



Collaborative
Attentive
Respectful
Engaged

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Dr. Rashida Robinson - Assistant Principal (Gr. 6th - 8th: A, C-K)

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Tatiana Berberian (All 6th Grade Students)

Toll Website: www.gusd.net/toll

Contact Information

Address: 700 Glenwood Road Glendale, CA 91202

Attendance Office Phone Line: 818-244-8414

Fax Line: 818-500-1487

24-hour Toll Absence Line: (818) 247-3980*



***NOTE:** The parent/guardian should call the **Attendance Office** or the **24-hour Toll Absence Line** before 9:00 am on the first day of each absence.

When calling to excuse an absence, please provide the following information: **Student's Full Name, Student's ID Number, Date(s) of Absence, Reason for the Absence, as well as the Name and Relationship of the person calling.**

This Binder Reminder belongs to:

Student Name: _____ **Per. 1 Teacher:** _____



Toll Titan Tenets



Collaborative – **A**ttentive – **R**espectful – **E**ngaged

Be Collaborative

- Be a supportive group member
- Assist classmates and teacher
- Ask group members or classmates if they need help
- Do your part in group assignments

Be Attentive

- Be an active listener
- Follow directions
- Focus on your assignments
- Pay attention to your teachers and lessons
- Come to school with a charged chromebook

Be Respectful

- Arrive to class on time
- Stay home if you are sick
- Wear your mask when you are not feeling well
- Listen to others without interrupting
- Follow the school and class rules
- Be culturally sensitive towards classmates and adults
- Use appropriate language
- Be kind and courteous

Be Engaged

- Be prepared to learn when class starts
- Stay on task
- Always give your best
- Make eye contact
- Take notes when appropriate
- Participate in class and group discussions by listening, asking relevant questions, and asking for help when needed

**Following the Titan Tenets can make our school
a safe, inclusive space for students and staff!**

👁️ If you SEE something, SAY something!



Bell Schedule 2023-2024

Regular Day Schedule

| | | |
|------------|---------------|------|
| Period 1 | 8:30 – 9:40 | (70) |
| Period 2/3 | 9:45 – 11:15 | (90) |
| Snack | 11:15 – 11:30 | (15) |
| Period 4/5 | 11:35 – 1:05 | (90) |
| Lunch | 1:05 – 1:35 | (30) |
| Period 6/7 | 1:40 – 3:10 | (90) |

Banking Day Schedule (Mondays)

| | | |
|----------|---------------|------|
| Period 1 | 8:30 – 9:05 | (35) |
| Period 2 | 9:10 – 9:48 | (38) |
| Snack | 9:48 – 10:03 | (15) |
| Period 3 | 10:08 – 10:46 | (38) |
| Period 4 | 10:51 – 11:29 | (38) |
| Period 5 | 11:34 – 12:12 | (38) |
| Lunch | 12:12 – 12:42 | (30) |
| Period 6 | 12:47 – 1:25 | (38) |
| Period 7 | 1:30 – 2:08 | (38) |

1st Day Schedule Only (8/17/22)

| | | |
|----------|---------------|------|
| Period 1 | 8:30 – 9:25 | (55) |
| Period 2 | 9:30 – 10:15 | (45) |
| Period 3 | 10:20 – 11:05 | (45) |
| Snack | 11:05 – 11:20 | (15) |
| Period 4 | 11:25 – 12:10 | (45) |
| Period 5 | 12:15 – 1:00 | (45) |
| Lunch | 1:00 – 1:30 | (30) |
| Period 6 | 1:35 – 2:20 | (45) |

Minimum Day Schedule

| | | |
|------------|---------------|------|
| Period 1 | 8:30 – 9:08 | (38) |
| Period 2/3 | 9:13 – 10:10 | (57) |
| Period 4/5 | 10:15 – 11:12 | (57) |
| Snack | 11:12 – 11:27 | (15) |
| Period 6/7 | 11:32 – 12:29 | (57) |

Holidays

September 4: Labor Day
 November 10: Veterans Day Holiday
 November 20-24: Thanksgiving Holiday
 December 22 - January 5: Winter Recess
 January 15: Martin Luther King Day
 February 12: Lincoln Day Holiday
 February 19: Washington Day Holiday
 March 18-22: Spring Recess
 May 27: Memorial Day

Minimum Days

September 7: Back-to-School Night
 October 13: End of 1st Quarter
 March 14: Open House
 March 15: End of 3rd Quarter
 June 5: Last Day/Promotion

Pupil Free Days

October 27
 December 21
 March 25
 April 24

Student's Schedule of Classes

Students: In order to keep track of your schedule of classes, please tape your schedule in the appropriate space below at the start of each semester.

**Tape Your 1st Semester Schedule
in this box after you cut off
the blank part of the paper**

**Tape Your 2nd Semester Schedule
in this box after you cut off
the blank part of the paper**



Toll Middle School's collective responsibility is to prepare all students to become lifelong learners, problem solvers, and critical thinkers. We accomplish this by cultivating a supportive, collaborative, and respectful culture, and ensuring equitable opportunities for all students to reach their full potential.



Toll Policies and Protocols

The information and guidelines on the following pages are for all Toll students.
Be sure to read these pages carefully to better understand the policies and expectations at Toll Middle School.

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ACADEMIC HONESTY

What is academic honesty?

Academic honesty is the quality or condition of being honest, of being truthful, and of having integrity in all your academic work.

Academic Dishonesty (Cheating/Plagiarism) includes the following:

- Using, or attempting to use, any kind of unauthorized means of gaining an unfair advantage on quizzes, tests, or assignments.
- Using someone else's words, work, and/or ideas and claiming them as your own.
- Intentionally helping or attempting to help another to participate in academic dishonesty.

Examples of academic dishonesty include, but are not limited to, the following:

- Copying assignments or allowing another student to copy your assignment.
- Looking at another's test or quiz or allowing another student to look at your test or quiz.
- Sending, receiving, or using information or any electronic device, such as a computer, cell phone, graphing calculator, or smart watch, during a test or quiz.
- Possession or use of unauthorized materials from any source, including notes written on body parts or clothing during a test/quiz.
- Talking, signaling, and/or passing information during a test or quiz.
- Sharing answers on a take-home exam, or asking or allowing another student to take an exam for you.
- Obtaining or seeing a test, quiz, or answer key before the test without the teacher's permission.
- Discussing or providing information about a quiz or test with students who have not yet completed it.
- Retaining, copying, photographing, possessing, using, or circulating previously given examination materials, where those materials clearly indicate that they are to be returned to the instructor at the conclusion of the examination for use by another student.
- Using text from an encyclopedia, book, textbook, website, database, or any other source without citation.
- Hiring someone to write your paper. Buying someone else's paper or project. Allowing others to do the research and writing of an assigned paper for you. Turning in a paper retrieved from any Internet source or app, whether free or for a fee.
- Allowing another person to do your work, then submitting that work under your own name.
- Submitting identical or similar papers for credit without prior permission from the teachers.
- Falsifying or inventing information, data, or citations.
- Changing grades in a grade book or altering a computer-grading program.
- Allowing a partner or other group members to do all the work, then putting your name on the final report. Putting the name of a group member or partner on a final report when that person did not contribute to the finished product.

Consequences of Academic Dishonesty/Cheating*:

1st Offense:

1. No credit will be earned on the assignment
2. Teacher-assigned consequence
3. Teacher documents in Q and contacts parent/guardian

2nd Offense:

1. No credit will be earned on the assignment
2. Referral to the office for consequence (Teacher documents in Q)
3. Teacher notifies parent/guardian
4. Student ineligible for CJSF membership for one semester

3rd Offense:

1. No credit will be earned on the assignment
2. Student referred to the office for consequence (possible suspension)
3. Student is no longer eligible for CJSF membership

***Note:** At the administrator's discretion, the consequences may begin at any step. Further offenses will escalate the consequences to a degree determined by the Administration. At the teacher's discretion, citizenship marks may be negatively affected for any and all levels of academic dishonesty/cheating.

AFTER SCHOOL RESOURCES

Malt Shop: The Malt Shop is located in the bungalow on the corner of Glenwood and Concord and provides a location for all students to socialize and purchase snacks. All proceeds from the Malt Shop benefit Toll's PTA and the Toll Foundation. The Malt Shop hours are announced on TMS Live.

After School Education & Safety (ASES): GUSD offers a fee-based program at Toll which runs from dismissal through 6:00PM on school days only. Enrollment is required and on a first-come first-served basis. The ASES registration fee is collected at the beginning of the school year. *Please visit the ASES webpage at <https://www.gusd.net/site/Default.aspx?PageID=948> or call (818) 247-0775 for more information.*

After School Tutoring: Toll offers free after school tutoring in Math and English. Times and dates are scheduled in September and details will be available in the front office. Many teachers are also available after school to help students. Ask individual teachers about their availability for tutoring. Toll's Library is also open after school until 3:30 pm for students to work on assignments individually or in groups.

ASSOCIATED STUDENT BODY (ASB)

The ASB government functions on two levels: (1) Student Cabinet directs the student activities and the expenditure of student body funds. (2) Each grade level elects class leaders to direct activities for their grade level.

- Students wishing to participate in school leadership, or to run for office, must see the ASB Advisor for a nomination form.
- Candidates must have a “C” average and no failing marks on their last report card.
- Citizenship must be satisfactory (no more than one N; no U marks)
- Academic grades and Citizenship marks must be maintained throughout the entire term of office.

What ASB Activities are there at Toll?

Activities are planned throughout the school year to promote school spirit and positive social interactions. These activities can include, but are not limited to, assemblies, dances, clubs, lunch time events, special dress up spirit days, and pep rallies.

ATTENDANCE

Research shows that regular attendance is one of the most important factors in student achievement, and as such, it helps students have a successful school year. Additionally, students with perfect attendance are recognized at the end of the year.

How is attendance monitored?

- **Excused absences:** These are absences due to the following: a student’s illness, injury, or quarantine under the direction of the City or County Health Office; a student’s medical, dental, optical, or chiropractic appointment; a student’s failure to present evidence of Immunizations (Ed Code 46010); personal counseling, attendance at a funeral of a member of the immediate family; and any absence due to disaster (e.g., earthquake, flood, fire). The parent/guardian must call the Attendance Office to excuse any absence. A doctor’s note, which must be presented to the Attendance Office, is also acceptable as an excused absence.
- **Personal Absences:** These are absences due to the following: court appearance, religious holiday/ceremony, or studio work. The parent/guardian should notify the Attendance Office in advance either by phone or in writing prior to a personal absence.
- **Vacations and other absences not due to illness, or any of the aforementioned reasons, are considered unexcused according to California Education Code.**

How can absences get excused?

Parents/guardians should call the Attendance Office, (818) 244-8414, before 9:00 am on the first day of each absence, or they should call Toll’s 24-hour Absence Line, (818) 247- 3980, and leave a message. When calling to excuse an absence, please be prepared to provide the following information: **student’s full name, student’s ID number, date(s) of absence, reason for the absence, and the name and relationship of the parent/guardian calling.**

What happens if a parent/guardian is unable to contact the school for some reason?

If you are unable to make contact with the school, your child **MUST** bring a signed note from you on the day the student returns to school. The note must include: date of student’s return, student’s full name, student’s ID number, date(s) of absence, reason for the absence, and the signature of the parent/guardian. **Any absence not cleared within three (3) school days will be recorded as a TRUANCY*.**

****NOTE:** A truancy is an unexcused absence, and multiple truanancies will result in a Student Attendance Review Team (SART) meeting with a Toll Administrator. If the attendance issues continue, students and families are referred to the District for a Student Attendance Review Board (SARB) meeting.*

What if a student must leave school during school hours?

The student’s parent/guardian should call the Attendance Office or send a written note indicating what time the student will leave school and the reason for the early dismissal (e.g., medical, dental, or other appointments). The student will be called to the Attendance Office. The parent/guardian will need to come to the Attendance Office to sign the student out of school. If possible, avoid picking up students during the lunch recess. However, if students must be picked up during lunch recess, parents/guardians should remind their children to go to the attendance office at the time they are to be picked up. Students will only be released to the parent/guardian or persons whose names are listed on the student’s emergency contact information in Q.

What do students do if their address or phone number changes?

Current phone numbers are required in case of emergencies. Any changes in address or telephone number must be reported to the Attendance Office or Counseling Office immediately. New addresses must be verified by a current utility bill (e.g., telephone, gas, DWP) in the parent’s name. If you move to another school within GUSD or a neighboring district and wish to have your child continue at this school for the remainder of the term, check in with the Attendance Office to obtain detailed district regulations regarding intra- and inter-district permit requirements. Failure to report an address change can risk denial of a permit to attend Toll.

What happens if a student is tardy?

Any students arriving late to school must come to the Attendance Office, sign in, and receive a tardy slip. Parents/guardians should call the Attendance Office or send a note (i.e., doctor’s note or a written note by parent/guardian) with the student to excuse the tardy. Students who are late without an excuse will be marked as such. Please note that tardies will negatively affect citizenship grades. Students who are late for up to 29 minutes will be marked as “Late” and those who are 30 or more minutes late will be marked as “Tardy.”

How do students complete homework if they are absent?

Students who are absent can check their teachers’ Google Classrooms for homework information. They can also contact a classmate and/or check their teacher’s website for a list of assignments. If a student is absent for more than 3 days, they should email their teacher or contact the Counseling Office for guidance.

BIKE/SKATEBOARD/SCOOTER POLICY

Bikes, skateboards, and razor scooters are not to be ridden on school grounds at any time. Bikes, skateboards, and scooters are to be locked during school hours in the bike rack area located in East Quad. All students are required to wear helmets in accordance with California law.

CELL PHONE POLICY

Students may bring a cell phone to school with parent permission. However, the cell phone must be powered off during the school day and must not be used until after school. During the school day, all cell phones are to remain in student backpacks. Cell phones must not be used in classrooms, the library, or anywhere on school property without the explicit permission of school staff.

Access to Phones: All cell phones must be off when a student is on campus. If necessary, students can use the telephone in the Attendance Office during snack, lunch, or after school to call parents. Students are not allowed to use their personal cell phones to contact home unless given specific permission by an administrator.

→**NOTE:** If any student does not follow the cell phone rules, their cell phone may be confiscated and held in the office until the student's parent/guardian comes to pick it up.

Consequences of Cell Phone Misuse:

- **1st Offense:** Phone is confiscated and turned in to the office. Student may pick up phone after school from the Attendance Office.
- **2nd Offense:** Phone is confiscated. Only the student's parent/guardian may pick up phone after school from the Attendance Office.
- **3rd Offense:** Phone is confiscated. Student is assigned detention. Only the student's parent/guardian may pick up phone after school from the Attendance Office.
- **4th Offense:** Phone is confiscated for parent/guardian pick-up. Student will be asked not to bring phone to school.

COUNSELING SERVICES

The Counseling Office is staffed with three credentialed school counselors. The counselors are available to all students seeking assistance with academic guidance, high school preparation, college/career planning, conflict resolution, and social-emotional problems. Parents may also contact counselors for assistance and consultation. In case of a family crisis, parents are encouraged to share with their child's Counselor any situation, which may affect academic progress or interfere with social or emotional behavior.

Students are assigned to Mrs. Castagnari, Ms. Haghpanah, or Mrs. Berberian based on student last names and/or the counselor's areas of expertise. (*See exact alphabetical designations on the first page of the Binder Reminder.*) If students want to see a counselor, they can come to the counseling office at snack, lunch, or after school. Students may also fill out a "Request To See a Counselor" form available from a teacher or from the Counseling Office. If there is an urgent situation, teachers can issue an immediate hall pass to the student.

Gender Equity: Our gender equity policy focuses on eliminating discrimination on the basis of gender, to ensure equal rights and opportunities to all students, and to prohibit sexual harassment in any program and/or activity conducted by our school, which receives or benefits from federal and/or state financial assistance.

Student Wellness: We are so excited to be able to offer this timely support to our students. Our Wellness Center, "Zenwood Road," is a space to empower students to promote and manage their social, emotional, and physical well-being while striving to support all areas of their lives that may impact their academic potential. It is designed to provide a welcoming and relaxing environment where students gain access to various self-management tools, which they can utilize at school. Our Wellness Center is staffed with our intervention counselor. We provide a supervised environment that is safe, calming, and inclusive.

Career and Technical Education Department: We are excited to provide career exploration tools for all of our students. *Xello*, *Dream Catcher*, and *California Colleges Guidance Initiative (CCGI)* are all available options to help students prepare for their future success and to ensure every student is future-ready. These career programs help students discover the pathway that is right for them and involve trade, college, university, entrepreneurship, or other training. As students gain self-knowledge through assessments and reflection, they can save their information on careers, schools, programs, and other experiences to create a visual roadmap to a successful future. In addition, career information is posted on the Counseling page on Toll's website.

Students Experiencing Problems: Counselors are available to listen to student concerns and offer suggestions or advice on how to solve the problem. If a student needs to see a Counselor, they should complete a "Counselor Appointment Request" form. However, they may drop in to the Counseling Office before school, at snack, at lunch, or after school. Please note that hall passes are **not required** for these "drop in" times. A Counselor will see all students as soon as possible. If there is a true emergency, tell the secretary in the Counseling Office, and you will be seen right away.

Transcripts: On occasion, parents/guardians may need their children's school transcripts. If needed, school transcripts may be accessed as follows:

Unofficial Transcripts: A copy of a student's unofficial transcripts may be printed directly from the Parent Portal.

Official Transcripts: A Transcript Request Form, which is available in the Counseling Office and on the Counseling Homepage of the Toll MS website, must be submitted by a parent or guardian. Please allow 24 hours to process an Official Transcript.

DISCIPLINE

Toll is a **Positive Behavior Intervention Support School (PBIS)**. Discipline is a joint effort among teachers, families, and administration. Suspension is a last resort and is reserved for violations of the California Education Code. Students are held accountable from the time they leave home until they return home. Toll maintains the right to oversee social media that disrupts the physical or emotional safety of students.

At Toll, all students are encouraged to develop desirable qualities of self-discipline and are held responsible for their actions. All attempts are made for students to be protected from any individual whose behavior continually disrupts the learning environment.

PBIS is a research-based, proactive system-wide framework for creating and maintaining safe and effective learning environments in schools, and ensuring that all students have social skills needed to ensure their success at school and beyond. Toll is working toward using the philosophy of PBIS to guide how we establish expectations for Titan behavior, reinforce great choices, and correct unsuccessful behaviors. We use our Titan Tenets of CARE (Collaborative, Attentive, Respectful, and Engaged) to guide our expectations and to teach and support successful behavior. Every Toll student receives a PBIS stamp card at the beginning of the year. Students can earn stamps by following the Titan Tenets. When their stamp card is full, they turn in their cards for prizes and get a new blank card. All stamped cards are then put into a bucket for monthly drawings of gift cards and other prizes. All cards collected throughout the year are then entered into an end-of-the-year drawing for bigger prizes. All prizes are generously provided by Toll Foundation, Toll PTA, Toll staff members, and other Toll community members.

SEE SOMETHING, SAY SOMETHING: All students are encouraged to support each other and take pride in their school. If any student witnesses an incident that occurs on or off campus, such as theft, graffiti, smoking, etc., or if a student is a victim of any type of negative behavior, like harassment or hate speech, please contact a Toll staff member as soon as possible. Please note that sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical contact of a sexual nature made by someone from or in a work or educational setting. If any student becomes aware of any sexual harassment, this information should be communicated immediately, without fear of retaliation, to the Principal, Assistant Principals, teachers, or other staff. All information will be kept confidential.

DRESS CODE

Toll Middle School expects that all students will dress in a way that is appropriate for the school day or for any school sponsored event. Student dress choices should respect the District's intent to sustain a community that is inclusive. The primary responsibility for the student's attire resides with the student and their parent(s) or guardian(s). The school district is responsible for seeing that student attire does not interfere with the health and safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size. No student should be affected by dress code enforcement because of racial identity, sex assigned at birth, gender identity or expression, sexual orientation, ethnicity, cultural or religious identity, household income, body size/type, or body maturity. **Any restrictions to the way a student dresses must be necessary to support the overall educational goals of the school.**

Section 1. Basic Principle: Certain body parts must be covered for all students at all times.

Clothes must be worn in a way such that the belly, buttocks, and breasts are fully covered with opaque fabric. All items listed in the "must wear" and "may wear" categories below must meet this basic principle.

Section 2. Students Must Wear, while following the Basic Principle in Section 1 above:

- A shirt (with fabric in the front, back, and on the sides under the arms) AND
- Pants/jeans or the equivalent (for example, a skirt, sweatpants, leggings, a dress, or shorts) AND
- Shoes (closed toed and closed back-per California law)

Section 3. Students May Wear, as long as these do not violate Section 1 above:

- Religious headwear
- Hoodie sweatshirts—The face & ears must be visible to staff and not interfere with the line of sight of any student or staff.
- Hats—facing straight forward, may be worn outdoors only. The face & ears must be visible to staff and not interfere with the line of sight of any student or staff.
- Fitted pants, including leggings, yoga pants, and other close fitted pants
- Athletic attire
- Tank tops, as long as undergarments are not exposed

Section 4. Students May Not Wear Clothes that have the following:

- Strapless tops (including tube tops or off-the-shoulder tops)
- Violent language or images
- Images or language depicting drugs, alcohol, or any illegal item or activity
- Hate speech, profanity, or pornography
- Images or language that creates a hostile or intimidating environment
- Accessories that could be considered unsafe or could be used as a weapon
- Any item that obscures face or ears (except as religious observance)
- Any items of clothing deemed to denote group exclusivity

DRESS CODE (continued)

Section 5. Dress Code Enforcement

To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code using the requirements below. School administration and staff shall not have discretion to vary the requirements in ways that lead to discriminatory enforcement.

Students in violation of Section 1 and/or 4 will be provided three (3) options to be dressed more to code for the remainder of the day:

1. Students will be asked to put on their own alternative clothing, if already available at school, to be dressed more to code for the remainder of the day.
2. Students will be provided with temporary school clothing to be dressed more to code for the remainder of the day
3. If necessary, students' parent(s)/guardian(s) may be called during the school day to bring alternate clothing for the student to wear for the remainder of the day

→NOTE: Students will only be removed from spaces, hallways, or classrooms as a result of dress code violation as outlined in Sections 1 and 4 above. These dress code guidelines shall apply to regular school days and summer school days, as well as any school-related events and activities, such as sports games, promotion ceremonies, and dances.

DROP OFF & PICK UP OF STUDENTS

Students can be dropped off or picked up in front of the main school building on Glenwood Road or on Concord east of the campus. All arrivals after 8:25 AM must come through the main entrance on Glenwood. Students at school before the 8:25 bell should wait inside school grounds, but they are not permitted inside the school buildings until the bell rings at 8:25 AM.

The school parking lots can be a dangerous place and are off-limits for ALL students. Parents are asked not to walk their children through the Staff Parking Lot on Glenwood Road. It is hazardous to the children to do so, and the health, well-being, and safety of our students are of utmost importance to everyone at Toll. Please note that street parking is limited and Glendale Police may issue citations for parking illegally or for dropping off students in the middle of the street.

IMPORTANT: PARENTS MAY NOT USE THE STAFF PARKING LOT ON GLENWOOD RD. OR THE VOLLEYBALL COURTS TO DROP OFF, PARK, OR WAIT FOR THEIR CHILDREN.

FOOD SERVICES

Food services are available to all students during Snack and Lunch periods. Healthy snacks and water vending machines are also available to students during Snack and Lunch periods as well as after school. Students may not access vending machines during class periods or passing periods. All students will have access to free lunch/snack during the 2023-2024 school year.

GRADES

Parents are encouraged to be involved in monitoring their children's academic progress* regularly by doing the following:

- Signing up for Parent/Student Connect through the Toll website. (Select forgot password in upper left to set up an account.)
- Reaching out to your children's teachers with any concerns or important information. Email is the best way to contact teachers. For the teacher email directory by departments, go to <https://www.gusd.net/Page/10602> on the Toll website.
- Reviewing your children's progress reports and semester report cards online.

***NOTE:** Grade reports are issued every five weeks and can be accessed through Parent/Student Portal. Permanent record grades are issued at the end of the 19th week in December and the 38th week in June.

Parents are also advised to review their children's Citizenship grades, which can have a direct bearing on their academic grades. Citizenship is also reported during each marking period. The Citizenship Marks are defined as follows:

- **O = Outstanding**
- **S = Satisfactory**
- **N = Needs Improvement**
- **U = Unsatisfactory**

→NOTE: For Academic Credit and Citizenship requirements required for promotion from 8th grade, please check the Promotion Guidelines page in the Appendix of this Binder Reminder.

HEALTH, SAFETY, AND SECURITY

How do administrators and teachers work to ensure school safety and security? School staff are on campus each day to supervise before and after school, during snack, lunch and passing periods. They take a proactive approach in order to defuse situations before there is a problem. They also informally meet with students to see how they are doing. Staff members have been trained in emergency evacuation and CPR. The school is equipped with video surveillance, which is actively used to accurately identify those who get involved in mischief on campus.

HEALTH, SAFETY, AND SECURITY (continued)

Emergency Drills: Lockdown, fire, and other emergency evacuation drills are conducted as prescribed by the regulations of the Glendale Fire Department and Glendale Unified School District. Procedures have been developed to ensure the safety of all students during evacuation and, if necessary, during long term housing of students.

The following emergency procedures will be discussed by the classroom teachers:

1. In the event of an earthquake, students are to drop, cover, and hold until it is safe to evacuate the building.
2. Evacuations during emergencies should be quick, quiet, and orderly. Students should leave their classrooms according to the described evacuation path.
3. Students are to assemble on the field in their designated location and wait for further instructions, staying away from all fences.
4. In a major emergency, parents are to report first to the Request Gate and then are to pick up their child at the Reunion Gate. Both gates are located on Concord.

General security information: As part of Toll's general safety plan, two security officers, security cameras and burglar alarms are installed in selected areas of the school and all gates are locked during school hours. Random safety inspections are done, as the Glendale School District policies require. The school district and the Glendale Police also occasionally use the services of their "drug dog officer." This dog can detect smells, which can lead to substances that are not allowed on campus. All secondary schools participate in these procedures.

What emergency information does the school need?

Information on every student is kept on file in the Attendance Office and in Q online to be used by school personnel to locate parents in case of an emergency. All students must have up-to-date emergency information in their online Q profile. Parents can update that information through their Parent Connect account or by calling the Attendance or Counseling Offices.

How does the Health Office help students?

If students feel sick, the health clerk can send them home or help them get some rest. Students should not come to school if they have a fever, nausea, vomiting, diarrhea, pink eye, lice, or any other contagious illness. If students come to school with these conditions, they will be sent home. Parents/Guardians are expected to pick up their sick children as soon as possible after being contacted by the health office.

How does the Health office deal with special circumstances?

- By law, if a student needs medication at school, the parent/guardian must send a note, along with a note from the child's doctor, requesting the medication be available to the student through the Health Office. The medicine must be in prescription form and be kept in the Toll Health Office. Even medicine such as aspirin needs to be checked into the Health Office and should only be brought with permission from home along with a doctor's note. **For long-term medication, a parent needs to have a doctor fill out a "Request for Medication to be Taken During School Hours" form, which can be picked up in the Health Office.**
- Students returning to school with crutches, casts, or other orthopedic devices must have administrative approval and a written release from the attending physician to attend school. Students using crutches or other orthopedic devices must have verification that they have been instructed in the proper usage of them. **The written release should also indicate any limitations for P.E.**
- Students returning from a surgery or a long-term illness of 10 days or more must have a written release from the attending physician stating that the student can return to school. **The written release should also indicate any limitations for P.E.**
- If students become ill and need assistance at school, they should inform their teachers and receive a pass to the Health Office. Any on-campus injury should be reported to the health clerk or teacher immediately. Parents should keep the health clerk informed of any special health problems/issues their children may have.

HOME/SCHOOL COMMUNICATIONS

What is the *Parent-Student-School Compact*?

The *Parent-Student-School Compact* is an agreement for promoting student success. Compacts in home languages are available in the office upon request. Please read the Compact carefully as it specifies the parent, school, and student roles for creating successful students. The compacts will be signed by the student, the parent, and a school representative. This document is completed online at the start of the year.

What is Parent Connect?

Parent Connect is the GUSD's on-line resource for parents to stay informed on the academic success of their children. Parent Connect provides the most current grades for parent reference and use. Information on Parent Connect can be obtained in the Attendance Office.

How can I stay updated about Toll school news and events?

The Titan Weekly is distributed via Parent Square every week with timely information on school and district events, recognition of student work, as well as announcements of special events. Families receive highlights and news about the coming week. Parents can also view weekly announcements every Monday, Wednesday, and Friday on Toll's YouTube channel: TMSLive: <https://www.youtube.com/@tollmslive>. Parents/Guardians can also visit the Toll website for more information at: www.gusd.net/toll.

How can I contact a teacher?

Email is the most efficient way to contact a teacher. Teacher emails can be found on the Toll website or in the classroom guidelines teachers distribute at the start of the school year. Our teachers' schedules do not allow for drop-in conferences, so parents must make an appointment. Parents/Guardians attending a scheduled conference must check in at the main office to obtain a visitors' pass.

LCAP PRIORITIES

Glendale Unified School District's Local Control Accountability Plan (LCAP) provides common goals to guide all district schools. For more details or to attend an LCAP meeting please visit www.gusd.net.

GUSD's LCAP Priorities are as follows:

- Professional development focused on California State Standards/Achievement;
- College and career readiness;
- Social, emotional, and physical needs of all students;
- Intervention programs;
- Learning beyond the core curriculum;
- Engaged parents, teachers, staff, students and community members; and
- A safe and secure learning environment.

LIBRARY

The Toll Library offers students a quiet place to read, study, do research on computers, do homework, and check out books. Computers and printers are available for student use.

Library Hours:

Monday through Friday from 8:00AM–3:30PM, including during Snack and Lunch.

Library Policy:

1. Items are checked out for 3 weeks.
2. The checkout limit is 2 library books at a time.
3. No checkout or use of library computers is allowed if any overdue items are owed.
4. Students are responsible to renew their books after 3 weeks.

Textbooks/Chromebooks/Library Books:

Textbooks, Chromebooks, and library books are loaned to students for their use during the school year. Students are responsible for keeping these items in good condition and returning them appropriately at the end of the year.

When students return damaged textbooks, a notation is made when they are repaired, so the next student to use the book will not be blamed for the damage incurred. The Librarian does the repairs and makes the notation in the textbooks as needed.

Each student is also loaned to a Chromebook computer, which they need to use for school and maintain in good working order. Students are expected to bring their charged Chromebooks to school each day. All Chromebooks must be handled with care. If something happens to a student's Chromebook, the school will send it in for repair and a loaner Chromebook will be provided to the student as long as the supply of loaner Chromebooks lasts.

LOST & FOUND ITEMS

If an item is lost, students must go to the Attendance Office at snack, lunch, before school, or after school to report or check for the missing item. To facilitate the identification of personal items, students are encouraged to mark all items brought to school, including jackets, PE clothes, etc., with their full names.

Students are urged NOT to bring valuables to school due to the possibility of losing them. The school will not be liable for those lost or stolen items. **Students who bring valuables to school do so at their own risk.**

MESSAGES and PACKAGES

Only emergency messages will be delivered to students at school. Parents and other family members can call the school to deliver important messages to students. They should not text or call students on their personal cell phones during school hours.

Items cannot be delivered to classrooms, but students may pick up items in the attendance office during snack, lunch, or passing periods. Balloons, stuffed animals, floral bouquets, cakes, cupcakes, or other food items intended as celebration gifts are prohibited at school at all times. In addition, food deliveries from Starbucks, restaurants, and other eateries should never be delivered to students at school without explicit permission from the Toll administration.

PARENT INVOLVEMENT

Parents/Guardians are encouraged to be involved in the various activities at Toll. Please visit the Toll website and click on the "For Families" tab for more information on opportunities for parent involvement. Opportunities for involvement include, but are not limited to, PTA, The Toll Foundation, Malt Shop Volunteer, and School Site Council/ELAC.

PROHIBITED ITEMS

In order to maintain a supportive, collaborative, and respectful culture, and to ensure equitable opportunities for all students to reach their full potential while providing a safe and secure educational environment for all Toll students, **the following items are NEVER permitted on the school grounds and may be confiscated*:**

- Water guns, Pellet/BB guns, or any replicas of any weapon
- All weapons including guns and pocket knives
- Tobacco and vape products including pipes, juice, juules and any other items used to vape
- Any drugs or alcohol
- Firecrackers, snappers/poppers, stink bombs, or any other explosive or foul-smelling item
- Laser pointers/pens
- Liquid whiteout
- Permanent markers (e.g., Sharpies)
- Flags of any kind not related to a classroom project or assignment
- Chewing Gum
- Any other items which may be potentially dangerous

Discouraged Items:

The following items do not promote a maximized learning environment and can be considered disruptive:

- Valuables such as: jewelry, radios, or cameras
- Any other items disruptive to the educational process

***NOTE: Confiscated items are returned to parents only. Any device or product used for vaping, drugs, or other prohibited products will not be returned to students or families. The school is not responsible for lost, stolen, or confiscated items.**

SSC/ELAC

The School Site Council (SSC) and English Learner Advisory Committee (ELAC) committees are comprised of parents, teachers, administrators, classified employees, and student representatives. SSC's responsibility is to develop and monitor the School Plan and to allocate supplemental resources, including the Title I and Supplemental funds within the school to support the plan. School Site Council meets five times annually. ELAC is a school-level committee composed of parents, staff, and community members designated to advise school officials on English learner programs and services. Each California public school with 21 or more English learners must form an English Learner Advisory Committee. ELAC and School Site Council meetings may be combined, and have traditionally been combined at Toll, but this has to be approved at the school site with the majority of the votes at the first meeting of the SSC.



Toll Titans C. A. R. E.



Toll Students are...
Collaborative,
Attentive,
Respectful,
Engaged!

TOLL MIDDLE SCHOOL

Promotion Requirements

WHITE LEVEL

- 100 credits in the 7th and 8th grades
- No more than two failing grades (Fs) on the second semester report card of the 8th grade year
- No more than four unsatisfactory (U) marks in 8th grade
- No more than two of those U marks earned during the second semester of the 8th grade year
- No more than two suspensions in 8th grade, with no more than one suspension during the second semester

Promotion with Distinction

GREEN LEVEL

- 120 credits in the 7th and 8th grades
- 3.5 - 3.79 cumulative GPA by the second semester of 7th grade and maintained through 8th grade
- 10 hours of community service in 8th grade
- Participation in at least one Toll Approved Activity
- No U or F grades on semester report cards
- No more than 1 N on any semester report card
- No suspension in 8th grade

GOLD LEVEL

- 120 credits in the 7th and 8th grades
- 3.8 or higher cumulative GPA by the second semester of 7th grade and maintained through 8th grade
- 20 hours of community service in 8th grade
- Written reflection on community service
- Successful completion of a meaningful 8th grade Community Service Project
- No U, N, or F grades on semester report cards
- No suspension in 8th grade



LANGUAGE FOR ACADEMIC INTERACTIONS: SENTENCE STEMS

| | | | |
|--|---|--|---|
| <p>Expressing an Opinion</p> <ul style="list-style-type: none"> • I think that... • It seems to me that... • In my opinion... • I was thinking... • I believe that... • It appears that... • From my perspective... • I noticed that... • I'd like to add... | <p>Predicting</p> <ul style="list-style-type: none"> • I guess that... • Based on..., I/we infer/inferred that... • I/We predict that... • After..., I imagine that... • Looking ahead, I imagine that... • This article/story/passagge will most likely be about... • If ____, then ... | <p>Asking for Clarification</p> <ul style="list-style-type: none"> • What do you mean? • Would you explain that again? • Can you repeat your last comment? • Can you please clarify? • Could you elaborate on that? • What does that word mean? • Could you explain your reasons again? • Where can I find that in the text/story? • Can you explain what you mean? • Can you give an example of that? | <p>Paraphrasing</p> <ul style="list-style-type: none"> • So, you are saying that... • In other words, you think/believe... • What I think you're saying is... • What I hear you saying is... • Do you mean that...? • If I understand correctly, you are saying... • Are you saying that...? • So, what you are describing is... • What I'm understanding is that... |
| <p>Asking for a Response/Feedback</p> <ul style="list-style-type: none"> • What do you think? Why? • What makes you think that? • We haven't heard from you yet. • What answer did you get? • Does this make sense? • Did you want to add something? • I'm curious to know... • I'd/We'd like to know what you think. • Can you tell me/us more? • How did you reach that conclusion? • How could I/we improve this? | <p>Drawing Conclusions</p> <ul style="list-style-type: none"> • Based on my/our experience, I/we decided that... • The data suggests that... • Based on ____, I/we conclude that... • After reading ____, I/we conclude... • Based on the information I/we read, I/we assume/think/believe/conclude that... • I/we can infer from ____ that... | <p>Justifying Your Thoughts</p> <ul style="list-style-type: none"> • In paragraph ____, the writer stated... • From the reading, it is evident that... • ____ demonstrates/shows/proves that... • Within the text/passagge, I/we found... • The title/caption/heading proves that... • According to the text/passagge... • The graph/figure/illustration shows... • On page ____, it states/stated... • From the text, I/we know... • The details in paragraph # prove that... • For example/For instance... | <p>Reporting an Idea</p> <p>Group's Idea:</p> <ul style="list-style-type: none"> • We/Our group decided that... • We all agreed that... • We/Our group concluded that... • Our group believes that... • Our group thinks/thought that... <p>Partner's Idea:</p> <ul style="list-style-type: none"> • ____ believes/thinks that... • ____ said/stated/mentioned that... • ____ emphasized/pointed out that... |
| <p>Disagreeing/Giving Constructive Feedback</p> <ul style="list-style-type: none"> • I/We see your point, but... • I/We had a different answer/response/reaction. • My/Our response was not the same. • I/We have a different perspective. • The argument would be stronger if... • Another way of looking at it is... • I/We disagree somewhat/completely. • Couldn't it also be that...? | <p>Agreeing/Giving Positive Feedback</p> <ul style="list-style-type: none"> • I/We agree with you because... • My/Our idea builds upon ____'s idea. • I/We agree with you because... • I/We share ____'s opinion/idea that... • I/We share your/____'s perspective. • My/Our idea/ideas is/are similar. • I/We had a similar response to... • One strength is... • Your idea is good because... | <p>Sharing/Acknowledging Ideas</p> <ul style="list-style-type: none"> • I have another idea we could try. • What if we tried... • What do you think about...? • My/Our idea/perspective/experience is similar to/related to ____'s. • My idea is related to ____'s idea. • I/We see what you mean. • I'm/We're glad you brought that up. | <p>Holding the Floor</p> <ul style="list-style-type: none"> • As I was saying... • If I could please finish my thought... • What I was trying to say was... • May I have a chance to finish? • I'd like to complete my point. • Please hold your thought for a moment. • Please give me a chance/an opportunity to finish my thought. |

Mindset Assessment

What is a mindset? Mindsets are beliefs and attitudes about yourself and your most basic qualities. The purpose of this assessment is to gauge whether or not you lean toward a fixed mindset or a growth mindset in your overall attitude and beliefs about learning. Once you begin to understand your own beliefs about intelligence and how a fixed or growth mindset might influence your achievement, you can begin the process of dismantling barriers which can hinder a growth mindset, and start building habits and practices that promote growth and improvement.

Mindset Assessment

Directions: Put a check mark (✓) next to all the statements with which you agree.

| | | |
|---|-----|---|
| ✓ | Ex. | I am a student. <i>(This is just an example.)</i> |
| | 1. | There are just some things I will never be good at. |
| | 2. | When I make a mistake, I try to learn from it. |
| | 3. | When others do better than me, I feel unhappy. |
| | 4. | I enjoy getting out of my comfort zone. |
| | 5. | When I show others I'm smart or talented, I feel successful. |
| | 6. | I feel inspired by the success of others. |
| | 7. | I feel good when I can do something others cannot. |
| | 8. | It is possible to change how intelligent you are. |
| | 9. | You shouldn't have to try to be smart - you just are or you're not. |
| | 10. | I enjoy taking on a new challenge or task. |
| | 11. | If something is extremely difficult, it means it's probably not for me. |
| | 12. | When I fail at something, I usually just try again. |
| | 13. | Some people are just born good at some things, and that's okay. |
| | 14. | Anybody can improve if they put in the effort. |
| | 15. | It makes me feel good to show off what I'm good at. |
| | 16. | I like taking on a challenge. |
| | 17. | When someone criticizes me, I just ignore it. |
| | 18. | When someone criticizes me, I try to listen with an open mind. |
| | 19. | I don't like asking questions, because people might think I'm dumb. |
| | 20. | I am not afraid to ask questions about things I don't understand. |

Go to the next page to analyze your responses.

Definitions You Need to Know

- **Mindset:** an established set of attitudes and beliefs held by someone
- **Growth Mindset:** the belief that intelligence and other qualities, abilities, and talents can be improved with effort, learning, and dedication over time
- **Fixed Mindset:** the belief that intelligence and other qualities, abilities, and talents are fixed traits that cannot be significantly developed

How to Analyze Your Mindset Assessment

1. Count how many odd-numbered statements have a check mark, and write the number in the chart below.
2. Count how many even-numbered statements have a check mark, and write the number in the chart below. (NOTE: The total of the two numbers should equal 20.)

| | | | | | |
|----------|-----|------|---------------------------------|-----|------|
| Example: | ODD | EVEN | Enter your Numbers Here → | ODD | EVEN |
| | 12 | 8 | | | |

3. Which total is higher? (Circle the higher total.) Odd-numbered OR Even-numbered
4. The odd-numbered statements represent fixed mindset thinking, while the even-numbered statements represent growth mindset thinking.
5. If you circled the odd-numbered statements above, that means that it is likely that you tend toward having a more fixed mindset when dealing with life events or when you find yourself in challenging situations.
6. If you circled the even-numbered statements above, that means that it is likely you have more of a growth mindset when dealing with life experiences or challenging situations.

What does all that mean?

Carol Dweck, a Stanford University professor, researched and found that people with a growth mindset tend to be more successful than those with a fixed mindset. We need to remember that there's no such thing as a pure growth mindset. Most people have different mindsets depending on the situation they're in. However, having more of a growth mindset will make you generally happier and more successful.

The good news is that everyone can develop a growth mindset if they're willing to try. It takes time to develop a growth mindset, so don't worry if you don't see results right away. Instead, take positive steps each day and trust that the results will come in time. Your failures will probably be the experiences you learn from the most.

People with a growth mindset are always eager to learn, grow, and improve. Having more of a growth mindset means that you:

- believe that intelligence and ability can be developed.
- are willing to learn from your mistakes and are open to criticism as a tool for growth.
- realize that your achievements are based on effort and hard work, not just inherent talent.
- observe others who are successful, so you can learn from them and achieve your own goals.
- are not afraid to seek out challenges and take healthy risks in order to improve yourself.

Student Name: _____ Today's Date: _____

My Fixed and Growth Mindsets

1. *Write or draw about a time something felt too difficult, so you gave up.*

2. *Write or draw about a time you tried really hard at something, and you succeeded or improved.*

Definitions to Know

Growth Mindset: The belief that your skills, qualities, abilities can improve with hard work, effort, and perseverance.

Fixed Mindset: The belief that your skills, qualities, abilities are fixed traits and cannot improve.

2
0
2
3

YEAR IN REVIEW

2
0
2
3

A LITTLE ABOUT ME

NAME: _____ AGE: _____ FAVORITE COLOR: _____

FAVORITE ACTIVITY: _____ FAVORITE BOOK/FILM _____

FAVORITE FOOD: _____ FAVORITE RESTAURANT: _____

2023 HIGHLIGHTS

Greatest lesson I learned this year: _____

Hardest thing I had to deal with this year: _____

My favorite memory this year: _____

What I loved about 2023: _____

LOOKING FORWARD TO 2024

What I want to learn in 2024: _____

What I want to improve about myself: _____

My GOALS for 2024:

1. _____

2. _____

3. _____