. Studies have determined that Tier 1 supports effectively work for 75% to 85% of students who demonstrate appropriate behavior at school. Tier 2 behavioral supports target the 10-20% of students who struggle with some aspects of classroom and campus rules. Tier 2 interventions are more individualized and focus on students that may need extra attention and rewards to comply with campus and classroom rules.

Tier 3 supports focus on the 1% to 5% of all students with the most challenging behaviors. It is hoped that these students are being supported by outside specialists. Some may qualify for special education. These students should have detailed individualized behavior plans, mentors, and supports to help them follow the behavioral expectations of their classrooms and campus.

At TVSA we are proactive in teaching behavioral expectations, self-regulation skills and effective ways to manage strong emotions and behaviors. Parents and staff serve as role models by demonstrating healthy emotional responses during challenging times. Our staff teach students to identify their feelings and to recognize the feelings of others. We introduce students to self care routines. Students practice self-regulation exercises like calming breaths, stretches, asking for a break and using the comfort tools available in the classroom's "calming corner" such as weighted blankets, fidget toys, noise cancelling earphones, scents, drawing and journaling supplies.

Behavior Response Plans in Case of Emergency

In the event that a child or staff member is physically attacked by another student, our staff is trained in techniques such as evasion, protective blocking, and nonviolent release from aggressive grabbing, biting and hair pulling. We train our aides to ensure the safety of all staff and students.

It is, however, essential for parents to understand that if a student becomes physically aggressive or self-injurious, there is always a risk of injury to your child, other children, and staff members. The Village School of Abilities is not responsible for injuries to a child caused by their own behavior after all options to protect them and others have been attempted.

Parents and guardians may be liable for the costs to treat injuries caused by their child's self harming and/or physical attacks on others. They will be liable for property damages as well. Please know that staff members are instructed not to place themselves or others in danger to safeguard physical property. The Village School of Abilities will not be liable for property damages by student or student(s) while staff members protect students and themselves from potential injury. We must always put the safety of people before the protection of property.

If a student exhibits ongoing physical aggression, classmates are evacuated, and at least two staff members remain to help de-escalate the situation. If safety remains a concern, staff may use seclusion by stepping away and using a barrier to keep the aggressive child contained. We will do our best to ensure the raging student is visible to an adult at all times.

When seclusion isn't feasible and immediate threats persist, a therapeutic hold may be applied. This involves one or two trained personnel calmly and securely containing the child while an additional staff member ensures the child is physically safe and breathing is not impeded. Holds will shift from highly restrictive to less restrictive to released as soon as the child is no longer a danger to themselves or others. The child's favorite staff members will offer comfort and check for injuries. Often during de-escalation, students are exhausted, weepy, sleepy and may have soiled themselves. Parents are called ASAP.

After an event, all involved are invited to debrief with school administration in small groups. Administrators will make a written report of their findings. This information helps in developing preventative strategies to further support the student.

Arizona's Task Force on Best Practices in Special Education and Behavior Management shared these select recommendations:

1. Restraints and seclusion should be used only in an emergency to protect student(s) and staff from imminent, serious physical harm.
2. If restraints or seclusion are used, parents and administrators should be notified the same day. A debriefing between the parents and staff should occur within 48 hours.
3. Staff should be trained in conflict prevention and positive behavior intervention techniques, and should be recertified annually.

It is essential for parents to realize that if your child becomes physically aggressive or self-injurious, our staff is duty bound to protect your child, themselves and others through therapeutic intervention. There is always a risk of injury to the child, other children, or staff members. The Village School of Abilities cannot be held responsible for injuries resulting from a child's own actions after all protective measures have been taken.

Behavior Analysis Support

The Village School of Abilities has experienced behavior specialists available to support students facing challenging

behaviors and to provide proactive assistance in on behavior management to classroom staff.

The VSA behavior specialist may conduct observations and share insights regarding student behavior with the classroom teacher. If a behavior plan is recommended, parents will be invited to a planning meeting where they can contribute their insights and decide to give consent. During this meeting, a Student Engagement Plan will be developed.

If necessary, a Functional Behavior Analysis (FBA) may be initiated. After the FBA is completed, parents and staff will meet to review the FBA and develop a Behavior Intervention Plan (BIP). If the student has an existing IEP, the FBA and BIP are added to it.

Mandated Reporting

Our school staff are mandated by law with the duty to protect and the duty to warn. We are charged with reporting any indicators of suspected abuse and neglect. We must also report any knowledge of threats of violence that are made.

TVSA Parent Code of Conduct

To maintain a peaceful and safe school environment, TVSA prohibits the following behaviors by parents/guardians and visitors:

- Abusive, threatening, profane, or harassing communication, whether in person, via email or text/voicemail/phone, or any other written or verbal form.
- Disruptive behavior that interferes with or threatens the effective operation of a classroom, employee's office, front office, school grounds, including sporting events, parking lots, and car-pickup lines.
- Threats of bodily harm towards TVSA employees, visitors, fellow parents/guardians, or students.
- Threats to damage the property of other visitors, fellow parents/guardians, or students.
- Any damage to or destruction of school property.
- Excessive unscheduled visits to campus, as well as numerous emails or text messages that disrupt communication.

To ensure that you can speak with a staff member or administrator, please schedule an appointment. School staff and administrators may not always be available for

unscheduled “drop-in” visits. They strive to return all phone calls and emails within 24 hours.

Please refrain from making defamatory, offensive, or derogatory comments concerning the school or its staff publicly. It’s important to address any concerns through the appropriate channels to ensure they are handled fairly, effectively, and appropriately for everyone. This includes social media platforms, such as websites, blogs, and social networking sites like Google, Facebook, Instagram, Snapchat, LinkedIn, and X.

Consequences for Prohibited Behaviors

Depending on the severity of the incident, parents/guardians or visitors may be asked to leave or banned from campus and participation in school-sponsored events. In cases involving minor infractions where remediation is possible, a warning will be issued—either verbally or in writing—before pursuing a formal ban. Should a parent/guardian or visitor ignore the warning, a ban or other restrictions will be implemented to deter the inappropriate conduct. Please note that students may be unenrolled due to the behavior of their parents/guardians. However, this will not prevent you from collaborating with TVSA to meet your child’s educational needs or exclude you from your child's IEP meeting.

Student and Parent Handbook Acknowledgment and Agreement

The Village School of Abilities Student and Parent Handbook provides essential information related to student learning, expectations, behavior, and the rights and responsibilities of students, parents and staff.

I, _____

Names of parents/guardians

Of

Names of student(s)

Please check all that apply:

☐ Have read and reviewed this information with my child.

☐ Agree to honor the TVSA Parent Code of Conduct.

☐ Agree to drop off and pick up my child during the appropriate times and pay the late fees if needed.

☐ Agree to provide service hours or donate in lieu of service.

Sign and date: _____

