

# **GILBERT** **PUBLIC SCHOOLS**

**2025/2026**

## 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), disability, or any other basis prohibited by law 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.

<b>As to issues regarding Disability Discrimination:</b>	<b>As to issues regarding Sex Discrimination:</b>	<b>As to issues regarding any other type of discrimination:</b>
Ms. Fran Grossenbacher Compliance Officer Section 504/ADA Coordinator Phone: 480-497-3377 <a href="mailto:discrimination@gilbertschools.net">discrimination@gilbertschools.net</a>	Dr. Danielle Fuchs Title IX Coordinator Phone: 480-545-2174 <a href="mailto:T9reports@gilbertschools.net">T9reports@gilbertschools.net</a>	Dr. Jim Lockwood District Hearing & Compliance Officer Phone: 480-497-3421 <a href="mailto:discrimination@gilbertschools.net">discrimination@gilbertschools.net</a>

## **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), discapacidad o cualquier otra base prohibida por la ley 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.

<b>Para asuntos relacionados con la discriminación por discapacidad:</b>	<b>Para asuntos relacionados con discriminación sexual:</b>	<b>Para asuntos relacionados a cualquier otro tipo de discriminación:</b>
Sra. Fran Grossenbacher Oficial de Cumplimiento de la Sección 504 de Educación Especial/Coordinador(a) de ADA Teléfono: 480-497-3377 <a href="mailto:discrimination@gilbertschools.net">discrimination@gilbertschools.net</a>	Dra. Danielle Fuchs Coordinadora de Título IX Teléfono: 480-545-2174 <a href="mailto:T9reports@gilbertschools.net">T9reports@gilbertschools.net</a>	Dr. Jim Lockwood Oficial de Cumplimiento y Audiencia Teléfono: 480-497-3421 <a href="mailto:discrimination@gilbertschools.net">discrimination@gilbertschools.net</a>



# 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 school experience 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](http://www.gilbertschools.net) for additional information regarding GPS Policies and Administrative Regulations. Note to the public that we are transitioning during the 2024-25 school year from the ASBA Policy Manual to the Trust Policy Manual. Specific policies referenced in this handbook may still have the alphabetical letter references used by ASBA. Please refer to Chapter 5 of the TRUST Policy Manual for the new student related policies.

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,

Dr. Jason Martin

Assistant Superintendent of Elementary Education

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**All GPS Policies can be found at [www.gilbertschools.net](http://www.gilbertschools.net) >About>District Policies**

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.

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# Awareness Contract and Student Conduct Policies

For the Gilbert Public Schools (GPS) 2025-2026

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, Administrative Regulations, and the Student Handbook may be accessed at: [www.gilbertschools.net](http://www.gilbertschools.net) Policies are currently transitioning from ASBA to TRUST in Policy Bridge so policies specific to students, formerly located in Sections I and J of the ASBA Policy Manual are now found in Chapter 5 of the TRUST 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 policy topics which can be found in Chapter 5 in the [TRUST Policy Manual](#):

- Use of technology resources and the student-acceptable use agreement
- Discrimination and harassment
- Student Attendance
- Student Conduct
- Student Dress
- Student conduct in District vehicles
- Negative student group or gang affiliation
- Hazing
- Bullying
- Tobacco/vape pen use by students
- Drug/alcohol use by students
- Dangerous instruments and deadly weapons in school
- Student suspension/expulsion/due-process rights
- Title IX- Sex Discrimination

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](http://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
- 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 acknowledge and consent to Gilbert Public Schools granting my child the use of digital tools and systems to facilitate learning. These digital tools and systems include Google’s G Suite for Education which includes email, word processing, spreadsheets, and presentation tools. In addition, other services such as YouTube, and video conferencing tools such as Webex may also be used for learning. I also authorize the District to share the personal information of my child if it determines is necessary to use software selected by the District for instruction. The District will limit the personal information it discloses to what is necessary to use the selected software. For example, Google sign-in requires the district to disclose the name, email address, gender, preferred language, and other information made public.
- If further clarification is needed, you should contact the school principal.

*Parents will be signing electronically.*

# Bell Schedules

## High Schools Schedule

Monday, Tuesday, Thursday and Friday: 7:30 AM - 2:20 PM  
Wednesdays: 7:30 AM - 1:20 PM  
Half-Days: 7:30 AM - 11:20 AM  
2025/26 Half Days: Aug 27, 2025 , Sep 27, 2025 , Oct 29, 2025 , Dec 18, 2025 , Dec 19, 2025 , Jan 14, 2026 ,  
Feb 25, 2026 , Mar 6, 2026 , May 20, 2026 , and May 21, 2026

## Elementary Schools Schedule

Monday, Tuesday, Thursday and Friday: 8:10 AM - 2:55 PM  
Wednesdays: 8:10 AM - 1:55 PM  
Half-Days: 8:10 AM - 11:55 AM  
2025/26 Half Days: Aug 27, 2025 , Sep 18, 2025 , Sep 19, 2025 , Oct 29, 2025 , Dec 19, 2025 , Jan 14, 2026 ,  
Feb 25, 2026 , Mar 6, 2026 , and May 21, 2026

## Performance Academy Schedule

Monday, Tuesday, Wednesday, Thursday and Friday: 7:30 AM - 12:35 PM

## Junior High Schools Schedule

Monday, Tuesday, Thursday and Friday: 8:40 AM - 3:30 PM  
Wednesdays: 8:40 AM - 2:30 PM  
Half-Days: 8:40 AM - 12:30 PM  
2025/26 Half Days: Same As High School

## Canyon Valley High School Schedule

Monday, Tuesday, Thursday and Friday: 7:30 AM - 3:38 PM  
Wednesdays: 7:30 AM - 2:20 PM  
Half-Days: 7:30 AM - 2:10 PM  
2025/26 Half Days: Same As High School

## Canyon Valley Junior High School Schedule

Monday, Tuesday, Thursday and Friday: 8:30 AM - 3:27 PM  
Wednesdays: 8:30 AM - 2:20 PM  
Half-Days: 8:30 AM - 2:20 PM  
2025/26 Half Days: Same As High School



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# 2025/26 School Calendar

## **JULY 2025**

July 4: Independence Day  
July 17: Returning Teachers Start  
July 23: Early Release (1 hour)

July 14: New Teachers Start  
July 22: First Day of School  
July 30: Early Release (1 hour)

## **AUGUST 2025**

August 6: Early Release (1 hour)  
August 20: Early Release (1 hour)

August 13: Early Release (1 hour)  
August 27: 1/2 day Kindergarten-12th Grade

## **SEPTEMBER 2025**

September 1: Labor Day (Holiday)  
September 10: Early Release (1 hour)  
September 18: Parent Teacher Conferences 1/2 day for Kindergarten-6th Grade  
September 19: Parent Teacher Conferences 1/2 day for Kindergarten-6th Grade  
September 24: Early Release (1 hour)

September 3: Early Release (1 hour)  
September 17: Early Release (1 hour)  
September 26: Grading Day, 1/2 day Kindergarten-12th Grade

## **OCTOBER 2025**

September 29 - October 10: Fall Break (No School)  
October 15: Early Release (1 hour)  
October 29: 1/2 day Kindergarten-12th Grade

October 13: School Resumes  
October 22: Early Release (1 hour)

## **NOVEMBER 2025**

November 11: Veterans Day (Holiday)  
November 12: Early Release (1 hour)  
November 26 - 28: Thanksgiving (Holiday)

November 5: Early Release (1 hour)  
November 19: Early Release (1 hour)

## **DECEMBER 2025**

December 3: Early Release (1 hour)  
December 17: Early Release (1 hour)  
December 19: End of Semester, 1/2 day Kindergarten-12th Grade  
December 22 - 31: Winter Break (No School)

December 10: Early Release (1 hour)  
December 18: End of Semester, 1/2 day 7th-12th Grade

## **JANUARY 2026**

January 1-2: Winter Break (No School)  
January 7: Early Release (1 hour)  
January 19: Martin Luther King Day (Holiday)  
January 28: Early Release (1 hour)

January 5: School Resumes  
January 14: 1/2 day Kindergarten-12th Grade  
January 21: Early Release (1 hour)

## **FEBRUARY 2026**

February 4: Early Release (1 hour)  
February 16: Presidents Day (Holiday)  
February 25: 1/2 day Kindergarten-12th Grade

February 11: Early Release (1 hour)  
February 18: Early Release (1 hour)

## **MARCH 2026**

March 4: Early Release (1 hour)

March 6: Grading Day, 1/2 day Kindergarten-12th Grade

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March 9 - 20: Spring Break  
March 25: Early Release (1 hour)

March 23: School Resumes

### **APRIL 2026**

April 1: Early Release (1 hour)  
April 8: Early Release (1 hour)  
April 22: Early Release (1 hour)

April 3: Spring Holiday (No School)  
April 15: Early Release (1 hour)  
April 29: Early Release (1 hour)

### **MAY 2026**

May 6: Early Release (1 hour)  
May 20: 1/2 day Junior High & High School, Kindergarten-6th Grade Early Release (1 hour)  
May 21: Last Day for Students, 1/2 day Kindergarten-12th Grade  
May 22: Last Day for Teachers

May 13: Early Release (1 hour)  
May 25: Memorial Day (Holiday)

### **Summer School JUNE 1-26, 2026**

#### **Days of School**

1st Semester - 94 Days  
2nd Semester - 86 Days  
Total - 180 Days



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# Elementary School Information

## Ashland Ranch Elementary

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

## Augusta Ranch Elementary

9430 E. Neville Ave. Mesa, AZ 85209  
Ms. Kristin Flemming, Principal  
Phone: (480) 635-2011

## Boulder Creek Elementary

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

## Burk Elementary

545 N. Burk St. Gilbert, AZ 85234  
Ms. Katrina Gruse, Principal  
Phone: (480) 926-3816

## Canyon Rim Elementary

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

## Carol Rae Ranch Elementary

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

## Finley Farms Elementary

375 S. Columbus Dr. Gilbert, AZ 85296  
Ms. Tracy Smith, Principal  
Phone: (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  
Mr. Brian Lockwood, Principal  
Phone: (480) 892-2801

## Harris Elementary

1820 S. Harris Dr. Mesa, AZ 85204  
Ms. Jenn Lesrna, Principal  
Phone: (480) 545-7060

## Highland Park Elementary

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

## Islands Elementary

245 S. McQueen Rd. Gilbert AZ 85233  
Mr. Mike Davis, Principal  
Phone: (480) 497-0742

## Meridian Elementary

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

## Mesquite Elementary

1000 E. Mesquite St. Gilbert, AZ 85296  
Ms. Wendy Norburg, Principal  
Phone: (480) 813-1240

## Neely Traditional Academy

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

## Oak Tree Elementary

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

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### Patterson Elementary

1211 E. Guadalupe Rd. Gilbert AZ 85234  
Mr. Chip Pettit, Principal  
Phone: (480) 892-2803

### Playa Del Rey Elementary

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

### Pioneer Elementary

1535 N. Greenfield Rd. Gilbert, AZ 85234  
Mr. Ames Singley  
Phone: (480) 892-2022

### Quartz Hill Elementary

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

### Settler's Point Elementary

423 E. Settlers Point Dr. Gilbert, AZ 85296  
Ms. Andrea Emerick, Principal  
Phone: (480) 507-1481

### Sonoma Ranch Elementary

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

### Spectrum Elementary

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

### Superstition Springs Elementary

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

### Towne Meadows Elementary

1101 N. Recker Rd. Gilbert, AZ 85234  
Dr. Kshama Rosales, Principal  
Phone: (480) 854-1545

### Val Vista Lakes Elementary

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

### **Other Important Contact Information**

Dr. Shane McCord  
Superintendent

140 S. Gilbert Rd. Gilbert, AZ 85296  
Phone: (480) 497-3342

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

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# Getting To and From School

District Policy [5-305](#) 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 use the above-listed modes of transportation to ride to school. Parents who want their students to ride a bicycle or e-bike to school should ensure that the student is aware of and responsible for following the rules when riding a bike to school.

- E-bikes are divided into 3 classes. Only Class 1 & 2 e-bikes are allowed on school grounds.
  - Class 1 - Motor only assists while pedaling and cuts off at 20 mph
  - Class 2 - Motor may power without pedaling and cuts out 20 mph
  - Class 3 - Not allowed on school grounds. Motor only assists while pedaling and cuts out at 28 MPH
- Helmets are strongly encouraged with bikes and especially with e-bikes due to their faster speed capabilities.
- Start early enough to ensure on-time arrival.
- Students should consider biking to school with others to enhance safety.
- Students may use sidewalks and multi-use paths unless posted otherwise.
- Use only designated crosswalks to cross the street and walk the bicycle across the street.
- Upon reaching the school grounds, walk the bike or scooter to the designated storage area.
- Lock the bike, e-bike or scooter. The school is not responsible for damage or loss of students' bikes, e-bikes or scooters.
- Skateboards and shoes with wheels (Heelys) are not allowed.
- Rollerblades, etc. must be stored in the student's backpack upon arrival to school.
- Other forms of transportation need to have prior school administrator approval.
- For more information on bike safety go to the Town of Gilbert or City of Mesa websites: <https://www.gilbertaz.gov/> or <https://www.mesaaz.gov/>

## **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

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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 Policy [3-302](#) 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.

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# 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 by completing an annual update accessible from the parent portal. Parents should provide updated work numbers and emergency telephone numbers whenever a change occurs. **If the new address changes are outside the school boundaries the changes must be completed and submitted online as an [Open Enrollment](#) as part of the online registration process and 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 Maricopa County as truant. See Policy [5-103](#).
- 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 or an absence request through the Infinite Campus Parent portal 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 will be withdrawn.*** The parent must accompany the student for re-admittance and submit an OLR accessible from the parent portal.
- 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 [5-104](#) and [5-104.A](#)

## **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.

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### **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 online enrollment form as an emergency contact.
- For a student to be released to anyone other than those listed on the online enrollment form, the school will require specific written authorization from the parent/guardian.
- **Students will not be released early on the basis of a telephone call.**

### **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.

### **Open Enrollment**

- Students living outside of their school boundaries must fill out an Open Enrollment Application as part of the online registration process.
- The school can reject applications of returning open enrolled students if they fail to honor all school rules and regulations. These rules and regulations include standards for academic effort, conduct, and attendance.
- Failure to disclose certain disciplinary information on the District's Open Enrollment Application may result in revocation of the student's acceptance for open enrollment.
- For more information on Open Enrollment see Policy [5-105](#) and Procedures [5-105.A](#), [5-105.B](#)

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# 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 [5-303](#) 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.



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# School Operations

Parents may access information regarding the District or the school their children attend, from the District website: [www.gilbertschools.net](http://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 2024-2025 school year, the use of student ID badges will be used for safety purposes as well as for students to ride a school bus, purchase breakfast and lunch in the cafeteria, and to check out library books.
- 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**

- "AWAY FOR THE DAY" [Cell Phone Policy](#) for more information.
- Inappropriate use of Technology—a student shall not use District computers, network, or other technology to post, send or share personal information about the student or others without prior permission of both a teacher and parent/legal guardian. A student shall not make or attempt unauthorized access to any District information system. A student shall not use District technology to bypass or attempt to bypass any firewall, or to perform any illegal act, or to access a District-prohibited website. A student shall not use generative artificial intelligence in a manner that is not expressly authorized by the District.

## **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

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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 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 log into their Google Workspace accounts. Their email account can only be used to send or receive emails within the Gilbert Public Schools Google domain.

Refer to **Inappropriate Use of Technology in Student Code of Conduct** for further details: Policy [5-305](#).

### **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 [3-203](#) and [3-203.A](#), Visitors To School, for more information.

### **Safety & Security Emergency Response**

The District has extensive procedures in place to handle emergency and crisis situations. These are frequently reviewed and updated as needed. 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 Hub](#). 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 safety and security situation, the District will provide the most up-to-date information in the form of Alerts on the district website and on the school website. Please familiarize yourself with important information and resources in our Safety & Security Hub on the District website - [www.gilbertschools.net/safety](http://www.gilbertschools.net/safety).

### **GPS Tipline**

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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](http://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.

### **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 or families can visit [www.studentinsurance-kk.com](http://www.studentinsurance-kk.com) for more information and to enroll.

### **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](http://gilbertschools.net/meals). Students will need their school ID badge to purchase 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](http://gilbertschools.net/meals).

Breakfast costs \$1.85 and lunch costs \$3.10 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](http://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 FREE and a full lunch combo meal for FREE each school day of the 2025-2026 school year. The state of Arizona has budgeted at this time to pay the reduced meal co-payment. Applying and qualifying for free or reduced priced meals 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](http://www.gilbertschools.net) 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](http://www.gilbertschools.net) or contact us at 480-497-3482.

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## **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 electronic 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 Procedure [3-202.B](#)
- 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**

Checks are accepted at all schools.

Each check should be a commercially printed check with your name, address and one phone number on it.

In the event that a check is returned due to insufficient funds or a closed account, the amount of the check will be posted as a fine on the student's account.

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### **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](http://www.gilbertschools.net). Credit card payments are accepted. Tax Credit Donations are non-refundable.

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# 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 [5-404](#). 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 [5-404.A](#) 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.

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## **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. There are social workers and mental health counselors assigned K-12, providing specialized services to students and their families. School social workers and mental health counselors bring specialized knowledge and skills to the District, and are an integral part of the District Behavioral Health Teams. They are instrumental in supporting the District's mission for student success while collaborating with the home, school and the community to do so.

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

[Wellness Resources](http://www.gilbertschools.net/wellness) ([www.gilbertschools.net/wellness](http://www.gilbertschools.net/wellness))



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# 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](http://www.gilbertschools.net) (click on Teaching and Learning, then on Academics).

## **Traditional Classrooms**

Neely Traditional Academy and campuses with traditional classrooms, currently Canyon Rim 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 Gilbert Public Schools 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:

### **State Mandated Assessments:**

- Students in kindergarten will be assessed at the beginning of the year with a Kindergarten Entry Assessment (KEA).
- Students in grade 5 will be assessed each spring in science at the state 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 grades K through 3 will be assessed three times per year in reading using universal screeners to assess their risk of not meeting grade level standards by the end of the school year.

### **District-Level Assessments:**

- Students in grades K through 3 will be assessed three times per year in math using universal screeners to assess their risk of not meeting grade level standards by the end of the school year.
- Students in grades 4 through 6 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.
- District Benchmarks for 3rd through 6th grade students focus on mastery of standards in math, English language arts and science. They are intended to measure growth and estimate mastery of Arizona state standards.

## **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

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- 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 Gradient 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. Gradient Personalized Learning Platform programs exist at Towne Meadows (grade 6) Elementary School.
  - Grades and report card information can be found through the District website, [Infinite Campus Parent Portal](#) website link.

### **Progress Reports and Report Cards**

Progress reports will be available online, emailed, or sent home approximately on the following dates:

8/22/2025, 11/7/2025, 2/6/2026, 4/17/2026

Quarterly report cards will be available online and/or sent home approximately on the following dates:

10/17/2025, 1/9/2026, 3/27/2026, 5/21/2026

### **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 [5-216](#) and Procedure [5-216.A](#).

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

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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 three 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.

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# 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](http://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](http://www.gilbertschools.net/advantage) for preschool 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 5-203](#) and [5-204](#).

## **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 [5-202](#) and Procedure [5-202.A](#).

**Compliance Officer for Section 504-** Compliance Officer- Special Education 480-497-3474.

## **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

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in an investigation, proceeding or hearing relating to non-discrimination laws.

More information can be found in GPS Board Policy [1-201](#) 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.

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# 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](http://www.gilbertschools.net/advantage) or call the District Preschool Office at 480-497-3461.

## **Kindergarten Prep Preschool**

Kindergarten Prep is designed to give your 4 and young 5 year old 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. Students are exposed to kindergarten standards and routines when appropriate.

For more information about our Traditional, Advanced Learning, Gifted, S.T.E.A.M, and Conventional programs, with part time and full day options, and to register, please visit [www.gilbertschools.net/kprep](http://www.gilbertschools.net/kprep) or call 480-497-3461.

## **Building Blocks 3's and 4's Preschool**

GPS Community Education offers Building Blocks, a full-day preschool program. A focus on building a foundation for academic success, the Building Blocks program provides 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. This is a play-based program focused on the Arizona Department of Education Early Learning Standards, implements the Foundations Pre-K programming and is supplemented with Learning Without Tears. This program also allows the preschooler to attend extended day care through the VIK before and after school program. The students engage, discover, and experience what it means to be a student in GPS.

For additional information regarding enrollment, please visit at [www.gilbertschools.net/buildingblocks](http://www.gilbertschools.net/buildingblocks) or call the District Preschool Office at 480-497-3461.

## **TOYBOX Preschool**

Located at the comprehensive high school campuses is the TOYBOX Preschool Program. It is offered in coordination with our Early Childhood Education CTE (Career Technical Education) Program allowing for unique STEAM (science, engineering, art, music and more) learning opportunities in a multi-age lab setting of 3, 4 and 5-year old students with a low staff-to-student ratio.

## **Gifted Services**

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

### **PreK Cluster Model**

The PreK Advanced Learning/Gifted Cluster Model is located at Ashland Ranch Elementary. This class is specifically designed for advanced and gifted learners, fostering critical and creative thinking in a supportive environment with a gifted endorsed teacher.

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Screening for Advanced Learning is scheduled through the campus. Gifted Testing and registration happen through our Community Education department. [More information here.](#)

### **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 and think critically, and creatively, so learners can reach their potential for achievement.

### **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.

### **Gifted Academy (GA) at Towne Meadows Elementary**

Gifted Academy (GA) at Towne Meadows Elementary is the only elementary self-contained gifted program offered in Gilbert Public Schools. GA at TME offers a differentiated learning experience with increased depth and complexity in an environment that matches the unique learning style of gifted students. The program embraces and appreciates gifted learners' sensitivities and advanced learning styles, resulting in an atmosphere where students can flourish intellectually, socially, and emotionally.

Unlike other accelerated, high-achieving, and/or honors opportunities, students must qualify for entrance into the GA program.

- A qualifying score on a state-approved gifted test of 97 or higher in one of the areas: Verbal, Quantitative, and/or Non-Verbal.  
~or~
- A qualifying score on a state-approved gifted test of 95 or higher in two of the three areas: Verbal, Quantitative, and/or Non-Verbal.  
~or~
- An IQ score on the state-approved test for identification of gifted students of 128 or higher.

A referral for gifted evaluation can be made by parents. Students are identified for gifted services determined by the results on a state approved cognitive abilities test. For further information regarding GPS Gifted Services, please view the Gifted Education website at <https://www.gilbertschools.net/teaching-learning/gifted-education>.

### **English Language Learner Program (ELL)**

The English Language Learner Program serves 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 English language learners may receive various forms of instructional support in English acquisition.

For additional information, please visit: [www.gilbertschools.net](http://www.gilbertschools.net) and click on Academics, then English Language Learner (ELL) or contact the GPS ELL Coordinator at 480-545-2138.



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## **Accelerated Program**

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 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 eight elementary schools including – Augusta Ranch, Finley Farms, Highland Park, Meridian, Playa del Rey, Quartz Hill, Settler’s Point and Val Vista Lakes.

## **Dual Language Program**

Gilbert Elementary School offers parents the unique opportunity to enroll their children in a 50/50 model 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.

In grades kindergarten through third grade, students are taught the following subjects in English: English language arts, social studies, Foundations, and writing. Subjects taught in Spanish are math, Spanish language arts, science and writing. In fourth through sixth grade, math is taught in English, and there is a great emphasis on Spanish language arts.

### **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)

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

## **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 comprehension, spelling, writing and reading with phonics. Mathematical concepts are developed through incremental, layered learning in which students rely on a deep knowledge of prior learning and apply it flexibly in their progression towards skills. The curriculum will be complemented with the inclusion of critical thinking, cooperative learning, higher level thinking involving application of 21<sup>st</sup> 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.

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- 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.

### **Extra Academic Support Opportunities**

In addition to summer programs, there will be learning opportunities during the last week of each of the fall and spring breaks. Certified GPS teachers will reteach priority standards to assist students with understanding essential learning during these intersessions. Program information will be shared by campus administrators at the end of the 1st and 3rd quarters.

### **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 the [Community Education Registration System](#) . 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 Summer Camp Prek-6th and the Zone Summer Camps 7-8th grades.

#### **VIK Club (Very Important Kids Club)**

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, DES approved, AZCASE Accredited, safe, fun-filled extended learning program for children in kindergarten through 6th grade.

#### **Gilbert Youth Athletics (GYA)**

**Gilbert Youth Athletics is a youth sports program for elementary and Jr. high students who are interested in playing sports. The league is designed to build fundamentals, sportsmanship and the importance of exercise. Teams are made by grade level and location based on registration.**

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# Student Code of Conduct

## Behavior Philosophy

- Appropriate conduct in the school is of extreme importance to students, 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 appropriate 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 likely 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 consequences which could include 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 Procedure [5-306.A](#).

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

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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 [5-401](#) and Procedure [5-401.A](#).

There may be times when a law enforcement officer or a Department of Child Safety (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 [5-401](#).

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. 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 and could include, but not be limited to personal items such as purses, book bags, electronic devices, including cell phones, and the information contained therein, etc. See Policy [5-401](#) and Procedure [5-401.A](#) for more information.

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# 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: [Trust Policies](#).

## **Information on specific policies and regulations:**

### **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.

### **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.

### **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.

### **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:

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- 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.

### **Dress Code**

School administrators will make the final decision regarding the appropriateness of any student's appearance in compliance with GPS Policy. 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.

### **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.

### **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.

### **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 GPS Policy, *Medicines/Administering Medicines to Students*
- Hallucinogenic substances
- Inhalants

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## **Weapons in School**

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

## **Title IX- Sex Discrimination**

Title IX of the Federal Education Amendments Act obligates any recipient of Federal financial assistance to provide an educational environment free from discrimination on the basis of sex. Title IX Sexual Harassment is conduct on the basis of sex that is one or more of the following:

- quid pro quo harassment (e.g., the provision of an aid, benefit, or service of the school on an individual's participation in unwelcome sexual conduct)
- Unwelcome conduct that a reasonable person would find to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity;
- Specific offenses (e.g., sexual assault, dating violence, domestic violence, stalking)
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## **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.

## **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.

## **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.

## **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.



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The District has adopted policies which include procedures for the reasonable use of physical force by appropriately trained 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 Policy [5 -406](#).

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# 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.

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*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 Policies [5-408](#) and [5-409](#) shall subject the student to discipline up to and including suspension or expulsion. Where disciplinary action is necessary pursuant to any part of Policies [5-408](#) and [5-409](#) 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.

[For more information](#) or email us at [discrimination@gilbertschools.net](mailto:discrimination@gilbertschools.net)

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# Policy © 5-408 Hazing Prevention

Hazing is prohibited. Solicitation to engage in hazing is prohibited. Aiding and abetting another person who is engaged in hazing is prohibited.

A person commits hazing by:

Intentionally, knowingly, or recklessly, for the purpose of pre-initiation activities, pledging, initiating, holding office, admitting, or affiliating a student into or with an organization or for the purpose of continuing, reinstating, or enhancing a student's membership or status in an organization, causing, coercing, or forcing a student to engage in or endure any of the following:

1. Sexual humiliation or brutality, including forced nudity or an act of sexual penetration, or both;
2. Conduct or conditions, including physical or psychological tactics, that are reasonably calculated to cause severe mental distress to the student, including activities that are reasonably calculated to cause the student to harm themselves or others;
3. The consumption of any food, nonalcoholic liquid, alcoholic liquid, drug, or other substance that poses a substantial risk of death, physical injury, or emotional harm;
4. An act of restraint or confinement in a small space or significant sleep deprivation;
5. Conduct or conditions that violate a federal or state criminal law and that pose a substantial risk of death or physical injury;  
or
6. Physical brutality or any other conduct or conditions that pose a substantial risk of death or physical injury, including whipping, beating, paddling, branding, electric shocking, placing harmful substances on the body, excessive exercise or calisthenics, or unhealthy exposure to the elements.
  - a. With the intent to promote or aid the commission of hazing, agreeing with one or more persons that at least one of them or another person will engage in hazing and one of the parties commits an overt act in furtherance of hazing.
  - b. Intentionally or knowingly engaging in conduct that would constitute hazing if the attendant circumstances were as the person believes them to be.
  - c. Intentionally or knowingly doing anything that, under the circumstances as the person believes them to be, is any step in a course of conduct planned to culminate in committing hazing.
  - d. Intentionally or knowingly engaging in conduct that is intended to aid another to commit hazing, although the hazing is not committed or attempted by the other person.

This Policy shall not be construed to apply to customary athletic events, contests, or competitions that are sponsored by the school or to any activity or conduct that furthers the goals of a legitimate educational curriculum, legitimate extracurricular program, or legitimate military training program.

Victim consent to or acquiescence in hazing is not a defense to a violation of this Policy.

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

Complaints of hazing and violations of this Policy should be reported to the principal or assistant principal of the school that sponsors the organization or where any student allegedly involved is enrolled. The principal, assistant principal, or designee shall promptly investigate all complaints of hazing and violations of this Policy. Violations of this Policy shall be reported to the appropriate law enforcement agency whenever a crime is reasonably suspected to have occurred.

Students who violate this Policy are subject to disciplinary action, including suspension and expulsion. Any teacher or staff who knowingly allows, authorizes, or condones a violation of this Policy is subject to disciplinary action, including suspension without pay and termination of employment. Any organization that knowingly allows, authorizes, or condones a violation of this Policy may have its permission to conduct operations at the school suspended or revoked. All persons and organizations alleged to have violated this Policy are entitled to appropriate due process, and for some consequential actions, have the right to appeal the discipline or sanction to the next administrative level.

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This Policy shall be posted in each school building and printed in every student handbook for distribution to parents/guardians and students.

Adopted: April 29, 2025

Legal Authority:

[A.R.S. § 13-1215](#)

[A.R.S. § 13-1216](#)

[A.R.S. § 15-2301](#)

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# Notifications

## **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/](http://www.azed.gov/homeless/) GPS Board Policy [5-102.A](#) and its Regulation and Exhibits, or contact the GPS homeless student liaison, at (480) 545-2193 or your school Mental Health 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 [1-201](#) and Procedure [1-201.A](#), as well as Policies [1-203](#) and Procedure [1-203.A](#) for Title IX

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.

## **Reports of Bullying**

Pursuant to Governing Board Policy [5-409](#), the District does not tolerate bullying, harassment, or intimidation in any form. The District shall investigate each complaint of bullying, harassment, and intimidation and will take appropriate, timely, and responsive action.

Any student who feels he or she has been the victim of or suspects that another student has been the victim of bullying, harassment, or intimidation should file a complaint with the principal or the principal's designee or other school employee. The student's report may be provided verbally or in writing. A student's verbal report will be documented in writing by the employee receiving the report.

## **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

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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.



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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)(I) - (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

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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 [5-303](#) 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

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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 [5-303.B](#) 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)**

### **Parental Access to Student Records**

Arizona law allows for parents to have access to all written and electronic records of the District or a District's employee concerning that parent's child and to all electronic accounts of the parent's child, including all of the following:

1. Attendance records.
2. Test scores of school-administered tests and statewide assessments.
3. Grades.
4. Extracurricular activities or club participation.
5. Disciplinary records.
6. Counseling records.
7. Psychological records.
8. Applications for admission.
9. Health and immunization information, including any medical records that are maintained by a health clinic or medical facility operated or controlled by the school district or charter school or that are located on school district or charter school property.
10. Teacher and counselor evaluations.
11. Reports of behavioral patterns.

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12. Email accounts.
  13. Online or virtual accounts or data.

**These records must be given to parents within ten (10) days of receipt by the District of a written request.**

**A parent may file suit against a school district or charter school that violates subsection a of this section in the superior court in the county in which the violation occurs. This section does not preclude a parent from filing a suit asserting a violation of this section or any other claim otherwise allowed by law.**