

GILBERT

PUBLIC SCHOOLS

2022/2023

Elementary Student Handbook



Inspiring Excellence in Every Learner

Public Notice of Nondiscrimination

Gilbert Unified School District does not discriminate on the basis of race, color, religion, national origin, ethnicity, sexual orientation, sex, (including pregnancy), gender identity, gender expression, genetic information, age (over 40), or disability in admission to its programs, services, or activities, in access to them, in treatment of individuals, or in any aspect of their operations. The District provides equal access to the Boy Scouts and other designated youth groups pursuant to the Boy Scouts of America Equal Access Act. The lack of English language skills shall not be a barrier to admission or participation in the District's activities and programs. The Gilbert Unified School District also does not discriminate in its hiring or employment practices.

This notice is provided as required by Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990.

Questions, complaints, or requests for additional information regarding these laws may be forwarded to the designated compliance coordinator(s) at 140 S. Gilbert Road, Gilbert, AZ 85296, or at the phone number or email listed below.

<p>As to issues regarding disability discrimination:</p> <p>Ms. Fran Grossenbacher Director of Special Education Section 504/ADA Coordinator Phone: 480-497-3377 discrimination@gilbertschools.net</p>	<p>As to issues regarding Sexual Harassment:</p> <p>Dr. Joyce Meyer GPS Office of Talent Management Executive Director, Title IX Coordinator Phone: 480-497-3328 T9reports@gilbertschools.net</p>	<p>As to issues regarding any other type of discrimination:</p> <p>Dr. Jim Lockwood District Hearing & Compliance Officer Phone: 480-497-3421 discrimination@gilbertschools.net</p>
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Aviso Público de No Discriminación

El Distrito Escolar Unificado de Gilbert no discrimina por motivos de raza, color, religión, origen nacional, etnicidad, orientación sexual, sexo, (incluyendo embarazo), identidad de género, expresión de género, información genética age (mas de 40), o discapacidad en la admisión a sus programas, servicios o actividades, en el acceso a ellos, en el tratamiento de personas o en cualquier aspecto de sus operaciones. El Distrito brinda igualdad de acceso a los Boy Scouts y otros grupos juveniles designados de conformidad con la Ley de acceso equitativo de Boy Scouts of America. La falta de habilidades en el idioma inglés no será una barrera para la admisión o participación en las actividades y programas del distrito. El Distrito Escolar Unificado de Gilbert tampoco discrimina en sus prácticas de contratación o de empleo.

Este aviso se proporciona como lo requiere el Título VI de la Ley de Derechos Civiles de 1964, la Sección 504 de la Ley de Rehabilitación de 1973, el Título IX de las Enmiendas de Educación de 1972, la Ley de Discriminación por Edad de 1975 y la Ley de Estadounidenses con Discapacidades de 1990.

Las preguntas, quejas o peticiones de información adicional con respecto a estas leyes, se pueden enviar al coordinador(es) de cumplimiento designado a 140 S. Gilbert Road, Gilbert, AZ 85296, o al número de teléfono o correo electrónico que se anotan a continuación.

<p>Para asuntos relacionados con la discriminación por discapacidad:</p> <p>Sra. Fran Grossenbacher Director(a) de la Sección 504 de Educación Especial/Coordinador(a) de ADA Teléfono: 480-497-3377 discrimination@gilbertschools.net</p>	<p>Para asuntos relacionados con acoso sexual:</p> <p>Dra. Joyce Meyer Oficina del Manejo de Talento Directora Ejecutiva, Coordinadora de Título IX Teléfono: 480-497-3328 T9reports@gilbertschools.net</p>	<p>Para asuntos relacionados a cualquier otro tipo de discriminación:</p> <p>Dr. Jim Lockwood Oficial de Cumplimiento y Audiencia Teléfono: 480-497-3421 discrimination@gilbertschools.net</p>
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Welcome Letter from the Assistant Superintendent of Elementary Education

Dear Parent/Guardian,

Welcome to the Gilbert Public Schools! We are excited you have selected our District as your school choice for your children. Our goal is to provide you and your family with the best educational experience possible and work together to ensure a safe, healthy and engaging learning environment.

Gilbert Public Schools continues to focus on offering a variety of educational learning options for our families, to support a positive return to school for all of our students. The choices offered are based on what is best for our students academically and for their own health and wellness.

We have created this Student Handbook in order to provide you valuable information that will assist you in your educational journey this year. We want to partner with you in creating a safe and exciting place to learn and grow, and we have set high behavioral expectations for your student to follow. Please read and discuss this Student Handbook with your child and acknowledge the “Awareness Contract” when completing the online Annual Update. By acknowledging this contract, we know that you and your child understand what is expected, which allows time spent at school to be focused on teaching and learning.

Please visit our District website, www.gilbertschools.net for additional information. If you have any questions please contact your school’s office.

The start of the school year is an exciting opportunity for all of us to work together. We are going to have a fantastic year and thank you for your support of Gilbert Public Schools.

Sincerely,

Mr. Jason Martin
Assistant Superintendent of Elementary Education

Table of Contents

[Public Notice of Nondiscrimination](#)

[Welcome Letter from the Assistant Superintendent of Elementary Education](#)

[Table of Contents](#)

[AWARENESS CONTRACT AND STUDENT CONDUCT POLICIES](#)

[BELL SCHEDULES](#)

[2022/23 School Calendar](#)

[Elementary School Information](#)

[Getting To and From School](#)

[Student Registration and Attendance](#)

[Educational Records](#)

[School Operations](#)

[Health Information](#)

[Teaching and Learning](#)

[Students with Disabilities](#)

[Additional Programs for Students](#)

[Student Code of Conduct](#)

[Student Discipline Policies](#)

[JICK-EB ©](#)

[JICFA-EB ©](#)

[Notification](#)

A Spanish version of the Student Handbook is available upon request at your school and on the District's website.

Una versión del Manual del Estudiante está disponible en español a petición en su escuela y en la página web del Distrito.

AWARENESS CONTRACT AND STUDENT CONDUCT POLICIES FOR THE GILBERT PUBLIC SCHOOLS (GPS) 2022-23

This “Awareness Contract” has been created in order to increase the safety and well-being of all students and staff in GPS. It confirms that all students and parents/guardians have received information regarding behavioral expectations (Student Handbook) as well as knowledge of access to all related policies via the GPS Website. [Videos](#) have been created to assist your understanding of this area.

All Governing Board Policies and Administrative Regulations and the Student Handbook may be accessed at: www.gilbertschools.net Policies specific to “students” are primarily located in Sections I and J of the GPS Policy Manual. An “Awareness Video” is also located at each school website which further outlines student behavioral expectations.

The Student Handbook contains required disclosure of information and highlights many other important components of being a successful student in our schools. Please pay particular attention to the following policies and regulations which can be found at [ASBA Policy Bridge](#):

- Policy IJNDB, IJNDB-R, IJNDB-EA, IJNDB-EB, and IJNDB-EC regarding use of technology resources and the Student Acceptable Use Agreement
- Policy JB, JB-R, JB-E, and JBA regarding discrimination and harassment
- Policy JE, JE-R, and JE-E regarding student attendance
- Policy JIC, JIC-RA, and JIC-RB regarding student conduct
- Policy JICA and JICA-R regarding student dress
- Policy EE, EEAA, and EEAE regarding student conduct on District vehicles
- Policy JICF and JICF-R regarding negative student group or gang affiliation
- Policy JICFA, JICFA-R, JICFA-EA, and JICFA-EB regarding hazing
- Policy JICK, JICK-R, JICK-EA, and JICK-EB regarding bullying
- Policy JICG and JICG-R regarding tobacco use by students
- Policy JICH and JICH-R regarding drug/alcohol use by students
- Policy JICI regarding dangerous instruments and deadly weapons in school
- Policy JK and JKD regarding student suspension/expulsion/due-process rights
- Policy ACAA and ACAA-R regarding Title IX- Sexual Harassment

By your signatures below (parents will be signing electronically), you are affirming that:

- You and your student(s) are aware of and will abide by all GPS Policies and Regulations related to appropriate student behavior and expectations.
- You and your student(s) are in receipt of and/or have been notified of electronic access to the [GPS Student Handbook](#). The Handbook can be accessed at www.gilbertschools.net via each of the school’s websites.
- You and your student(s) will abide by the [GPS Use of Technology Resources Student Acceptable Use Agreement](#) (IJNDB-EA and IJNDB-EC)
- If the student is found in violation of GPS Policies, he/she may be disciplined, which could include being suspended or expelled from school.
- I am aware that Gilbert Public Schools provides our students and teachers with numerous digital tools and systems to facilitate teaching and learning. These digital tools and systems include Google’s G Suite for Education, for word processing, spreadsheets and presentation tools, in addition to non-core Google additional services such as YouTube. Video conferencing tools such as (but not limited to) Webex may also be used for remote and online learning.
- If further clarification is needed, you should contact the school principal.

Parents will be signing electronically.

BELL SCHEDULES



HIGH SCHOOLS	M, T, TH, F	7:30 – 2:20
	WEDNESDAYS	7:30 – 1:20
	*HALF-DAYS	7:30 – 11:20
	<i>*8/31/22, 9/30/22 10/26/22, 12/19/22, 12/20/22, 1/25/23, 3/1/23, 3/10/23, 5/24/23, 5/25/23</i>	
ELEMENTARY SCHOOLS	M, T, TH, F	8:10 – 2:55
	WEDNESDAYS	8:10 – 1:55
	*HALF-DAYS	8:10 – 11:55
	<i>*8/31/22, 9/22/22, 9/23/22, 9/30/22, 10/26/22, 12/20/22, 1/25/23, 3/1/23, 3/10/23, 5/25/23</i>	
PERFORMANCE ACADEMY	M- F (no early releases)	7:30 - 12:30
JUNIOR HIGH SCHOOLS	M, T, TH, F	8:40 – 3:30
	WEDNESDAYS	8:40 – 2:30
	*HALF-DAYS	8:40 – 12:30
	<i>*same dates as H.S.</i>	
CANYON VALLEY H.S. (A.M.)	M, T, TH, F	7:15 – 11:11
	WEDNESDAYS	7:15 – 10:11
	*HALF-DAYS	7:15 – 9:15
<i>*same dates as H.S.</i>		
CANYON VALLEY H.S. (P.M.)	M, T, TH, F	11:36 – 3:32
	WEDNESDAYS	11:36 – 2:32
	*HALF-DAYS	9:30 – 11:30
<i>*same dates as H.S.</i>		
CANYON VALLEY JR HIGH	M, T, TH, F	8:30 – 2:30
	WEDNESDAYS	8:30 – 2:00
	*HALF-DAYS	8:30 – 12:30
	<i>*same dates as H.S.</i>	

GILBERT PUBLIC SCHOOLS

2022-2023 SCHOOL CALENDAR

JULY 2022						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST 2022						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER 2022						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

OCTOBER 2022						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DECEMBER 2022						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JULY 2022	
4	Independence Day (Observed)
18, 21	18th New Teachers Start, 21st Returning Teachers Start
26	First Day of School (Full Day)
27	Early Release (1 hour)

AUGUST 2022	
3,10,17,24	Early Release (1 hour)
31	1/2 day K-12

SEPTEMBER 2022	
5	Labor Day (Holiday)
22, 23	Parent Teacher Conferences 1/2 day for K-6
7,14,21,28	Early Release (1 hour)
30	Grading Day, 1/2 day K-12

OCTOBER 2022	
3-14	Fall Break (No School)
17	School Resumes
19	Early Release (1 hour)
26	1/2 day K-12

NOVEMBER 2022	
11	Veteran's Day (Holiday)
23-25	Thanksgiving (Holiday)
2,9,16,30	Early Release (1 hour)

DECEMBER 2022	
19	End of Semester, 1/2 day 7-12
20	End of Semester, 1/2 day K-12
21-30	Winter Break (No School)
7, 14	Early Release (1 hour)

JANUARY 2023	
2-3	Winter Break (No School)
4	School Resumes (one hour early release)
4, 11, 18	Early Release (1 hour)
16	Martin Luther King Day (Holiday)
25	1/2 day K-12

FEBRUARY 2023	
20	President's Day (Holiday)
1,8,15,22	Early Release (1 hour)

MARCH 2023	
1	1/2 day K-12
8, 29	Early Release (1 hour)
10	Grading Day, 1/2 day K-12
13-24	Spring Break
27	School Resumes

APRIL 2023	
7	Spring Holiday (No School)
5,12,19,26	Early Release (1 hour)

MAY 2023	
24	1/2 day Junior High & High, K-6 Early Release (1 hour)
25	Last Day for Students, 1/2 day K-12
26	Last Day for Teachers
29	Memorial Day (Holiday)
3, 10, 17	Early Release (1 hour)

JUNE 5-JUNE 30, 2023 – Summer School

JANUARY 2023						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

MARCH 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL 2023						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY 2023						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE 2023						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

GILBERT PUBLIC SCHOOLS
140 S. Gilbert Rd.
Gilbert, Arizona 85296
480-497-3300

1st Semester – 91 Days
2nd Semester – 89 Days
Total – 180 Days
Revised 06/23/22

www.gilbertschools.net

Enroll online today at gilbertschools.net/enroll

Elementary School Information

[Ashland Ranch Elementary](#)

1945 S. Ashland Ranch Rd. Gilbert, AZ 85295
Ms. Suzanne Carlson, Principal
(480) 917-9900

[Augusta Ranch Elementary](#)

9430 E. Neville Ave. Mesa, AZ 85209
Mrs. Terrie Barnes, Principal
(480) 635-2011

[Boulder Creek Elementary](#)

8045 E. Portobello Ave. Mesa, AZ 85212
Mr. Jim Leeper, Principal
(480) 507-1404

[Burk Elementary](#)

545 N. Burk St. Gilbert, AZ 85234
Mr. Brad Paes, Principal
(480) 926-3816

[Canyon Rim Elementary](#)

3045 S. Canyon Rim, Mesa, AZ 85212
Mr. Joseph Lopat, Principal
(480) 984-3216

[Carol Rae Ranch Elementary](#)

3777 E. Houston Ave. Gilbert AZ 85234
Mr. Chris Birgen, Principal
(480) 507-1359

[Finley Farms Elementary](#)

375 S. Columbus Dr. Gilbert, AZ 85296
Ms. Tracy Smith, Principal
(480) 507-1624

[Gilbert Elementary](#)

175 W. Elliot Rd. Gilbert, AZ 85233
Mr. Justin Sremba, Principal
(480) 892-8624

[Greenfield Elementary](#)

2550 E. Elliot Rd. Gilbert, AZ 85234
Ms. Julie Oster, Principal
(480) 892-2801

[Harris Elementary](#)

1820 S. Harris Dr. Mesa, AZ 85204
Mr. Bill Roth, Principal
(480) 545-7060

[Highland Park Elementary](#)

230 N. Cole Dr. Gilbert, AZ 85234
Mr. Jason Failla, Principal
(480) 832-3034

[Islands Elementary](#)

245 S. McQueen Rd. Gilbert AZ 85233
Mr. Sam Valles, Principal
(480) 497-0742

[Meridian Elementary](#)

3900 S. Mountain Rd. Mesa, AZ 85212
Mr. Christopher Stroud, Principal
(480) 497-4032

[Mesquite Elementary](#)

1000 E. Mesquite St. Gilbert, AZ 85296
Mrs. Dawn Koberstein, Principal
(480) 813-1240

[Neely Traditional Academy](#)

500 E. Houston Ave. Gilbert, AZ 85234
Mrs. Jennifer Greene, Principal
(480) 892-2805

[Oak Tree Elementary](#)

505 W. Houston Ave. Gilbert, AZ 85233
Mr. Dale Lunt, Principal
(480) 632-4785

[Patterson Elementary](#)

1211 E. Guadalupe Rd. Gilbert AZ 85234
Mr. Lucas Blackburn, Principal
(480) 892-2803

[Playa Del Rey Elementary](#)

550 N. Horne St. Gilbert, AZ 85233
Mrs. Amber Bickes, Principal
(480) 892-7810

[Pioneer Elementary](#)

1535 N. Greenfield Rd. Gilbert, AZ 85234
Ms. Mallory Miller, Principal
(480) 892-2022

[Quartz Hill Elementary](#)

3680 S. Quartz St. Gilbert, AZ 85297
Dr. Joan Henry, Principal
(480) 855-5732

[Settler's Point Elementary](#)

423 E. Settlers Point Dr. Gilbert, AZ 85296
Mr. Robert Bircher, Principal
(480) 507-1481

[Sonoma Ranch Elementary](#)

601 N. Key Biscayne Dr. Gilbert, AZ 85234
Mr. Colin Kelly, Principal
(480) 497-9343

[Spectrum Elementary](#)

2846 S. Spectrum Way Gilbert AZ, 85295
Mr. Scott Thomas Principal
(480) 917-0117

[Superstition Springs Elementary](#)

7125 E. Monterey Ave. Mesa, AZ 85209
Dr. Tim Moses, Principal
(480) 641-6413

[Towne Meadows Elementary](#)

1101 N. Recker Rd. Gilbert, AZ 85234
Mr. Chip Pettit, Principal
(480) 854-1545

[Val Vista Lakes Elementary](#)

1030 N. Blue Grotto Dr. Gilbert, AZ 85234
Mr. Patrick Miller, Principal
(480) 926-6301

[GPS Global Academy](#)

55 N. Greenfield Rd. Gilbert, AZ 85234
Mrs. Mary Longnion, Principal
(480) 507-1476

[Other Important Contact Information](#)

Dr. Shane McCord
Superintendent
140 S. Gilbert Rd. Gilbert, AZ 85296
(480) 497-3342

Mr. Jason Martin
Assistant Superintendent of Elementary Education
140 S. Gilbert Rd. Gilbert, AZ 85296
(480) 497-3344

Getting To and From School

District Policy [JIC-RA](#) speaks of student conduct before, after and during school.

Walking To and From School

- Students should arrive at school no earlier than the designated time set by the school. Please visit the school websites for specific times, as there is no supervision on school grounds until the designated time set.
- Students should consider walking to school with others to enhance safety.
- Students should walk on the sidewalk at all times. If there is no sidewalk, students should safely use walkable areas on the side of the road that faces oncoming traffic.
- Students should always use the designated crosswalks.
- Students should never cross between parked cars.
- Students should leave the school grounds immediately after dismissal unless they are taking part in an organized after-school activity.
- Parents should inform the office and teacher as soon as possible if the student will be changing his/her regular means of coming to or from school.

Bicycles/Scooters/Rollerblades/Other To and From School

With parental permission, students may ride their bikes/scooters/rollerblades/other to school. Parents who want their student to ride a bicycle to school should ensure that the student is aware of and responsible to follow the rules when riding a bike to school. The rules listed below should be followed for students who ride to school:

- Helmets are strongly encouraged.
- Start early enough to ensure on time arrival.
- Students should consider biking to school with others to enhance safety.
- Use only designated crosswalks to cross the street and walk the bicycle across the street.
- Rollerblades/other must be stored in the student's backpack upon arrival to school.
- Upon reaching the school grounds, walk the bike or scooter to the designated storage area.
- Lock the bike or scooter. The school is not responsible for damage or loss of students' bikes or scooters.
- Skateboards and shoes with wheels (Heelys) are **not** allowed.
- Motorized devices/scooters or hoverboards are **not** allowed.
- Notwithstanding the above, a principal may alter the above guidelines because of a localized safety situation.

Student Drop Off and Pick Up

- Parents should drop off and pick up their children in the designated area on campus.
- Vehicles must not block driveways, student crosswalks, or parking places.
- Parents should be orderly and mannerly when picking up their children.

Bus Transportation

- We encourage parents to ensure that the students can recite his/her address, phone number, and the location of his/her bus stop.
- Transportation provided by the District is a privilege. Inappropriate conduct at bus stops, on District vehicles, or in the process of boarding or exiting from a District vehicle, may result in student disciplinary action including, but not limited to, denial of transportation privileges. See GPS Policies [EE](#), [EEAA](#) and [EEAE](#) for further information.
- GPS provides bus transportation for elementary students who live one mile or more from school. For safety reasons, the District encourages parents to supervise their children at the bus stop.
- Drivers are not permitted to drop students at any stop other than the regularly assigned stop unless the principal has given written approval. Students are not allowed to ride a bus other than their assigned bus without a written request from a parent and approval from the principal or principal designee approval. Most buses cannot accommodate additional riders.
- Please check out the [Transportation](#) section of our website for information on the HERE COMES THE BUS app.

Student Registration and Attendance

Regular attendance and punctual arrival at school are two habits that dramatically improve student achievement.

Enrollment in School

New students must provide proper documentation when enrolling. The following documents shall be presented by the student and parent to the school's registrar.

- Birth certificate (or other reliable proof of the student's identity and age, including the student's baptismal certificate, an application for a Social Security number, or original school registration records, *and* an affidavit explaining the inability to provide a copy of the birth certificate or a letter from the authorized representative of an agency having custody of the student [pursuant to statute] certifying that the student has been placed in the custody of the agency as prescribed by law)
- Students must have a complete immunization record per A.R.S.15-872 in order to begin school.
- Verification of domicile with a completed Arizona Residency Documentation Form or an Affidavit of Shared Residence

Any change of a student's address or telephone number requires that the school office be notified in writing. Parents should provide updated work numbers and emergency telephone numbers whenever a change occurs. If the new address changes to outside the school boundaries an [open-enrollment form \(Policy JFB-E\)](#) must be completed within ten school days of the move.

Absences

- Students who are not in school 90% of the school days (18 absences) may be retained. Documentation and successful completion of the grade level is required before a student will be considered for promotion.
- Students who are not in school 90% of the school days in which they have been enrolled, may be reported to [the county](#) as truant. See Policy [JE](#), [JE-R](#), [JE-E](#) and [JHB](#).
- All students should be in class every day unless they are ill. It is very important that the school be notified as soon as possible if a student will be absent. If the school is not called, an automated call will be made to inform you of the absence.
- An excused absence is one in which the parent has notified the school within 24 hours of the student's absence and the school administrator has approved the absence. When a parent knows that the student will be absent for more than one day, one phone call to the school will be sufficient.
- Parents are urged to schedule doctor, dentist, and other appointments for students at times outside the school day. This will reinforce the importance of school and will prevent the student from falling behind in class work.
- When requesting work missed during an absence, please contact the school office before 11 a.m. to provide adequate time for the teacher to prepare materials to be sent home or picked up at the end of the school day.
- ***Any student who has 10 consecutive unexcused absences from school may be withdrawn.*** The parent will be informed, in writing, when this happens. The parent must accompany the student for re-admittance.
- The District will provide appropriate educational opportunities for any student identified as homebound or as having a chronic health condition requiring management on a long-term basis that will affect regular school attendance. See Policy [JHD](#), [JHD-R](#), [JHD-EA](#), [JHD-EB](#), and [JHD-EC](#).

Physical Education Excuses

Physical education (PE) is required of all students. However, a student may be excused from physical education for three consecutive PE classes upon written request from a parent. For any longer period of time, a request from the child's health care provider is required. PE excuses written by parents are received by the child's PE teacher. A health care provider's written excuse should be received through the health office. It may be necessary for a provider's written release for the student to return to PE.

Tardy/Early Departure

A student will not be considered absent if the student is present at least three-quarters of the school day. However, if the student is absent up to one-quarter of the school day, the student will be considered tardy or an early departure.

Signing Students Out

- For the safety and protection of the child, a student will only be released from the classroom before the regular dismissal time when the parent/guardian comes to the office and signs the child out. Students will only be released to persons authorized by the parent/guardian and those individuals specifically listed on the Emergency Information Card.
- For a student to be released to anyone other than those listed on the Emergency Information Card, the school will require specific written authorization from the parent/guardian.
- **Students will not be released early on the basis of a telephone call.**

Attendance in Online Classes

Students who enroll in online classes through their school or GPS Global Academy are required to spend at least 5 hours per week working on each class, per district policy. This will include attending live classes, participating in small groups, and engaging in individual work. For any time students spend working away from the computer, they must log their attendance in Infinite Campus.

If a student does not maintain a 5-hour per week average per class, they may be removed from all online classes and not allowed to re-enroll for the remainder of the school year.

More information can be found in GPS Board Policy [IHBHD](#) and its related Regulation.

Withdrawals and Transfers

If you plan to move, please notify the school at least three days in advance. The school will prepare a withdrawal form and other transfer materials to help the student get started at the new school. To withdraw a student, a parent must contact the attendance specialist for instructions and procedures to be followed. Upon withdrawal, the student shall check in all books and other District property including district owned instruments and Chromebooks through the office of the school that was attended.

Educational Records

Student Records

Parents/guardians have access to their children's school records. School employees observe confidentiality of student records and recognize that only important, factual information should be in permanent records. The Family Educational Rights and Privacy Act (FERPA) regulations broadly define a "record" as "information recorded in any way, including but not limited to, handwriting, print, computer, media, video or audio tape, film, microfilm and microfiche." The term "educational record" is defined as "those records, files, documents, and other materials which...contain information directly related to a student; ...and are maintained by an educational agency or institution or by a person acting for such agency or institution."

More information can be found in GPS Board Policy [JR](#) and related Regulations and Exhibits.

Custody Orders and Parenting Plans

Unless otherwise provided by a court order or law, on reasonable request, both parents are entitled to equal access to information concerning the child's education including school records provided directly by the custodian of the records or from the other parent. A.R.S. 25-403.06(A). **It shall be the responsibility of the parents to provide school officials with a current copy of any custody orders and/or parenting plans. The school will follow the most current valid documents on file.**

In cases in which a person other than the parent has been granted guardianship, the legal guardian shall be responsible for notifying school officials of the conditions of the guardianship and for providing school officials with all pertinent written documentation.

School Operations

Parents may access information regarding the District or the school their children attend, from the District website:

www.gilbertschools.net

Instructional Time

- Each grade level has designated uninterrupted instructional time. During this time, the school protects instructional time by ensuring classes are not interrupted with announcements or messages from home.
- When you have messages, materials, lunch money, etc., please bring them to the school office, and the school will relay these to the classroom.
- Please try to schedule student appointments outside of the instructional day.

Homework

- The purpose of homework is to provide additional practice on previously introduced skills or to enrich classroom experiences. Homework includes completion of daily class work, activities such as brief drills, reading, collecting information, sharing ideas with parents and guardians and providing projects/assignments in which students must utilize their time in creative thought.
- Your child's teacher will provide guidelines for homework.

School Rules

- During the 2022 - 2023 school year, the use of student ID badges will be introduced for safety purposes as well as for students to ride a school bus, purchase breakfast and lunch in the cafeteria, and to use to check out library books. More information will come from schools throughout the fall on this process.
- Follow instructions of all staff members.
- Follow all guidelines established by the school.
- Use appropriate language, voice volume, and behavior (treat others as you would want to be treated).
- Stay in designated areas until dismissed or given permission to leave.
- Use all equipment properly and safely. Take turns, do not put others in danger.
- Stop playing when the bell/whistle sounds and go directly to class or designated area.

Technology

- **Students are discouraged from bringing electronic devices to school (e.g., iPods, MP3 players, tablets, cameras, digital recording devices, electronic games, etc.).**
- **The use of electronic devices and cell phones during the school day is prohibited without specific permission given by a staff member.** This includes use in hallways, restrooms, and all common areas during instructional time. Upon arrival to school, students are to keep their electronic devices off and in backpacks or area designated by principals during each instructional period. Electronic devices will be confiscated from any student found to be out of compliance with this policy and returned at the end of the school day.
- Computer software, DVD's, and other media used in classrooms must comply with Federal regulations. Any media brought to school by students must comply with copyright laws, licensing agreements, and off-air broadcast/taping agreements.
- Any inappropriate use of electronic devices, including, but not limited to, inappropriate photographs, text messaging, audio or video recordings, could result in the **confiscation** of the device until the completion of the disciplinary investigation and consequences, including possible police involvement.
- GPS and its employees are not responsible for any damage, loss, or stolen electronic devices.

AngelSense and Similar Devices

The District is committed to working with parents who have purchased the AngelSense or other personal GPS devices for their child to wear while on school property or during school hours. Parents take full responsibility for equipping their child with the device and it is their responsibility to inform the school if their child is wearing the device to school.

Since the AngelSense device, and other similar devices, has a "Listen-In" feature which allows parents to listen in, in real time, to their child and their child's surroundings, the parent must agree to deactivate this feature by signing a "Listen-In Feature Deactivation Agreement" as provided by AngelSense, or similar document provided by any other company offering a similar device. The parent, school administrator, and the teacher must work collaboratively to set the appropriate schedule for the deactivation of the "Listen-In" feature. The District and school calendars shall be used to establish the deactivation schedule. It should also be noted that the device does not record. The "Listen-In" feature will be completely deactivated during the time the student is in transit (if using school transportation), attending school during regular and after school hours, and during transport home (if using school transportation). The device will also be deactivated during any school related field trips or extracurricular activities sponsored by the District or taking place on District property. The deactivation agreements must be signed by both the parent and the school administrator and receipt acknowledged by AngelSense or other company before the student is allowed to use the AngelSense or other similar device at school.

If a device is found to have its "Listen-In" feature activated during any time defined above, the device shall be turned off and/or confiscated by District staff until such time as the child's parent is able to pick up the device from campus. If a device is found to be in violation of this policy on more than one occasion, the child will no longer be permitted to bring the device to school.

Email users are expected to use Netiquette

- Email accounts will be made available to students while they are enrolled in GPS.
 - High School students will be able to use their GPS e-mail account to email within and outside of the GPS e-mail domain.
 - Jr. High students will ONLY be able to email within the district GPS e-mail domain.
 - Elementary students will be given an email account to ONLY log into their Google for Education accounts. They will NOT be able to send or receive emails.

Refer to Use of Technology Resources in Instruction Policy: [IJNDB](#), [IJNDB-R](#), [IJNDB-EA](#), [IJNDB-EB](#), and [IJNDB-EC](#) for further details.

Digital Citizenship Curriculum

GPS has adopted the [Common Sense Education's K-12 Digital Citizenship Curriculum](#) to be taught at all of our campuses in order to build a positive school culture that supports the safe and responsible use of technology.

School Visits and Volunteers

- **Parents who wish to schedule classroom observations should make an appointment through the principal at least one school day in advance. All non-parent or non-guardian classroom observations must be approved through the District office.** The principal or designated staff member may accompany the classroom observer.
- All visitors to the school campus are required to first sign in at the office to receive and wear a visitor's badge. Unauthorized visitors are prohibited and may be subject to arrest.
- In order to preserve the educational process, visitations will be limited as determined by the principal.
- Volunteers in the classroom or in the school are not allowed to have children accompany them. This policy ensures safety, minimizes classroom interruptions, and promotes full concentration of both students and volunteers/visitors on learning activities.
- Student guests are not allowed to visit or attend school with Gilbert students during school hours.
- See Policy [KI](#) and [KI-R](#), Visitors To School, for more information (also see guidelines on COVID-19).

Emergency Response

The District has procedures in place to handle emergency and crisis situations. All schools conduct regular exercises and drills to practice lockdown and evacuation procedures. To learn more about how GPS responds to emergency situations, please visit the [GPS Safety & Security home page](#). In the event of a civil emergency, the District works closely with the Town of Gilbert and the City of Mesa police and fire departments and emergency managers to assist staff, students and parents in preparing for, responding to, or recovering from a crisis. During a crisis situation, the District will provide updated information on the District's website home page, www.gilbertschools.net and by phone @ 480-497-3333.

GPS Tipline

GPS Tip Line is designed to promote school and student safety and well-being. The Tip Line is designed to provide students and parents with a safe and confidential way to report a threat or potential threat to a student or the school. It is also a means to provide information on other topics which may affect our students, staff, or schools. www.gilbertschools.net/tip

GPS Camera System

Security cameras installed on campuses are used to deter criminal activity, discourage negative behavior in the school, to have live knowledge of who is on the campus, review archived footage, and to give parents and students peace of mind. The district is in the process of installing video surveillance cameras and appropriate signage on all campuses.

Student Injuries

Even with the greatest precautions and the closest supervision, accidents can and do happen at school. Parents need to be aware of this and be prepared for possible medical expenses that may arise should their child be injured at school.

GPS does not provide medical insurance to automatically pay for medical expenses when students are injured at school. This is the responsibility of the parents or legal guardians. GPS does make student medical insurance available to families for individual purchase. Brochures outlining the coverage and premiums are available at the beginning of the school year in the school office.

School Lunch

Breakfast and lunches are available for purchase on all elementary campuses. Students who choose to purchase meals may set up an account and pay online at gilbertschools.net/meals. A la carte items may only be purchased with cash at the register. Students may also bring cash to give to their teacher for their meals account. Deposits online to cafeteria accounts may take up to 24 hours to be recorded. Debit and credit card transactions can only be accepted online at gilbertschools.net/meals.

Breakfast costs \$1.75 and lunch costs \$2.90 for a complete meal including a main entree, sides, fresh fruits and vegetables, milk and/or 100% fruit juice. Students may also bring their lunch from home. Students do not have access to a microwave to warm food from home. Additionally, there are no refrigerators for students to store their lunches. Placing the food items from home in bags and containers which are student friendly is helpful and reduces the assistance they need from staff.

We encourage families to apply for the federal subsidized meal program. This enables students to also be eligible for other programs at a free or reduced rate. To apply online, please visit gilbertschools.net/meals. If your household is approved for free meal eligibility your student will receive one free breakfast and one free lunch combo meal each school day. If your household is approved for reduced meal eligibility your student will receive a full breakfast combo meal for 0.30 and a full lunch combo meal for 0.40 each school day. This is a great benefit to families to help with their food budget and it helps our schools get funding for additional programs.

If your student requires special diet accommodations due to a food allergy, please fill out the special dietary needs form on our [website](#) or request a form from the cafeteria manager or school nutrition services district office. The form is required for any menu substitutions or accommodations due to special dietary needs and must be signed by a recognized medical authority (physician, physician assistant, registered dietitian nutritionist, or nurse practitioner). Alternate meals will be charged the normal rate unless your student qualifies for free and reduced meal benefits. If you need help with a free and reduced meal application or have questions, please contact the nutrition services office at 480-497-3482

All students are asked to cooperate with the cafeteria staff by displaying good manners and keeping the dining area clean. No lunches may be consumed outside the designated area. No food or drink will be allowed within the halls and classrooms, unless prior arrangements have been made with the administration. At the discretion of the administration, backpacks and playground equipment are to be left in designated areas before buying food.

For information regarding the Gilbert Public Schools Nutrition Program, please visit www.gilbertschools.net and click on Services, then choose Nutrition Services from the categories listed or contact us at 480-497-3482.

Food Brought into School

All food brought into the school to share with other students needs to be purchased. This includes treats for birthdays or other celebrations. Purchased items have been prepared in a kitchen licensed by the Maricopa County Department of Health and contains a label listing all of the ingredients found in the food item. This is important as many students have food allergies. Healthy items are encouraged.

Check with your child's school regarding procedures with food delivery services such as Uber Eats, DoorDash, etc. School offices are busy and some food delivery services can take away from the work of office staff. If a school allows this type of service the food must be clearly labeled with the student's name and the food must be ready for the student to eat without additional support from the staff.

Check with your child's school and/or teacher to see if there are additional guidelines around food, snacks, etc.

Field Trips

- Educational field trips are designed to enhance instruction in a class.
- It is the philosophy of the District that all field trips meet its educational objectives.
- Prior to each trip, the teacher shall provide parents with information concerning the purpose and destination of the trip, date, and time of departure and estimated time of return.
- Parental permission slips must be signed by a parent and turned in to the teacher in charge before the trip takes place.

Lost and Found

GPS and its employees are not responsible for lost, damaged, stolen, or unclaimed property. It is recommended that all books and valuable items, such as calculators, purses, wallets, instruments, electronic devices, yearbooks, etc., be carried in a backpack. Lost and found items are kept in a designated area on campus. It is the responsibility of the student or parent to claim all personal items within 15 days.

Photographs and Videotaping Students

On occasion throughout the school year, photographs and/or videotapes may be made of your child for use in District publications, including the District website, and/or an outside media service. In addition, creative and authored works of your child may be displayed or shared with the public. If you do not wish your child to be photographed and/or videotaped or have student works displayed please make sure you check that off when you receive the annual update. After the school year starts, contact the principal for an *Out of Photograph/Videotape Student and Use of Student Works form*.

Service Animals/Animals in Schools

- The District complies with state and federal laws and regulations regarding the use of service animals by individuals with disabilities. See Policies [IMG](#), [IMG-R](#), and [IMG-E](#).
- Animals that are not service animals may only be brought to school and the classroom for educational purposes if students have permission from the school administrator.
- Animals brought to school for educational purposes that are not service animals will not be transported in school buses.

Returned Check Policy

Your check is welcome at all schools in our school system. We recognize that occasionally a parent may inadvertently overdraw a checking account and a check may be returned by your bank. In order to recover these funds in a private and professional manner, we have contracted with Nexcheck, LLC, for collection of returned checks.

Nexcheck 2416 Green Springs Hwy. Birmingham, AL 35209

Telephone: 800-639-2435 Website: www.nexcheck.com

Each person writing a check should write the check on a commercially printed check with your name, address and one phone number on it.

When a check is written payable to “Gilbert Public Schools”, the check writer is giving authorization to electronically debit the check writer’s account in the event the check is unpaid and returned. The amount debited shall be the amount of the returned check plus a \$25 fee, as allowed by law.

State of Arizona Tax Credit for Public Schools

Taxpayers filing an Arizona Tax Return have a unique opportunity to redirect a portion of state tax dollars they already pay to public education. The credit allows an Arizona taxpayer to contribute up to \$200 per individual or \$400 per joint tax return to a public school. This is an excellent way to support your local school with dollars you would otherwise pay in income taxes.

If you are interested, please contact your school for additional information, or visit the Gilbert Public School website at www.gilbertschools.net. Credit card payments are accepted.

Health Information

- Health offices are staffed by health assistants and/or registered nurses. The health office deals with illness and accidents that occur at school. Parents are requested to notify the health office if a student has a health condition that will interfere with their students participation in everyday school activities.
- For the protection of all students, please do not send your child to school when ill.
- Any student with a temperature of 100.4 degrees or more must not attend school. When a student is sent home from school with a fever, the student will not be allowed to return to school until the student is fever-free for a **full 24** hours without the aid of fever-reducing medication. If your child is sent home with any other symptoms, he/she may return to school only if they are **symptom free** for a minimum of 24 hours.
- Parents are requested to keep students home if the following symptoms are present: nausea and vomiting, diarrhea, elevated temperature, yellow or green nasal discharge, red or inflamed eyes, coughing, sore throat, congestion, and skin rash unless it has been diagnosed by a physician as noninfectious,. If any of these symptoms occur while at school, the parent will be contacted and be required to take the student home. It is imperative that parents respond quickly when called to pick up an ill child. Please make sure there are emergency contacts listed should you not be able to pick up your child in a timely manner.
- Students who have had surgery or recent hospitalization should have a doctor's note to return the student to school and participate in PE. Contact the health office for further information. Students who must use crutches, walker or a knee scooter on a short-term basis must have a written doctor's note for its use at school after the initial 72 hours

Screenings

Screenings for vision and hearing, are performed by the Health Services staff on scheduled grade levels during the school year. If you choose to not have your student screened please provide a statement in writing to your campus Health Office staff.

Immunizations

No student will be allowed to enroll in school without submitting documentary proof of receipt of vaccinations as prescribed by A.R.S. 36-672 unless the student is exempted under A.R.S. 15-873. A student may be admitted if the student has received at least one dose of each of the required immunizations and has established a schedule for completion of required immunizations. See A.R.S. 15-872 for more information.

Medication

- Health office personnel may administer over-the-counter and prescription medication in the school setting in accordance with specific regulations from the Governing Board Policy.
- **All medication must be brought to the health office by a parent and picked up from the health office by a parent, not by a student. No student may carry any medication on campus. The only exceptions would be in the case of inhalers, emergency epinephrine and emergency glucagon but ONLY with appropriate paperwork on file with the school nurse and a proper pharmacy label attached to medication pursuant to Policy [JLCD](#). Special clearance must be given prior to the student carrying this medication on their person.**
- Medication must be in the original prescription container labeled by the pharmacist or in the original factory container with all warnings and directions intact. **Medications in envelopes, foil, or baggies will not be accepted or administered.** Only medications needed to treat an existing ailment are stored in the health office. Please see District Policy [JLCD-R](#) for further information.
- The school must have written permission from the parent for the medication to be administered at school. In cases where the medication is prescribed by a physician, the physician will need to fill out an order form. Please contact your school's health office for the appropriate paperwork.
- If a student requires medication on a field trip, the procedures for taking medication on a field trip must be followed.
- Narcotic Pain medication, CBD oil and medical marijuana will not be given in the Health Office (A.R.S) 15-108

Emergency Contact Information

Parents must make arrangements for an adult to pick up a child who is ill. For your child's protection, please update your child's emergency contacts as soon as changes occur. This can be done online through the Parent Portal. In this way, we are assured that your child is safely released to the person(s) you designate.

Student Support and Prevention Programs

Gilbert Public Schools believes that positive school environments encourage social and emotional learning significantly which impacts the academic achievement and success of our students.

Elementary students are offered opportunities to participate in classes and schoolwide activities that focus on life skills training, bully prevention, healthy coping and decision making strategies, substance use education, and other prevention related activities.

Providing comprehensive social emotional learning supports and mental health resources are vital to Gilbert Public Schools' prevention program. Social workers are assigned to the elementary schools, providing specialized services to students and their families. School social workers bring specialized knowledge and skills to the District, and are an integral part of the student services support teams. They are instrumental in supporting the District's mission for student success while collaborating with the home, school and the community.

The following link provides further information regarding the District's student support services and prevention program resources.

www.gilbertschools.net/wellness

Teaching and Learning

Curriculum

GPS has designed a curriculum based upon the Arizona Academic Standards, which identify specific objectives in the following subject areas: English language arts, history and social sciences, mathematics, science, health, music, physical education, and art. Descriptions of curriculum focus for each grade are available at www.gilbertschools.net (click on the Academics, then on Elementary Curriculum).

GPS Global Academy and Online Learning

GPS Global Academy offers an online option for all students, grades kindergarten through 12. Students will complete classes online while meeting virtually with their class to participate in online group lessons, engage in discussions with other students, and receive small-group and individualized support from the teacher. At GPS Global Academy, students can take their core classes as well as electives online. Visit our website at <http://www.gilbertschools.net/global> for more information.

Traditional Classrooms

Neely Traditional Academy and campuses with traditional classrooms, currently Canyon Rim Elementary and Spectrum, offer a curriculum that may deviate from the regular elementary curriculum by using traditional resources that are still aligned to the Arizona Academic Standards.

Accelerated K-6 Classrooms

Accelerated K-6 math concepts are taught one grade level above, and other content areas focus on the instruction of grade-level standards at an accelerated rate while enriching students with skills and concepts.

Assessment of Learning

It is the belief of GPS that an open line of communication between home and school should be maintained to increase the likelihood of student growth and success. In order to ensure that students are being challenged academically, their performance is assessed continuously using a variety of measures:

- Students in kindergarten will be assessed quarterly in foundational reading skills and numeracy.
- Students in grades K through 3 will be assessed three times per year in reading and math using universal screeners to assess their risk of not meeting grade level standards by the end of the school year.
- Students in grades 3 through 6 will be assessed three times per year (beginning, mid-, and end of year) in English language arts and mathematics at the district-level.
- Students in grades 3 through 6 will be assessed each spring in the areas of English language arts and mathematics at the state level.
- Students in grade 5 will be assessed each spring in science at the state level.

Grading Practices and Report Cards

- Families have access to their child's grades via an online grade reporting system, Infinite Campus. Teachers update grades on a **weekly** basis by subject-area. Families are encouraged to check their child's progress regularly, through the parent portal or through an application for smartphones.
- A report card's primary function is to communicate information to families about their child's quarterly level of proficiency in regard to learning objectives and standards in each curriculum area. Performance levels or grades represent the degree of progress toward mastery of learning objectives rather than a comparison of achievement to other students.
- Standards-based Grading and Reporting are utilized for students in grades kindergarten through six.
- The Standards-Based Mindset ensures that grading practices will be supportive of student learning, and that grades will be based on a body of evidence aligned to academic standards. It also ensures that students have multiple opportunities to demonstrate proficiency and receive scaffolding and support as appropriate.
- Traditional and Summit classrooms will utilize Achievement Letter Grades (A-F).. Traditional programs exist at Neely Traditional Academy and designated Traditional classrooms at Canyon Rim and Spectrum Elementary Schools. Summit Personalized Learning Platform programs exist at Highland Park (grades 4-6) and Towne Meadows (grade 6) Elementary Schools and the Performance Academy at Mesquite Elementary.
- Grades and report card information can be found through the District website, [Infinite Campus Parent Portal](#) website link.

Parent Conferences

- Parent/teacher conferences are a time to talk about areas that are strengths for the student as well as the areas in which improvement is needed. The conference time allows parents and educators an opportunity to plan and work together so that the child can benefit the most from his or her educational experience. It will help the teacher if parents come to the conference prepared with a list of questions/comments/concerns regarding their child's progress. By doing this, the teacher can specially address areas of concern.
- Parents who would like to talk with their child's teacher during non-scheduled conference times should call to schedule a conference.
- Conference dates can be found on the District calendar.
- **Concerns are best addressed at school with the teacher and principal.**

Promotion and Retention

All students are promoted based upon successful completion of prescribed curriculum and adherence to the 90% District attendance policy. See GPS Policies [IKE](#), [IKE-RA](#), and [IKE-RB](#).

The District standards that students are expected to demonstrate mastery in English Language arts, mathematics, and science for promotion are identified in Arizona's state assessment, AASA (ELA and math), and AzSCI (Science). In addition to these standards, test scores, grades, teacher-principal recommendations, attendance, and other pertinent data will be used to determine promotion.

Retention of students is a process that is followed when the professional staff, in consultation with the parent, determines it to be in the best interest of the student. Though primary grades are suggested as the most appropriate time, retention may be considered at any grade level.

When circumstances indicate that retention is in the best interest of the student, the student will have individual consideration, and decisions will be made only after a careful study of facts relating to all phases of the student's growth and development. A decision should be based on sufficient data collected over a period of time and motivated by a desire to place students in school programs where they will be the most successful.

If a parent chooses not to accept a decision of the teacher, in accordance with A.R.S. 15-342(11), the parent may request in writing that the Governing Board review the teacher's decision. The Governing Board may review the teacher's decision and may decide to overrule that decision. In addition to the above, such decisions, when applied to students enrolled in special education, shall be on a case-by-case basis, consistent with the student's individualized education plan (IEP).

Pursuant to A.R.S. 15-701, a student may not be promoted to the fourth grade if the pupil falls into the bottom 3% of minimally proficient on the reading portion of AASA or another reading assessment designated by the Teaching and Learning Department. A student may not be retained if data regarding the student's performance on the AASA or a successor test is not available prior to the following academic year. If a student is not retained due to the unavailability of the test data and is later shown that the student's reading performance falls in the bottom 3% of Minimally Proficient, the student must receive intensive reading intervention during the student's fourth grade year. A student may be promoted if one of the following exemptions exist: (1) students who are English Learners or Limited English Proficiency as defined in section 15-751 and have had fewer than two years of English language instruction; (2) a student with a disability if the IEP team and the parent agree that promotion is appropriate based on the student's IEP; (3) a student who is in the process of a special education referral or evaluation for placement in special education; or (4) a student who has been diagnosed as having a significant reading impairment, including dyslexia.

Classroom Teacher Assignment

GPS wants to provide the optimum learning environment for your child. Classroom teacher assignments are the responsibility of the principal.

Students with Disabilities

Special Education is available to students who are identified with a disability as indicated under the Individuals with Disabilities Education Act (IDEA) and require specially designed instruction. The Individualized Education Program (IEP) is a written program that outlines the special education services the student will receive. A continuum of services is available based on the needs of the student.

CHILD FIND

Child Find is a component of the IDEA. Child Find is the District's ongoing obligation to locate, identify, and evaluate all children with disabilities, aged birth through twenty-one (21), who are located within the District's geographical boundaries who are in need of early intervention or special education services.

- Early intervention support and services assist families of eligible children by providing children ages birth to three (3) years the support and services to achieve desired outcomes related to the children's needs. In Arizona, early intervention services are provided through the Arizona Early Intervention Program (or AzEIP). Contact AzEIP at 602-532-9960 or complete an online referral at www.azdes.gov/azeip if you have a child 0-3 years of age that you suspect may have a disability. You may also contact the Special Education Preschool Office (480-497-3471) for further assistance.
- Child Find Screenings are provided for District Preschoolers. If you have a child 3-5 years of age that you are concerned may have a delay in development, and you live within the GPS boundaries, visit www.gilbertschools.net/advantage for screening information.
- Special education services for school-age children in Kindergarten through the age of 21 provide specialized instruction and services to assist children in the education environment. Contact your local school if you have a school age student that you suspect may have a disability.
- More information regarding the special education services that are available to students with disabilities can be found in GPS Board Policy [IHB](#) and its related Regulation and Exhibits.

STUDENTS WITH DISABILITIES COVERED BY SECTION 504

- Section 504 of the Rehabilitation Act is a civil rights statute that prohibits discrimination against students with disabilities in any of the District's programs or activities.
- A student is protected by Section 504 if he/she has or has had a physical or mental impairment that substantially limits a major life activity, has a record of such impairment or is regarded as disabled by others.
- The District will identify, evaluate, and provide a free appropriate public education to all qualifying students with disabilities under Section 504. The District will also ensure that no otherwise qualified individual with disabilities, shall solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any District program or activity.
- If you believe that your child has a disability that would qualify him or her for Section 504 protections, contact the Section 504 coordinator on your child's campus.
- More information about Section 504 can be found in Policy [IHBA](#) and its related Regulation and Exhibits.

Compliance Officer for Section 504- Director of Special Education 480-497-3300 ext 377

NON-DISCRIMINATION AND NON-RETALIATION

The District prohibits unlawful discrimination and harassment. The District will promptly investigate allegations of discrimination and discipline individuals involved in incidents of harassing or discriminatory conduct as violations of its Equal Educational Opportunities Policies.

The District prohibits unlawful retaliation against any individual on the basis that the individual opposed any act or practice that is unlawful under non-discrimination laws or because that individual made a charge, testified, assisted or participated in any manner in an investigation, proceeding or hearing relating to non-discrimination laws.

More information can be found in GPS Board Policy [JB](#) and its related Regulations and Exhibits. If you believe your child has been discriminated against or harassed, please contact the designated administrator at your child's school or the District's Compliance Officer at 480-497-3421.

Additional Programs for Students

Advantage Preschool

Advantage Preschool is a preschool program in which three-to-five year old preschoolers with and without special needs grow and learn together. The curriculum is developmentally-appropriate, focusing on hands-on learning in all areas of development. Special needs students may enroll following a determination of their eligibility for special education services, and attend four days per week, at no cost to the parents. Typically developing, non-special need students, pay tuition to participate and attend three or four days per week.

For additional information regarding enrollment, please visit at www.gilbertschools.net/advantage or call the District Preschool Office at 480-497-3461.

Kindergarten Prep

Kindergarten Prep is designed to give your child a jumpstart on becoming a prepared and eager learner ready for the rigors of Kindergarten! Due to the length of the sessions, and amount of days per week, a four year old child that is ready to focus and sit a little longer than average, is a student that would be the most successful. Kindergarten Prep teachings are aligned with the Arizona Department of Education Early Learning Standards, and supplemented with Handwriting Without Tears, and Foundations.

For more information about our Traditional and Conventional programs, with part time and full day options, and to register, please visit www.gilbertschools.net/kprep or call 480-497-3461.

Building Blocks

GPS Community Education offers Building Blocks, a full day preschool program. A focus on building a foundation for academic success, the Building Blocks programs provide an extraordinary opportunity for 3, 4, and young 5 year olds to get a jump start on learning and develop a love for school. The curriculum uses a thematic based approach, introducing letters and numbers each week. The students engage, discover, and experience what it means to be a student in GPS.

Building Blocks 3's

This program is the first block in building a foundation of academic success. Students will engage in a specifically designed curriculum based program. Utilizing circle time, students will be introduced to letters, numbers, colors, days of the week, months, and weather. Using the small group setting, 3 year olds will complete four learning centers in art, science, cooking, writing, and fine motor skills before attending recess, lunch and rest time. After rest time, students will engage in four more centers before concluding the school day with snack time and entering into structured based play with a focus on socialization.

Building Blocks 4's

In this second building block for academic success, 4 and young 5 year olds will continue where the 3 year olds left off. Ramping up the curriculum, students continue to master letters, numbers, colors, calendar, writing names, addresses, phone numbers, and begin preparation for reading readiness. Socialization and building friendships will also continue during the before and after school day schedule. Upon completion of the Kindercamp Program, students will have the foundation in place to enter Kindergarten with the tools, experiences, and passion for learning to have academic success now and well into the future.

Gifted Services

Gifted services for kindergarten through sixth grade students include pullout, the gifted cluster model, and a self-contained gifted program.

Pullout

Gifted pullout is an enriched and accelerated program to service the needs of academically gifted students. This model provides instruction in math and ELA at elementary campuses and is designed for gifted students to incorporate both cognitive and affective gifted strategies with full inclusion of the state standards. The pace of instruction is quick, with discussions probing for breadth and depth as well as precision and clarity. Students are encouraged to problem solve, think critically and creatively, so learners can reach their potential for achievement.

The Gifted Cluster Model

Gifted cluster is a model in which several students with similar exceptional learning needs are placed in the same mixed-ability classrooms. One or two teachers per grade level have a group of gifted students in their classrooms, and those teachers are responsible for providing appropriate differentiation opportunities for their gifted students. The district provides training, planning, and resources to gifted cluster teachers.

Self-contained Gifted Program, 4th, 5th and 6th Grade

The Self-contained Gifted Program provides an all-day differentiated learning experience addressing the individual needs of highly gifted students. Students will be with other highly gifted peers for all core content areas (math, reading, writing, social studies and science). They will participate in grade level special area instruction and are included in all grade level activities, field trips and lunch. The Self-contained Gifted Program currently has a 4th, 5th, and 6th grade classroom at Towne Meadows Elementary School.

Highlights of Self-Contained Gifted Program:

- Project-based
- Problem-based
- STEM
- Lego Robotics
- Socratic Questioning
- Social Emotional Curriculum
- Cross-curricular
- Technology based
- Enrichment and Acceleration
- Language Arts (instruction is offered using College of William & Mary curriculum from the Center For Gifted Education and Michael Clay Thompson)

Referral for gifted evaluation can be made by parents. Students are identified for gifted services by achieving a certain level on a state approved cognitive abilities test. For further information regarding GPS Gifted Services, please view the Gifted Education website at www.gilbertschools.net (select *Academics*, then *Gifted Education*).

English Language Learner Program (ELL)

The English Language Learner Program serves second language learners who need assistance in learning English. Arizona law requires that children with a home language other than English be assessed for proficiency in listening, reading, writing, and speaking. Following parent notification, students who are identified as second language learners may receive various forms of instructional support in English acquisition.

For additional information, please visit: www.gilbertschools.net and click on Academics, then English Language Learner (ELL) or contact the GPS ELL Coordinator at 480-497-2138.

Accelerated Program

Accelerated K-6 math concepts are taught one grade level above, and other content areas focuses on the instruction of grade-level standards at an accelerated rate while enriching students with skills and concepts. that are a grade level above. Accelerated students will learn the necessary skills to develop at an accelerated pace to help them transition successfully to honors-level courses in junior high and high school. Acceleration is a classroom option at five elementary schools including --Highland Park, Meridian, Playa del Rey, Quartz Hill, and Val Vista Lakes.

Dual Language Program

Gilbert Elementary School offers parents the unique opportunity to enroll their children in a Spanish dual language program in Kindergarten through 6th Grade. This program allows students the advantage of learning their grade level content in two languages, English and Spanish. The focus of the program is to develop culturally responsive, active learners who are intellectually challenged and engaged.

Program Structure:

Participants in this program include both English native speakers and Spanish native speakers. The goal is for all students to learn both languages with native-like fluency. Instruction is presented 50% of the time in English and 50% of the time in Spanish.

Program Goals:

- Cognitive - DL students will perform as well or better than their non-DL peers on English and Math standardized tests.
- Cultural Competence - DL students will gain a deeper awareness and appreciation for other cultures and people.
- Linguistic - DL students will develop high levels of proficiency in a 2nd language (listening, speaking, reading and writing)
- Economic Access - DL students will be prepared for full participation in the global economy

For more information about the Dual Language Program, please contact Gilbert Elementary School at (480) 892-8624

Performance Academy

Mesquite Elementary School offers the Performance Academy, a unique educational format for students to learn in a flexible learning platform and schedule. Enrollment is open to students in fourth through sixth grades. Students do not need to live within Mesquite Elementary or Gilbert Public Schools boundaries to attend the Performance Academy. This program allows students the advantage of learning their grade level content in a flexible and abbreviated schedule in order to pursue their athletic and performing arts goals. The focus of the program is to develop active learners who are intellectually challenged and engaged in their academics while still pursuing outside passions.

Program Structure:

Participants in this program include students involved in athletics or performing arts to experience everything a school has to offer while still maintaining their training and competitive schedule. The goal is for the development of the whole child and to ensure a strong academic foundation for all while actively working with each student's needs. Instruction is presented in a blended learning format with students working with a certified teacher, gaining knowledge online and applying knowledge in project based learning scenarios with peers.

Students can access the Sports Enrichment Program provided by partner facility Bell Bank Park, part of Legacy Sports USA, or they can attend another athletic or performing arts facility of their choice. Transportation is provided by GPS only for those students registered in the Legacy Sports USA Sports Enrichment Program.

Students' instructional time spans from 7:15 - 12:15 before lunch. On days a student does not have training, they may stay at school until 2:30 to continue working during "office hours" with the teacher.

Program Goals:

- Personalization - PA students will experience personalized learning including the opportunity for acceleration and selection of electives to develop multiple interests.
- Flexibility - PA students will have schedules designed uniquely for them in order to meet their training and competition schedules while maintaining their academic goals.
- Socialization - PA students will have the opportunity with their peers to work collaboratively on real world performance based learning challenges
- Mentorship - PA Students will work one on one with a mentor to track personal progress and develop goals.

Traditional Program

Neely Traditional Academy, Spectrum Elementary (PreK-6th, school-within-a-school) and Canyon Rim (PreK-6th, school-within-a-school) offer parents the opportunity to enroll in the traditional model Kindergarten through 6th grade. Our program will provide a rigorous educational experience, with high expectations for all students in academic achievement, music and art performance, physical education, and technology, with a focus on character development.

Program Structure:

Students in this program will engage in the traditional instructional model in Reading and Math. The Spalding method teaches comprehensive, spelling, writing and reading with phonics. Math instruction utilizes Saxon Math which is a program that develops deep mastery of math skills and concepts through instruction that builds on prior knowledge through an incremental, distribution, and cumulative approach. The curriculum will be complemented with the inclusion of critical thinking, cooperative learning, higher level thinking involving application of 21st Century skills in real world situations, creativity, and enrichment, in the areas of Science, Social Studies, Art, Computers, Music, and PE.

Program Goals:

Traditional students will:

- Acquire foundational skills to be successful in their future education and career.
- Academically achieve proficient or highly proficient with advanced levels in reading, writing and math.
- Demonstrate proficiency in critical thinking, creativity, and group collaboration.
- Demonstrate good character, confidence, motivation and determination to be successful in any endeavor of their choice.

Gilbert Public Schools Community Education

Community Education offers programs and classes for all children preschool through high school, including programs for before and after school and summer camps. For tuition, information and registration for ALL programs go to www.gilbertschools.net and choose Programs and then choose the program you are interested in. We are proud to offer enrichment opportunities that accomplish two major goals: reinforcing the excellent educational programming at Gilbert Public Schools and encouraging personal growth by cultivating life skills, strong relationships and a sense of self worth.

During the school year programs: VIK, GPS Enrichment, Kindergarten Prep, Toybox, and Building Blocks.

Summer programs: GPS Enrichment, VIK Club, Building Blocks and the Zone Summer Camps

VIK (Very Important Kids)

The VIK Club is Gilbert Public School's Before and After school child care program that is offered at all elementary locations (dependent upon enrollment). VIK is a licensed, safe, fun-filled extended learning program for children in kindergarten through 6th grade.

Student Code of Conduct

Behavior Philosophy

- Good conduct in the school is of primary importance to both school staff members and parents. The maintenance of orderly conduct of students is necessary in every school situation to ensure health and safety of all and to maximize learning.
- The District's fundamental philosophical basis of good conduct is that students are responsible for their own actions and are expected to show respect and consideration for the rights of others. These expectations are the basis upon which our conduct codes are formulated.
- Arizona law authorizes school employees to act "in loco parentis" (in place of parents). Therefore, all students are subject to the authority of all faculty and staff members during the regular school day and while attending any school function. The regular school day includes the time of travel to and from the student's residence. Any student who is insubordinate or disrespectful to any faculty or staff member or who violates generally accepted rules of good citizenship and behavior will be referred to the office. **Students must comply with reasonable requests made by faculty, staff and administration.**
- Students who do not adhere to appropriate behavior are subject to both District and school discipline policies.

Scope of the District's Authority

Policies and regulations pertaining to student code of conduct are extended to include, but not limited to:

- District property
- School campuses
- Going to and from school
- At or near school bus stops and in District vehicles
- Off campus during the normal school day, including release periods
- At school events, whether held on or off campus
- Any other circumstances where the District may lawfully exercise jurisdiction over student conduct.

Discipline Procedures

The Governing Board is authorized to discipline students, and impose suspensions or expulsions upon students who engage in conduct that interferes with the District's responsibility to educate students. For further information, please refer to Regulation JIC-RB and Policy [JKD](#).

To ensure fairness, a student whose conduct may warrant suspension or expulsion shall be provided with appropriate due process. Appropriate due process shall include notice and an opportunity to be heard. The particular form of due process required shall depend upon the gravity of the situation and the type of discipline invoked. Unless an emergency situation exists, due process shall be provided prior to the imposition of a suspension or expulsion.

School Officials are not required to initiate or complete due process procedures prior to notifying law enforcement officers. If law enforcement officers are notified, parents will be contacted by administration, unless the police direct otherwise. **Any action taken by law enforcement officers will be separate from disciplinary action taken by the District.**

It is the responsibility of the school administration to make an effort to act on behalf of parents in their absence with respect to interrogations by law enforcement officials, except in cases of suspected child abuse/neglect or as otherwise limited by order of law enforcement officials.

If a law enforcement officer requests to interview a student, the school administrator shall be notified and an attempt will be made to contact the student's parent(s). If the interview is held at the school, a school administrator will be present unless the law enforcement officer does not want the school administrator to be present. In these cases, the law enforcement officer should complete the Form for Signature of Interviewing Authority. If the parent(s) cannot be reached, the law enforcement officer will be requested to contact the parent(s) following the interview. For more information please refer to GPS Policy [JIH](#) and [JIH-E](#).

There may be times when a law enforcement officer or a DCS caseworker does not want the school administrator to contact the parent. In these cases, the law enforcement officer or DCS caseworker should complete the “Form for Signature of Interviewing Authority” ([JIH-E](#)). In all other cases, a parent, with the law enforcement officer's permission, may be present during the interview except when interviews are conducted by a Dept of Child Safety worker pursuant to ARS 8-224 and 8-546.01. See Policy [JIH](#).

If a student is taken into custody (arrested), the arresting officer shall be requested to notify the student’s parents. The arresting officer will be asked to complete and sign a “Form for Signature of Interviewing Authority” ([JIH-E](#)). School personnel shall make every reasonable effort to make sure parents have been notified that a student has been taken into custody. The personnel of the District shall cooperate fully with the police.

Short-Term Suspension

Short-term suspension means the temporary withdrawal of the privilege of attending school and school-related events in the District for a period of ten consecutive school days or less. There is no right to appeal a short-term suspension. A school administrator has the authority to suspend a student for ten school days or less.

Long-Term Suspension

Long-term suspension means the temporary withdrawal of the privilege of attending school and school-related functions in the District for a period of 11 consecutive school days or more. The Superintendent or District Hearing Officer has the authority to impose a long-term suspension following appropriate due process.

Expulsion

Expulsion means the permanent withdrawal of the privilege of attending a school or any function in the District unless the Governing Board reinstates the privilege. Only the Governing Board can expel a student.

Search and Seizure of Student Property

School personnel may lawfully conduct searches and seize related property when they have reasonable grounds to believe that the search will reveal a violation of school rules or produce evidence of unlawful activity. Items provided by the District for storage (e.g., lockers, desks) of personal items are provided as a courtesy to the student, but remain the property of the school and are subject to its control and supervision. Therefore, students have no reasonable expectation of privacy in relation to those items. Furthermore, lockers, desks, storage areas, backpacks, vehicles, etc. may be inspected at any time without notice by school personnel. Searches conducted by school personnel shall be reasonable in scope and related to the objective of the search. If a search is conducted, it shall be confined to outer clothing, purses, book bags, electronic devices, including cell phones, and the information contained therein, etc. Any other body search is inappropriate in the school setting. See policy [JIH](#) and [JIH-E](#) for more information.

Student Discipline Policies

GPS Students are responsible for following all policies and regulations related to proper behavior.

The following policies and regulations are of particular importance and are outlined below. For more specifics and complete details associated with all policies and regulations, please visit: [ASBA Policy Bridge](#)

Information on specific policies and regulations: All policies and regulations which can be found at [ASBA Policy Bridge](#):

- Policy IJNDB, IJNDB-EA, IJNDB-EB, IJNDB-EC and Regulation IJNDB-R (**Use of Technology Resources Instruction**)

Those who access the District's electronic information services (EIS) are required to abide by the EIS Agreement or, under certain conditions, accept the Terms of Use prior to accessing EIS. While accessing the District's EIS, users are expected to respect and protect the rights of other users in the community and on the Internet. Users are expected to act in a responsible, ethical, and legal manner.

Users shall act in accordance with this policy, its accompanying administrative procedure and agreements, as well as all applicable state and federal laws. Use of EIS is a privilege, not a right. Those who abuse this privilege may be denied access to EIS and may be subject to other appropriate disciplinary or legal action.

- Policy JB, JB-E, JBA and Regulation JB-R (**Equal Educational Opportunity**)

The District recognizes its responsibility and is committed to maintaining an educational environment for its students that is free from unlawful discrimination and harassment. Students are entitled to participate fully in the educational opportunities offered by the District and shall not be excluded from such participation, denied the benefits of, or otherwise be subjected to discrimination or harassment in any District program or activity on the basis of race, color, ethnicity, national origin, sex, disability or religion. The District's prohibition of discrimination and harassment encompasses all discriminatory and harassing conduct, regardless of the severity of pervasiveness. The District will discipline individuals involved in incidents of harassing or discriminatory conduct as violations of its Equal Educational Opportunities policies.

Any person who believes he/she has been the subject of or is a witness to discrimination or harassment shall immediately notify any teacher, counselor, school nurse, school administrator or any other District employee (e.g., bus driver, security officers, food service employees) of the belief. Complaints that cannot be reported immediately should be reported within 30 calendar days of the incident.

- Policy JE, JE-E and Regulation JE-R (**Student Attendance**)

Since consistent attendance is essential to academic success, students must attend school regularly, arrive on time, and not leave during the school day for unnecessary business. State law charges the parent with the responsibility for the student's consistent school attendance. A student must be in attendance a minimum of 90 percent of each semester. Excessive absences may result in the withholding of credit for grades seven through twelve, and withholding of promotion for grades one through six. An absence is defined as all or part of a school day, excused or unexcused. An excused absence is one in which the parent has notified the school within 24 hours of the student's absence and the school administrator has approved the absence. When a parent knows that the student will be absent for more than one day, one phone call to the school will be sufficient. School administrators may require verification of an absence due to illness or injuries.

- Policy JIC, and Regulations JIC-RA, and JIC-RB (**Student Conduct**)

Students in school buildings, on school grounds, using District property for any purpose, or attending a District-sanctioned event shall not engage in improper behavior including, but not limited to, the following:

- Any conduct intended to obstruct, disrupt or interfere with the educational process.
- Physical/verbal abuse or threat of harm to any person.
- Damage to property.

- Unauthorized entry or use of District facilities.
- Unlawful use, possession, distribution or sale of tobacco, alcohol or drugs, or other illegal contraband.
- Conduct or speech that violates commonly accepted standards of the District and that, under the circumstances, has no redeeming social value; e.g., public display of affection, profanity or vulgarity.
- Defiance of authority involving failure to comply with the directions from District employees or law enforcement officers acting in performance of their duties.
- Defiance of authority involving failure to identify themselves to officials or law enforcement officers when requested to do so.
- Carrying or possessing a weapon or dangerous instrument.

The District reserves the right to take disciplinary measures including, but not limited to, reprimand, detention, suspension or expulsion against students who violate student conduct as defined by this policy.

- **Policy JICA and Regulation JICA-R (Dress Code)**

School administrators will make the final decision regarding the appropriateness of any student's appearance in compliance with Policy JICA and JICA-R. To create the safest possible environment for students and to guarantee that the students' focus is to receive a quality education, GPS finds it necessary to outline expectations regarding student dress code. Questions regarding clothing/appearance issues should be directed to the school administrator.

- **Policy EE, EEAA, and EEAE (Conduct on District Vehicles)**

Students who ride the bus are subject to policies and regulations designed to provide safe transportation. Any behavior that distracts the driver is considered a serious hazard to the safe operation of the bus and jeopardizes the safety of all passengers, the driver and others. Riding the bus is a privilege, not a right, and the consequences of misconduct could result in the student being denied transportation. Suspension of bus privileges does not negate state mandated attendance requirements.

- **Policy JICG and Regulation JICG-R (Tobacco Use By Students)**

Students are prohibited from possessing, using, distributing or selling tobacco, tobacco substitutes, electronic cigarettes, or other chemical inhalation devices or vapor products in any form while on school premises or at any school-sponsored function.

- **Policy JICH and Regulation JICH-R (Drug and Alcohol Use By Students)**

The nonmedical use, possession, sale, or distribution of drugs, being under the influence of drugs or possession of drug paraphernalia is prohibited. Nonmedical is defined as "a purpose other than the prevention, treatment, or cure of a diagnosed medical condition" consistent with accepted practices of the medical profession.

For purposes of this policy, "drugs" shall include, but not be limited to:

- Controlled substances prohibited by law
- Alcoholic beverages
- Substance used to alter a psychological or physiological state
- Prescription or over-the-counter medication, except those for which permission to use in school has been granted pursuant to Board policy and regulation JLCD and JLCD-R, *Medicines/Administering Medicines to Students*
- Hallucinogenic substances
- Inhalants

- **Policy JICI (Weapons in School)**

Students are prohibited from carrying, possessing, using or threatening to use a weapon, simulated weapon, or dangerous device on school premises.

- Policy ACAA and Regulation ACAA-R (**Title IX- Sexual Harassment**)

Title IX of the Federal Education Amendments Act protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. The District does not discriminate on the basis of sex and is required by Title IX not to discriminate in such a manner. The District adheres to all conditions established by Title IX by recognizing the right of every student who attends school in the District and every employee who works in the District to do so without the fear of sexual harassment.

- Policy JICF and Regulation JICF-R (**Negative School Group/Gang Activity**)

Student groups that initiate, advocate, or promote activities that threaten the safety or well-being of persons or property in the school community, or that disrupt the school environment, are harmful to the educational process. The use of hand signals, graffiti, clothing or any representation that indicates or implies membership or affiliation with a group presents a clear and present danger to the educational process. This affiliation is contrary to the school environment and educational objectives and creates an atmosphere where unlawful acts or violations of school policies may occur.

- Policy JICFA, JICFA-EA, JICFA-EB and Regulation JICFA-R (**Hazing**)

"Hazing" means any intentional, knowing or reckless act committed by a student, whether individually or in concert with other persons, against another student, and in which both of the following apply:

- The act was committed in connection with an initiation into, an affiliation with, or the maintenance of membership in any organization that is affiliated with an educational institution.
- The act contributes to a substantial risk of potential physical injury, mental harm or degradation, or causes physical injury, mental harm or personal degradation.
- "Organization" means an athletic team, association, order, society, corps, cooperative, club, or similar group that is affiliated with an educational institution and whose membership consists primarily of students enrolled at that educational institution.

- Policy JICK, JICK-EA, JICK-EB and Regulation JICK-R (**Student Violence/ Harassment/ Intimidation/ Bullying**)

Bullying is the repeated act of intentionally inflicting physical harm and/or psychological distress on others (to include, but not limited to, fear, anxiety, psychological and emotional harm). Intimidation is intentional behavior which causes fear of injury or harm.

Gilbert Public Schools is committed to providing all students with a safe school environment where everyone is treated with respect. Students have a right to be free from any form of bullying and intimidation (including cyber bullying). A student who believes he/she has been the subject of, or is a witness to, bullying or intimidation should immediately notify any district employee. Questions about support services related to alleged victims may be obtained by contacting your school. See Policy JICK-EB for Student Bullying/Harassment/Intimidation Notification Posting and JICFA-EB for Hazing Notification Posting.

Use of Confinement and Restraint

While the Governing Board is required by statute to notify parents that confinement may be used for disciplinary purposes, the Gilbert Public Schools Governing Board does not currently authorize the use of confinement for disciplinary purposes.

The District has adopted policies which include procedures for the reasonable use of physical force by certificated or support staff personnel for certain non-disciplinary purposes such as self-defense, defense of others, defense of property, and when a student poses a danger to themselves in compliance with A.R.S. § 15-843(B)(9) and GPS Policies GBEB, GBEB-E, and GBEB-E (Staff Conduct).

JICK-EB ©

EXHIBIT

STUDENT BULLYING / HARASSMENT /INTIMIDATION

(To be displayed in school buildings and in student handbooks)

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

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

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

- A. has the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or damage to property,
- B. is sufficiently severe, persistent or pervasive that the action, behavior, or threat creates an intimidating, threatening, or abusive environment in the form of physical or emotional harm,
- C. occurs when there is a real or perceived imbalance of power or strength, or
- D. may constitute a violation of law.

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

- A. verbal, written/printed or graphic exposure to derogatory comments, extortion, exploitation, name calling, or rumor spreading either directly through another person or group or through cyberbullying,
- B. exposure to social exclusion or ostracism,
- C. physical contact including but not limited to pushing, hitting, kicking, shoving, or spitting, and
- D. damage to or theft of personal property.

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

Harassment: Harassment is intentional behavior by a student or group of students that is disturbing or threatening to another student or group of students. Intentional behaviors that characterize harassment include, but are not limited to, stalking, hazing, social exclusion, name calling, unwanted physical contact and unwelcome verbal or written comments, photographs and graphics. Harassment may be related, but not limited to, race,

religious orientation, sexual orientation, cultural background, economic status, size or personal appearance. Harassing behaviors can be direct or indirect and by use of social media.

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

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

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

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

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

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

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

Law enforcement authorities shall be notified any time District officials have a reasonable belief that an incidence of bullying, harassment, or intimidation is a violation of the law.

Questions about support services related to alleged victims may be obtained by contacting your school.

JICFA-EB ©

EXHIBIT

HAZING

(To be displayed in school buildings and placed in student handbooks)

There shall be no hazing, solicitation to engage in hazing, or aiding and abetting another who is engaged in hazing of any person enrolled, accepted for or promoted to enrollment, or intending to enroll or be promoted to schools within twelve (12) calendar months. For purposes of Policy JICFA and this exhibit a person as specified above shall be considered a "student" until graduation, transfer, promotion or withdrawal from the school.

Definitions

"Hazing" means any intentional, knowing or reckless act committed by a student, whether individually or in concert with other persons, against another student and in which both of the following apply:

- A. The act was committed in connection with an initiation into, an affiliation with or the maintenance of membership in any organization that is affiliated with an educational institution.
- B. The act contributes to a substantial risk of potential physical injury, mental harm or degradation, or causes physical injury, mental harm or personal degradation.

"Organization" means an athletic team, association, order, society, corps, cooperative, club, or similar group that is affiliated with an educational institution and whose membership consists primarily of students enrolled at that educational institution.

Directions

It is no defense to a violation of this policy if the victim consented or acquiesced to hazing.

In accord with statute, violations of this policy do not include either of the following:

- A. Customary athletic events, contests or competitions that are sponsored by an educational institution.
- B. Any activity or conduct that furthers the goals of a legitimate educational curriculum, a legitimate extracurricular program or a legitimate military training program.

All students, teachers and staff shall take reasonable measures within the scope of their individual authority to prevent violations of Policy JICFA and this exhibit.

Reporting/Complaint Procedure

Students and others may report hazing to any professional staff member. Professional staff members must report the incident to the school administrator or next higher administrative supervisor, in writing, with such details as may have been provided. A failure by a staff member to timely inform the school administrator or next higher administrative supervisor of a hazing allegation or their observation of an incident of hazing may subject the staff member to disciplinary action in accord with school policies. The staff member shall preserve the confidentiality of those involved, disclosing the incident only to the appropriate school administrator or next higher administrative supervisor or as otherwise required by law. Any instance of reported or observed hazing which includes possible

child abuse or violations of statutes known to the staff member shall be treated in accord with statutory requirements and be reported to a law enforcement agency.

A person who complains or reports regarding hazing may complain or report directly to the school administrator or to a professional staff member. The professional staff member receiving the report/complaint shall retrieve sufficient detail from the person to complete the form designated for such purpose. At a minimum the report/complaint shall be put in writing containing the identifying information on the complainant and such specificity of names, places and times as to permit an investigation to be carried out. When a professional staff member receives the information, the staff member will transmit a report to the school administrator or supervising administrator not later than the next school day following the day the staff member receives the report/complaint.

The report/complaint will be investigated by the school administrator or a supervising administrator. The procedures to be followed are:

- A. An investigation of the reported incident or activity shall be made within ten (10) school days when school is in session or within fifteen (15) days during which the school offices are open for business when school is not in session. Extension of the time line may only be by necessity as determined by the Superintendent.
- B. The investigator shall meet with the person who reported the incident at or before the end of the time period and shall discuss the conclusions and actions to be taken as a result of the investigation. Confidentiality of records and student information shall be observed in the process of making such a report.
- C. The investigator shall prepare a written report of the findings and a copy of the report shall be provided to the Superintendent.

All violations of Policy JICFA and this exhibit shall be treated in accord with the appropriate procedures and penalties provided for in School policies related to the conduct and discipline of students, staff, and others.

Notification

McKinney-Vento Homeless Assistance Act

Every homeless student shall have access to the same educational opportunities as students who are not homeless. The Superintendent has designated a liaison for homeless students to carry out duties per the McKinney-Vento Homeless Assistance Act. A student identified as homeless has the following rights: immediate enrollment, school selection, the opportunity to remain enrolled in their school of origin, participation in programs for which they are eligible, transportation assistance and dispute resolution.

For homeless status qualification or more information, refer to: www.azed.gov/homeless/ GPS Board Policy [JFABD](#) and its Regulation and Exhibits, or contact the GPS homeless student liaison, at (480) 545-2193 or your school counselor, social worker or the Administrative Services Department.

Prohibited Discrimination and Harassment and Non-retaliation

The District recognizes its responsibility and is committed to maintaining an educational environment for its students that is free from unlawful discrimination and harassment. Students are entitled to participate fully in the educational opportunities offered by the District and shall not be excluded from such participation, denied the benefits of, or otherwise be subjected to discrimination or harassment in any District program or activity on the basis of race, color, ethnicity, national origin, sex, gender, sexual orientation, disability or religion. More information can be found in GPS Board Policy [JB](#) and its Regulations and Exhibits, as well as Policies [JBA](#) (Discrimination on the Basis of Race, Ethnicity, Disability, Religion, Sex), Policy [JBAAA](#) (Discrimination on the Basis of Race, Ethnicity, Disability, Religion, Sex).

If you believe your child has been subjected to unlawful discrimination or harassment please contact the designated administrator at your child's school or the District's Compliance Officer at 480-497-3421.

Child Abuse Reporting

GPS personnel must comply with Arizona's mandatory child abuse reports statute, ARS 13-3620, by reporting suspected child abuse and/or neglect to the Department of Child Safety (DCS) or law enforcement authorities. Arizona Revised Statute 13-3620 states, "Any person who reasonably believes that a minor is or has been the victim of physical injury, abuse, child abuse, a reportable offense or neglect that appears to have been inflicted on the minor by other than accidental means or that is not explained by the available medical history as being accidental in nature or who reasonably believes there has been a denial or deprivation of necessary medical treatment or surgical care or nourishment with the intent to cause or allow the death of an infant who is protected under section 36-2281 shall immediately report or cause reports to be made of this information to a peace officer or to the department of child safety, except if the report concerns a person who does not have care, custody or control of the minor, the report shall be made to a peace officer only."

Asbestos Hazard Emergency Response Act

The District has developed an Asbestos Management Plan in accordance to regulations established in the Asbestos Hazard Emergency Response Act (AHERA). A copy of this plan, which is located in the main office of each site, gives information regarding inspections and any response actions taken or planned regarding asbestos in the schools. All plans are to remain in the designated locations but are available for public review. Any individual and/or organization requiring further information about the Asbestos Management Plan should contact the District's Operations Department.

Annual Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED) –

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or student’s parent; or
8. Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of –

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

Inspect, upon request and before administration or use –

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

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The District has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and will be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents or eligible students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Annual Notification Of (A.R.S.) §15-117- Surveys; Parental Permission and Informed Consent

At the beginning of every school year, the District will comply with all statutes pertaining to surveys including the requirement that the District shall obtain written informed consent from the parent of a student or a student who is at least eighteen years of age, before administering any survey that is retained by the District or the Department of Education for longer than one (1) year and that solicits personal information about the student regarding any of the following which are listed in A.R.S. 15-117.

1. Critical appraisals of another person with whom a pupil has a close relationship.
2. Gun or ammunition ownership.
3. Illegal, antisocial or self-incriminating behavior.
4. Income or other financial information.
5. Legally recognized privileged or analogous relationships, such as relationships with a lawyer, physician or member of the clergy.
6. Medical history or medical information.
7. Mental health history or mental health information.
8. Political affiliations, opinions or beliefs.
9. Pupil biometric information.
10. The quality of home interpersonal relationships.
11. Religious practices, affiliations or beliefs.
12. Self-sufficiency as it pertains to emergency, disaster and essential services interruption planning.
13. Sexual behavior or attitudes.
14. Voting history.

A parent of a student or a student who is eighteen years of age, may at any time revoke consent for the student to participate in any survey. A teacher or other school employee may not administer a survey pursuant A.R.S. 15-117 (A) without written authorization from the District.

If a parent of a student or a student who is at least eighteen years of age has reasonable belief that the District has violated this section may file a complaint with the Attorney General or the Maricopa County Attorney.

Annual Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records.

These rights are:

1. The right to inspect and review the student's education records within a reasonable time and no more than 45 days after the day the District receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal a written request that identifies the records they wish to inspect. The school official will arrange for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the District to amend their child's or their education record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. After the hearing, if the District still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

3. The right to provide written consent before the District discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without parent or student consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Gilbert Public Schools to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

See the list below of the disclosures that elementary and secondary schools may make without consent.

- FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –
- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))

- To authorize representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student’s State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system’s ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9)) The parent or eligible student must be notified of judicial order or subpoena in advance of compliance except when a parent is a party to a court proceeding involving child abuse and neglect or dependency matters, and the order is issued in the context of that proceeding. (20 U.S.C. § 1232g (b)(2)(B)).
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as “directory information” if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student’s case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))
- More information can be found in GPS Board Policy [JR](#), Student Records.

Annual Notice for Directory Information-Family Educational Rights and Privacy Act (FERPA)

FERPA, requires that the District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information (PII) from your child's education records. However, the District may disclose appropriately designated "directory information" without written consent, unless you have advised the District Gilbert Public Schools to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the District to include information from your child's education records in certain school publications. Examples include, but are not limited to the following:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. These laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).

The District has designated the following information as directory information:

- The student's name.
- The student's address.
- The student's telephone listing
- The student's date and place of birth.
- The student's electronic mail address.
- The student's photograph
- The student's grade level.
- The student's major field of study.
- The student's dates of attendance.
- The student's enrollment status (e.g., part time or full time).
- The student's participation in officially recognized activities and sports.
- The student's weight and height if a member of an athletic team.
- The student's honors and awards received.
- The student's most recently attended educational agency or institution.

If you do not want the District to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing. GPS Board Policy [JR-EB](#) provides the required form to refuse consent to release any or all of your student's directory information within the first three weeks of the school year (or within the first three weeks of enrollment for students that enroll after the first three weeks of the school year)